

Mount Zion High School Curriculum Map

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Subject: French II

Units	Essentials Questions	Unit Goals	Grammar	Intercultural Focus	Timeline
Unit 1 C'est la rentrée	<ol style="list-style-type: none"> 1. How do personal preferences and traits influence our choices in school? 1. What helps students engage in their school community? 2. What do schools in different cultural contexts provide to meet the needs of their students 	<ul style="list-style-type: none"> ● Students will exchange information about academic and extracurricular offerings at their school and schools in Francophone cultures. ● Students will read, view, and listen to information about a variety of schools in Francophone cultures to draw comparisons with their own ● Students will present their school to 	<p>Students will express preferences and what they are going to do by using aimer + infinitive, aller + infinitive, adorer + infinitive</p> <p>Describing a person job and personality: Adjective agreement and the Gender of Nouns</p> <p>Comparing how much and how often: Plus...que, plus...de, plus.</p>	<p>Zoom culture:</p> <p>L'île de la Réunion</p> <p>Pratique culturelle: La filière scolaire</p> <p>Pratique culturelle: Le foyer des élèves</p> <p>Pratique culturelle: Qu'est-ce qu'on propose comme activités périscolaires?</p>	Semester I

		<p>a visiting student from a Francophone culture while giving advice on how to be successful in their school</p> <ul style="list-style-type: none"> • Students will investigate how schools in a Francophone culture promote learning and student involvement. 			
<p>Unit 2 À table</p>	<ol style="list-style-type: none"> 1. Which culinary traditions of the past are still important today? 2. How are our memories with the important people in our lives connected to 	<ul style="list-style-type: none"> • Students will exchange information about traditional dishes from Francophone cultures and memories related to food. • Students will read, 	<p>Describing the past.</p> <p>Use être, avoir and manger in past tense.</p> <p>Talking about what one used to do</p> <p>Use the imperfect of avoir, être, faire, aimer,</p>	<p>Zoom culture:</p> <p>Produit culturel: La baraque à frites</p> <p>Pratique culturelle: On va au marché</p> <p>Produit culturel: Le chocolat, une tradition Badge à savourer!</p>	<p>Semester I</p>

	<p>food?</p> <p>3. How does food bring people together?</p>	<p>view, and listen to recipes, menus, videos, and invitations related to food in Francophone cultures.</p> <ul style="list-style-type: none"> • Students will invite others to events and special meals. • Students will investigate how food plays an integral part in family, traditions, and celebrations in Francophone cultures. 	<p>etc.</p> <p>Expressing “some” or “any” by using en.</p>		
<p>Unit 3 Au boulot, les bénévoles !</p>	<p>1. How do my personal responsibilities and routines shape my daily life?</p>	<ul style="list-style-type: none"> • Students will read, view, and listen to informational texts such as announcements, 	<p>Describing what people can and want to do. Use pouvoir, vouloir, and choisir.</p> <p>Asking</p>	<p>Zoom culture: Le Québec Pratique culturelle: Les tâches ménagères au Canada.</p> <p>Pratique culturelle: La</p>	<p>Semester I</p>

	<p>2. How can community members work together to improve the quality of life for themselves and others?</p> <p>3. What kinds of volunteer opportunities exist in the Francophone world? What motivates people from different cultures to volunteer?</p>	<p>videos, and personal stories about household tasks and working as a volunteer.</p> <ul style="list-style-type: none"> ● Students will negotiate with others to decide on household tasks and a volunteer opportunity. ● Students will provide information about themselves in order to apply to a volunteer organization ● Students will investigate how and why people in Francophone cultures contribute to their 	<p>which and what questions. Use of Quel, Quels, Quelle, Quelles, and Qu'est-ce que.</p> <p>Connecting phrases with Qui, Que, and Où.</p>	<p>jeunesse engagée au Canada.</p> <p>Pratique culturelle: Le bénévolat comme intégration.</p>	
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		communities through volunteerism.			
Unit 4 Une ville qui bouge	<ol style="list-style-type: none"> 1. What experiences are available to young people in a city or town? 2. How can I access information to make plans? 3. How does culture influence where I go and what I do in a Francophone city or town? 	<ul style="list-style-type: none"> • Students will read, view, and listen to a variety of sources like brochures, schedules, and online reviews to access information to make plans • Students will exchange preferences about places to go for fun in a Francophone city or town. • Students will describe past events and activities • Students will investigate how 	<p>Expressing the most, least, best, and the worst: Le plus, le meilleur, le moins.</p> <p>Describing what one did. Avoir et être + past participle.</p> <p>Telling where you went and how you Got there.</p> <p>Talking about the past with Le passé composé.</p>	<p>Zoom culture: Paris</p> <p>Produit culturel: Les arrondissements</p> <p>Pratique culturelle: Allons au café</p> <p>Pratique culturelle: Comment se déplacer à Paris.</p>	Semester II

		and where teens in Francophone cultures and in their community enjoy a metropolitan area.			
Unit 5 Des conseils pour une vie saine	<ol style="list-style-type: none"> 1. How do people where I live and in Francophone cultures take care of their physical health? 2. How do people address concerns with their health? 3. How do people where I live and in Francophone cultures view social and emotional health? 	<ul style="list-style-type: none"> ● Students will read, view, and listen to informational texts such as websites, infographics, and personal stories about healthy habits. ● Students will discuss with others the ways in which they and others stay healthy. ● Students will research health information in order to 	<p>Giving general advice by using Pour, Il est important d', on devrait, ect.</p> <p>Telling someone what to do. Use of imperative.</p> <p>Describing one routine. Use of reflexive to talk about routines.</p>	<p>Zoom culture: Dijon et la Bourgogne-Franche Comté. France</p> <p>Pratique culturelle” L'assurance maladie en France</p> <p>Pratique culturelle: Consulter le pharmacien.</p>	Semester II

		<p>make a presentation on adolescent health.</p> <ul style="list-style-type: none"> • Students will investigate how people in Francophone culture maintain their physical as well as social and emotional health. 			
<p>Unit 6 Voyager autrement</p>	<ol style="list-style-type: none"> 1. What do I need to know to explore another country or culture? 2. What is the difference between a tourist and a traveler? 3. How do travel experiences shape our intercultural understanding and 	<ul style="list-style-type: none"> • Students will read, view, and listen to information texts such as announcements, videos, and personal stories about world travel. • Students will participate in an interview in which they discuss their 	<p>Describing what will happen/what one will - Use of future tense (Part 1)</p> <p>Avoiding repetition using le, la, and les.</p> <p>Describing what will happen/what one will - Use of future tense (Part 2)</p>	<p>Zoom culture: Le Cameroun</p> <p>Pratique culturelle: Voyager autrement.</p> <p>Pratique culturelle: Voyager à l'étranger.</p> <p>Pratique culturelle: Rester en famille d'accueil.</p>	<p>Semester II</p>

	respect for the communities we visit?	travel plans. <ul style="list-style-type: none">● Students will provide information about themselves in order to apply for a travel scholarship.● Students will investigate how and why people travel around the world for more than just tourism.			
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