

Mount Zion High School Curriculum Map

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Subject: French III & IV

Units	Essentials Questions	Unit Goals	Grammar	Intercultural Focus	Timeline
Unit 1 Ma vie et moi!	<ol style="list-style-type: none"> 1. How is friendship experienced in my community and in francophone cultures? 2. What experiences and events shape childhood? 3. How do life events and relationships as an adolescent influence whom I am becoming? 	<ul style="list-style-type: none"> • Students will exchange and present information about friendship and life events during childhood and adolescence. • Students will interpret authentic texts to gain insights into friendship and life events of childhood and adolescence in the francophone world. • Students will narrate past experiences that 	<p>Describing reciprocal actions</p> <p>Use reciprocal pronominal verbs</p> <p>Describing past actions. Use of the imperfect tense</p> <p>Imperfect vs. passé composé</p> <p>Narrative in the past tense.</p>	<p>Zoom culture: Lily from Dakar, Sénégal</p> <p>Pratique culturelle: Parler de ses amis en français.</p> <p>Produit culturel: Le cartable</p> <p>Pratique culturelle: Avoir son permis de conduire.</p>	Semester I

		<p>have affected their or another person's present life and path toward independence.</p> <ul style="list-style-type: none"> • Students will investigate how friendships and life events shape the life of young people in francophone cultures 			
<p>Unit 2 Citoyenneté numérique</p>	<ol style="list-style-type: none"> 1. What effects do digital media have on my life and the lives of those in francophone cultures? 2. What are my rights and responsibilities 	<ul style="list-style-type: none"> • Students will exchange and present information about social networking, digital responsibilities, and safe use of technology. • Students will read, view, and listen to 	<p>Avoiding repetition by using me, te, nous, vous, lui et leur.</p> <p>Describing hypothetical actions by using conditional.</p> <p>Conditional with si clauses.</p>	<p>Zoom culture: La Martinique Sylvette from Le François, Martinique</p> <p>Pratique culturelle: Accès aux portables à l'école</p> <p>Produit culturel: Les devises et les droits.</p> <p>Pratique culturelle: "Parlez-vous technologie?"</p>	<p>Semester I</p>

	<p>as a digital citizen?</p> <p>3. How can technology help me pursue my interests?</p>	<p>authentic texts about digital citizenship and social media.</p> <ul style="list-style-type: none"> ● Students will interact with authentic texts such as data, infographics, or charts to gain insights into patterns of technology used in the francophone world. ● Students will investigate how access to and use of technology affect daily life in francophone cultures and in their community. 			
Unit 3	1. What do	● Students	Connecting	Zoom culture:	Semester I

<p>Je me prends en charge</p>	<p>young people need to consider when planning for their future?</p> <p>2. How do young people balance their time between what they need to do and want to do in francophone cultures and in my community?</p> <p>3. What impact will my generation have on society?</p>	<p>will exchange information about competencies, interests, and future plans.</p> <ul style="list-style-type: none"> • Students will interpret authentic texts such as videos, infographics, or articles to gain insights into the transition toward adulthood among young people in the francophone world. • Students will present advice about planning for the future and describe work-related competencies and goals. • Students will 	<p>ideas with the relative pronouns ce qui, ce que.</p> <p>Expressing what might happen</p> <p>Forms of the conditional.</p>	<p>La Belgique Clément from Hombourg, Belgique</p> <p>Pratique culturelle: Le travail de l'étudiant</p> <p>Pratique culturelle: "Métro, boulot, dodo"</p> <p>Pratique culturelle: Faire la grève</p>	
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		investigate how young people in francophone cultures prepare for their future			
Unit 4 Génération responsable	<ol style="list-style-type: none"> 1. What is my role as an eco-friendly citizen? 2. Why does sustainability matter and how do my actions impact the future? 3. How are the beliefs of community members reflect the environment in francophone communities and my own? 	<ul style="list-style-type: none"> • Students will exchange information and advice about what it means to be eco-friendly. • Students will interpret authentic texts such as videos, charts, infographics, brochures, and articles to gain insights into patterns of sustainability in the francophone world. • Students will present 	<p>Expressing what one must do.</p> <p>Subjunctive: Forms and uses.</p> <p>Imperative : Give directives.</p> <p>Expressing what we know and who we know</p> <p>Use of savoir and connaître.</p>	<p>Zoom culture: Le Québec</p> <p>Maggie from Saint-Hyacinthe, Québec</p> <p>Pratique culturelle: Le recyclage au Canada</p> <p>Pratique culturelle: La circulation différenciée.</p> <p>Produit culturel: Les panneaux solaires au Maroc</p>	Semester II

		<p>and defend plans for protecting the environment and meeting global challenges related to sustainability.</p> <ul style="list-style-type: none"> • Students will investigate how young people in francophone cultures face global challenges such as protection of the environment. 			
<p>Unit 5 La quête de soi</p>	<ol style="list-style-type: none"> 1. What makes me unique? 2. How do people express their individuality in my community and in francoph 	<ul style="list-style-type: none"> • Students will exchange information about past experiences and other factors that affect personal identity. • Students will read, 	<p>Expressing generalities and opinions (part I)</p> <p>Il est indispensable de + infinitive</p> <p>Expressing generalities and opinions (part II)</p>	<p>Zoom culture: La France</p> <p>Charles from Nantes, France</p> <p>Pratique culturelle: les prénoms, un aspect de notre identité.</p> <p>Pratique culturelle: Les choix</p>	<p>Semester II</p>

	<p>one communities?</p> <p>3. How do the choices we make define who we are?</p>	<p>view, and listen to authentic texts such as charts, infographics, videos, ads, and articles to gain insights into different facets of personal identity.</p> <ul style="list-style-type: none"> • Students will create a short biography that includes important facets of their identity and present advice about making positive decisions. • Students will investigate how people in francophone cultures express their individuality and compare 	<p>Il est indispensable que + subjunctive</p> <p>Expressing possessions by using le mien, le tien, la tienne, le leur, etc.</p>	<p>d'expression personnelle.</p> <p>Produit culturel: Le français, une langue sexiste?</p>	
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		to their community.			
Unit 6 L'art et la vie	<ol style="list-style-type: none"> 1. What is art? How do we define it? 2. What is the value of art? 3. How is art expressed in my community and francophone cultures? 	<ul style="list-style-type: none"> • Students will exchange information and opinions about what constitutes art and the value of art. • Students will read, view, and listen to authentic texts such as interviews, videos, ads, and articles to gain insights into the role of art in their lives. • Students will express personal beliefs and opinions about art and works of art, explain why something 	<p>Expressing opinions and beliefs by using penser and croire</p> <p>Expressing desire and emotion by using vouloir et désirer.</p> <p>Avoiding repetition with me, te, nous, vous, le, la, les, lui, and leur.</p>	<p>Zoom culture: Le Laos</p> <p>Nickar from Vientiane, Laos</p> <p>Produit culturel: L'art du quotidien</p> <p>Produit culturel: Les bandes dessinées</p> <p>Produit culturel: Les crêpes autour du monde</p>	Semester II

		<p>should not be considered art, and present justifications for supporting the arts</p> <ul style="list-style-type: none">● Students will investigate how people in francophone cultures view art and compare to their community.			
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