

Mount Zion High School Curriculum Map

Name: Evens Sanon Department: Foreign Language (French) Subject: French I

Units	Essentials Questions	Unit Goals	Grammar	Intercultural Focus	Timeline
Unité Préliminaire Bonjour!	<ol style="list-style-type: none"> 1. How widely is French used in the world, on the internet, and in my community. 2. How do I begin and maintain a simple conversation when meeting a French speaker? 3. What strategies will help me communicate in French as I begin to learn the language? 	<ul style="list-style-type: none"> ● Students will interact in French, asking and answering some basic questions to meet and get to know others ● Students will interpret charts, graphs, and images to learn about diverse places, people, and cultures where French is spoken ● Students will reflect on how to communicate and interact 	Cognates and pronunciation Numbers 0-39 Days of the week Months of the year The verb s'appeler	Zoom Culture: Pratique Culturelle: Les salutations et l'espace vital Téléphoner en France Les années Produit et pratique culturelle: Un grand festival	Semester I

		respectfully when meeting people from other cultures.			
Unit 1 L'identité	<ol style="list-style-type: none"> Who am I? How does what I do define who I am? How do I exchange information about my identity and that of others? What are cultural similarities and differences between myself and others in a Francophone community? 	<ul style="list-style-type: none"> Students will interact to express their identity, ask for and give personal information, and express preferences about activities. Students will present basic information about themselves. Students will investigate, explain, and reflect on the role of language in shaping identity in France, Quebec, and in their community. 	<p>Recognizing the verb "être"</p> <p>The forms of "être"</p> <p>Likes and dislikes:</p> <p>Qu'est-ce que j'aime?</p> <p>Use of ne...pas</p> <p>Asking and answering questions using:</p> <p>Est-ce que, Pourquoi, Quand, comment, Qui, Quand, Où, etc.</p>	<p>Zoom culture: La France et le Québec</p> <p>Pratique culturelle: Justin Trudeau, un Canadien a plusieurs identités.</p> <p>Pratique culturelle: Le handball</p> <p>Pratique culturelle: L'identité linguistique du Québec.</p>	

<p>Unit 2 À l'école</p>	<ol style="list-style-type: none"> 1. How is student life at my school similar to/or different from student life in a Francophone country? 2. How do courses and schedules reflect the educational values of a community? 3. What places, people and activities define student life? 	<ul style="list-style-type: none"> • Students will exchange information about their lives at school, including people, places, schedules, and student activities. • Students will interpret images, videos, and schedules to gain insights into what school life is like in a Francophone country. • Students will present information about their own life at school. • Students will investigate elements of school life and aspects of time in Francoph 	<p>Noun, singular, plural.</p> <p>Use of indefinite articles un, une, or des.</p> <p>Use of definite articles le, la, les, l'.</p> <p>Grammatical gender.</p> <p>Use of il y a</p> <p>Telling the time: Quelle heure est-il?</p> <p>Mon emploi du temps: Ou, à quelle heure, and quel cours</p> <p>A quelle heure commence et se termine...?</p> <p>Subject pronouns: Je/J, Tu/vous, il/elle</p>	<p>Zoom culture:</p> <p>L'Algérie</p> <p>Practice culturelle: Le système scolaire algérien.</p> <p>La pratique culturelle: La récré</p> <p>Pratique culturelle: La technologie à l'école</p>	<p>Semester I</p>
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		one cultures.			
Unit 3 La vie en famille	<ol style="list-style-type: none"> Who are the members of a family? Which attributes and interests do family members share? Which places and activities bring families together in our culture and in Francophone cultures? 	<ul style="list-style-type: none"> Students will exchange information about family and home life? Students will interpret print texts, infographics, charts, audios about family life and activities. Students will present a collection of images to share information about a home, a family and/or friends Students will explore family traditions in Francophone cultures 	<p>Possessive adjectives: Mon, ma, mes, tes, ses, nos, vos, leur.</p> <p>Adjective agreement</p> <p>Asking information questions with est-ce que.</p>	<p>Zoom culture:</p> <p>Le sud-ouest de la France.</p> <p>Pratique culturelle: Les animaux de compagnie</p> <p>Pratique culturelle: Le pacs et le mariage en France</p>	Semester I
Unit 4	<ol style="list-style-type: none"> What is 	<ul style="list-style-type: none"> Students 	The partitive	Zoom culture:	Semester II

<p>Bon appétit</p>	<p>the role of food in everyday life?</p> <p>2. How does cuisine help define cultures</p> <p>3. What are the habits and traditions affiliated with meals in the Francophone world</p>	<p>will share preferences, opinions, and habits about food choices and food purchases</p> <ul style="list-style-type: none"> ● Students will interpret photographs, videos, advertisements, infographics, blogs, and menus to understand food choices and culinary customs ● Students will create a menu based on food preferences and food traditions of a Francophone country. ● Students will recognize how Francophone cultures 	<p>article: Whole, in part - du, , un, une, de la.</p> <p>The verbs prendre, boire, and manger</p> <p>La forme négative</p>	<p>Pratique culturelle: Faire les courses en France</p> <p>Pratique culturelle: Les soldes</p> <p>Pratique culturelle: Le transport en commun</p> <p>Pratique culturelle: L'office de Tourisme</p>	
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		demonstrate responsible attitude and practices toward food-related issues.			
Unit 5 Le temps libre	<ol style="list-style-type: none"> 1. What are common leisure activities in my community and in the Francophone world? 2. How do leisure activities, sports, and music help define cultures? 3. What is the impact of leisure activities on everyday life? 	<ul style="list-style-type: none"> • Students will exchange information about leisure activities • Students will identify information from print about audiovisual materials relating to leisure activities • Students will make simple social plans and invite someone to an event • Students will identify how and why people use their 	<p>Near future: Le futur proche et les endroits</p> <p>Questions with “Quel” and “Qu’est-ce que”.</p> <p>Les questions avec “quel” et “qu’est-ce que”</p>	<p>Zoom culture:</p> <p>Le togo</p> <p>Pratique culturelle: Le Tour de France</p> <p>Pratique culturelle: La pétanque</p> <p>Le festival Eke Epke à Glidji, au Togo</p> <p>Pratique culturelle: Le système métrique</p> <p>Pratique culturelle: La mode française</p>	Semester II

		leisure time in Francophone cultures and in their community			
Unit 6 En ville	<ol style="list-style-type: none"> 1. How do the culture, community, and people around us affect how we live? 2. How do my surroundings shape my identity? 3. What is the impact of leisure activities on everyday life? 	<ul style="list-style-type: none"> ● Students will share information and preferences about places in their community and in the French-speaking world. ● Students will interpret blogs, lists, proverbs, and promotional materials about shopping choices and activities ● Students will describe the relative location of stores 	<p>Describing what people buy. Use acheter, jouer and promener.</p> <p>Activities in city. Use Attendre</p>	<p>Zoom culture: La France</p> <p>Pratique culturelle: Faire les courses en France</p> <p>Pratique culturelle: Les soldes</p> <p>Pratique culturelle: Le transport en commun</p> <p>Pratique culturelle: L'office de Tourisme</p>	Semester II

		<p>in a community using maps</p> <ul style="list-style-type: none">● Students will identify some of the unique features that have shaped and defined the culture of a community.			
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