

# CURRICULUM MAP (rev June 2024)

**Subject: French 2**

**Grade Level: 9**

**Teacher: Mayo**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● conversations, statements, reports on fall and winter sports</li> <li>● conversations, statements about health &amp; medicine</li> <li>● distinguishing between past, present &amp; future</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● talk about fall &amp; winter sports</li> <li>● talk about winter weather &amp; vacation</li> <li>● talk about past events</li> <li>● asking questions</li> <li>● talk about one's health &amp; illnesses</li> <li>● describing one's symptoms</li> <li>● giving commands</li> <li>● expressing reactions</li> </ul>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● conversations, statements about cultural pastimes</li> <li>● recognizing geographical prepositions, direct object pronouns</li> <li>● conversations, statements about hotels</li> <li>● cultural facts about the hospitality industry</li> <li>● statements, conversations, extended passages about banking &amp; money</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● about movies, museums, theater, TV</li> <li>● stating where places are located &amp; where people are from</li> <li>● about booking a hotel room</li> <li>● filing a complaint at a hotel</li> <li>● about past events in different contexts</li> <li>● about one's spending habits</li> <li>● exchanging money</li> <li>● saying what one must do</li> <li>● expressing quantities with pronouns</li> </ul>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● directions related to performing tasks, postal service</li> <li>● what people send, use, pay</li> <li>● identifying objects, personnel related to the postal service</li> <li>● identifying household appliances/ objects and directions for their use</li> <li>● menus of typical meals</li> <li>● real estate ads</li> <li>● television schedules</li> <li>● directions how to make and receive local/long distance calls in France</li> <li>● taking telephone messages</li> <li>● identifying parts of phone</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● using words/expressions related to the postal service</li> <li>● getting along in a French post office</li> <li>● speaking with postal service personnel</li> <li>● buying items needed to send/receive mail</li> <li>● give directions for daily activities done at home</li> <li>● describe a typical day: routine, chores</li> </ul>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● announcements regarding train travel</li> <li>● difference between past/present actions</li> <li>● directions related to train travel                             <ul style="list-style-type: none"> <li>- procedures</li> <li>- booking</li> <li>- reservations</li> <li>- checking baggage</li> </ul> </li> <li>● descriptions of people including facial features &amp; hairstyles</li> <li>● directions for emergency room/operating room procedures</li> <li>● following doctor's directions for the care of an injury</li> <li>● accounts of accidents</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● making arrangements for train travel: booking a ticket, asking questions</li> <li>● describing French trains and the TGV</li> <li>● describing a past trip</li> </ul>

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<p><b>READING</b></p> <ul style="list-style-type: none"> <li>● readings on fall sports, soccer, bicycling(Tour de France), cultural differences US/France</li> <li>● readings on winter sports, ski resorts, Canada</li> <li>● interpreting signs at ski resorts &amp; related realia</li> <li>● reading about a doctor’s visit</li> <li>● cultural influences on medicine</li> <li>● health related realia (advertisements, etc.)</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>● expressing personal opinions &amp; involvement in sports</li> <li>● formulating an invitation</li> <li>● about winter resorts, sports, weather, skiing</li> <li>● about one’s health habits &amp; medical history</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● the passe’ compose’ of regular verbs with avoir interrogatives “qu’est-ce que”, “qui”, “que”, “quoi”</li> <li>● direct object pronouns</li> <li>● the imperative verbs like “ouvrir”</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>● about cultural pastimes in France</li> <li>● brochures about cultural events</li> <li>● about hotels on France, different types of lodging</li> <li>● how hotels are classified in France</li> <li>● interpreting a hotel bill</li> <li>● about French people &amp; allowances</li> <li>● about different currencies</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>● about one’s own cultural activities</li> <li>● where people are from</li> <li>● requesting information on cultural events</li> <li>● about past events</li> <li>● an ad for a hotel</li> <li>● about a stay in a hotel</li> <li>● a letter to reserve a hotel room</li> <li>● about one’s feelings on money</li> <li>● about one’s spending habits</li> </ul>	<p><b>SPEAKING (con’t)</b></p> <ul style="list-style-type: none"> <li>● what is done for other people &amp; what other people do for the speaker</li> <li>● making calls on a public phone in France</li> <li>● using proper phone etiquette</li> <li>● taking/leaving phone messages</li> <li>● talk about routine activities</li> <li>● talk about telephone service in France</li> <li>● narrating past events</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>● brochures for postal services letters/correspondence</li> <li>● mailboxes &amp; tools for sending &amp; receiving mail</li> <li>● directions on how to operate household appliances</li> <li>● real estate ads</li> <li>● television schedules</li> <li>● notes on chores</li> <li>● recipes</li> <li>● telephone messages</li> <li>● using “les Pages Jaunes”</li> <li>● instructions on how to use a public telephone, a télécarte</li> </ul>	<p><b>SPEAKING (con’t)</b></p> <ul style="list-style-type: none"> <li>● describing what takes place at a train station</li> <li>● describing people including facial features and hairstyles</li> <li>● describing a desired “look”</li> <li>● conversations between hairstylist/client</li> <li>● describing perfume production in France</li> <li>● giving accounts of accidents</li> <li>● asking about accidents</li> <li>● giving commands</li> <li>● comparing people and their abilities</li> <li>● explaining the procedures of an emergency room visit</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>● train schedules</li> <li>● informational brochures on train travel</li> <li>● stories using the imperfect/present perfect tense</li> <li>● maps</li> <li>● train tickets</li> <li>● directions on beauty products</li> <li>● magazine articles on fashion and trends</li> <li>● articles on perfume production in France</li> <li>● descriptions/directions on a Rx or given by doctor</li> </ul>

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**Subject: French 2**

**Grade Level: 9**

**Teacher: Mayo**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>● differences in sports US/France</li> <li>● French/Canadian ski resorts</li> <li>● Comparing medical services &amp; attitudes towards health US/France</li> </ul>	<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● verbs “connaître/savoir”</li> <li>● direct object pronouns, “le,la,les”</li> <li>● geographical prepositions</li> <li>● venir &amp; similar verbs</li> <li>● passe’ compose of verbs with e^tre</li> <li>● indirect object pronouns “lui, leur”</li> <li>● the pronouns “y,en”</li> <li>● verbs “devoir”, “recevoir”</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>● contrast French/American cultural activities</li> <li>● hotels and other lodging in France</li> <li>● how hotels are classified</li> <li>● contrasting American/French teen spending habits</li> </ul>	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>● writing/sending letters</li> <li>● how to address &amp; write formal/informal letters including appropriate introduction, salutation &amp; closing, address the envelope</li> <li>● describe what one does (did) on a typical day</li> <li>● describing &amp; comparing typical French/American family</li> <li>● real estate ads</li> <li>● telephone messages</li> <li>● narrations of past activities</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● who, whom, which, that</li> <li>● agreement of past participles using pronouns</li> <li>● referring to people already mentioned</li> <li>● verbs like “payer”</li> <li>● verb “s’asseoir”</li> <li>● use of reflexive pronouns past/present</li> <li>● negatives with past tense</li> <li>● imperfect tense</li> </ul>	<p><b>READING (con’t)</b></p> <ul style="list-style-type: none"> <li>● hospital/medical services offered in France</li> <li>● Articles about healthcare/accident prevention</li> <li>● Brochures/signs about medical findings</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>● describing a train trip past/present</li> <li>● describing past actions using the imperfect/present perfect tenses</li> <li>● descriptions of people/self including facial features/hair</li> <li>● describing favorite routines/how long done</li> <li>● writing review of popular beauty/hygiene products</li> <li>● accounts of accidents</li> <li>● explaining the procedure of an emergency room visit</li> <li>● commands</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● differences/uses of imperfect/present perfect tenses</li> <li>● expressing two past actions in same sentence</li> </ul>

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FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
		<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>● using infinitive of reflexive verbs to express routine activities</li> <li>● differences in letter writing in France</li> <li>● postal services in France</li> <li>● French departments and their postal codes</li> <li>● typical activities of suburban working-class French family</li> <li>● making calls from a public phone in France</li> <li>● proper phone etiquette</li> <li>● the services a “tabac” offers</li> <li>● telephone service in France</li> </ul>	<ul style="list-style-type: none"> <li>● personne ne...</li> <li>● rien ne...</li> <li>● expressing which one(s) , this one, that one these/those</li> <li>● nouns ending in -eau,-eu,-ou</li> <li>● use of “depuis”</li> <li>● “Qu’est-ce qui”</li> <li>● “Qu’est-ce que” “ce qui” “ce que”</li> <li>● verbs “suivre” ,vivre”</li> <li>● pronouns in commands</li> <li>● expressing better/best</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>● past/present train service in France</li> <li>● TGV</li> <li>● How to travel by train</li> <li>● Perfume production in France</li> <li>● French hairstyles, beauty salons, brands of make-up</li> <li>● Comparing French/American styles</li> <li>● Roles of different doctors/specialists</li> <li>● Healthcare in France</li> </ul>

# CURRICULUM MAP (rev 6/2024)

Subject: French 3

Grade Level: 10

Teacher: Mayo

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● conversations about air travel</li> <li>● street directions</li> <li>● cleaning clothes</li> <li>● appropriate Regents Listening section practice</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● talk about air travel</li> <li>● talk about the future</li> <li>● talk about driving</li> <li>● ask for/give directions</li> <li>● discuss cleaning clothes</li> <li>● discuss differences in driving habits US/France</li> <li>● practice appropriate Regents speaking situations</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>● readings on air travel, road travel, cleaning clothes</li> <li>● short realia readings on auto insurance, special travel cards</li> <li>● appropriate Regents reading selections</li> </ul>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● conversations about subway/bus/transportation</li> <li>● conversations about the holidays</li> <li>● conversations about French high school</li> <li>● appropriate Regents Listening section practice</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● talk about taking the metro, bus</li> <li>● ask directions for using the metro/bus</li> <li>● talk about French/American holidays and traditions</li> <li>● talk about family traditions</li> <li>● talk about high school (French/US)</li> <li>● talk about school supplies/equipment</li> <li>● describe school facilities/personnel</li> <li>● talk about what you have just done</li> <li>● request information</li> <li>● practice appropriate Regents speaking situations</li> </ul>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● conversations about politeness/manners</li> <li>● people expressing emotion</li> <li>● conversations about jobs, job characteristics, looking for jobs</li> <li>● assorted Regents Listening section practice</li> <li>● Film: <u>Au Revoir les Enfants</u></li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● talk about politeness/manners</li> <li>● talk about job, job characteristics, looking for jobs</li> <li>● practice assorted Regents speaking situations</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>● readings from text on politeness/manners, the Maghreb, finding a job</li> <li>● short realia readings on jobs, etc.</li> <li>● assorted Regents reading selections</li> <li>● readings from <u>Les Aventures de Petit Nicolas</u></li> </ul>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● assorted Regents Listening section practice</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● practice assorted Regents speaking situations</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>● readings from <u>Les Aventures de Petit Nicolas (Le Bouillon, Je Fume)</u> (Advanced)</li> <li>● assorted Regents reading selections</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● assorted grammar topics</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>● manners in different countries</li> </ul>

# CURRICULUM MAP (6/2024)

**Subject: French 3**

**Grade Level:10**

**Teacher: Mayo**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>● directions to your house</li> <li>● If I were a millionaire...</li> <li>● appropriate Regents topics for notes and compositions</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● future tense</li> <li>● conditional tense</li> <li>● conditional sentences</li> <li>● double object pronouns</li> <li>● adverbs</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>● La Martinique</li> <li>● Driving/road differences in France/US</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>● readings on transportation system in Paris, holiday celebrations, schools</li> <li>● short realia readings on metro</li> <li>● French report card</li> <li>● appropriate Regents reading selections</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>● letter to pen pal describing school/activities</li> <li>● letter to pen pal describing holiday activities</li> <li>● appropriate Regents topics for notes and compositions</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● pronouns</li> <li>● question words</li> <li>● venir de</li> <li>● subjunctive</li> <li>● irregular verbs</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>● Paris</li> <li>● Transportation in Paris</li> <li>● Holiday traditions in France</li> <li>● Wedding traditions in France</li> <li>● French lycée; similarities/differences with US high school</li> </ul>	<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● assorted grammar topics</li> <li>● list of regular –er,-ir-re verbs</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>● Holiday Celebrations</li> </ul>	

# CURRICULUM MAP (rev 6/2024)

**Subject: French 4**

**Grade Level: 11**

**Teacher: Mayo**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● Le genre les nouns</li> <li>● Les articles definis, indefinis, partitifs</li> <li>● Le present</li> <li>● L'imperatif</li> <li>● Le passif</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>● La Poesie française (selected poems from the 16th, 17th, 19th &amp; 20th centuries)</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>● Friendship Essay</li> <li>● writing in journal</li> <li>● write movie review</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Film: Jean de Florette</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● 5 minutes free speaking at beginning of class</li> </ul>	<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● Le passé recent</li> <li>● Le passé composé</li> <li>● L'accord du participepeassé</li> <li>● Le passé simple</li> <li>● L'imparfait</li> <li>● Le plus que parfait</li> <li>● Le passif au passé</li> <li>● Le verbe devoir</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>● <b>La Parure</b></li> <li>● continue journal writing</li> <li>● write poem</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● Listening</li> <li>● Movies, videotapes</li> <li>● Film: Manon des Sources</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● 5 minutes free speaking at beginning of class</li> <li>● recite poem to class</li> <li>● speak about xmas presents</li> </ul>	<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● Le futur proche</li> <li>● Le futur</li> <li>● Le futur antérieur</li> <li>● Le conditionnel présent</li> <li>● Le conditionnel passé</li> <li>● Les phrases conditionnelles</li> <li>● Les pronoms relatifs simples</li> <li>● Les pronoms relatifs ou, dont, qui, leque</li> <li>● Les pronoms démonstratifs</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>● <b>Le Comte de Monte Cristo</b></li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>● write longer essays on various topics; either personal experiences or questions on stories/movies</li> <li>● journal</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● continue listening exercises with various audio tapes or video tapes</li> <li>● <u>Movie; <i>Cyrano de Bergerac</i></u></li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● continue free speaking</li> <li>● begin using AP materials</li> <li>● audio questioning, tell story from series of 6 pictures, first with group and then individually</li> </ul>	<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● Les pronoms complements</li> <li>● Les pronoms accentués</li> <li>● Le subjonctif</li> <li>● le subjonctif</li> <li>● comment éviter le subjonctif (order of grammar study may vary)</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>● <b>Le Petit Prince</b></li> <li>● reading on current topics - politics</li> <li>● Les SDF</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>● continue journal essays</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● continue with listening exercises</li> <li>● begin listening to AP audio materials</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● continue with orals and storytelling</li> </ul>

# CURRICULUM MAP (rev 6/2024)

Subject: French 5

Grade Level: 12th

Teacher(s): Mayo

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Student tape activities</li> <li>• Various listening exercises</li> <li>• Movie: “La Gloire de mon pire”</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Debates @ various social issues</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• An excerpt from <u>Les Misérables</u> by Victor Hugo</li> <li>• “Je Fume” from Le Petit Nicolas</li> <li>• News items that appear frequently in local papers</li> </ul>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Student tape activities</li> <li>• Various listening exercises</li> <li>• Movie: “La Belle et. La bite”</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Discuss daily headlines of a French newspaper</li> <li>• Present skits of fairy tales</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Newspaper article @ a priest who devoted his life to working w/poor</li> <li>• Daily newspaper headlines</li> <li>• “Cendrillon”, a fairy tale</li> </ul>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Student tape activities</li> <li>• Various listening exercises</li> <li>• Movie: “La Rue Cases-Negres”</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Conversations to make an appointment for a check-up</li> <li>• Presentation on how you maintain physical fitness</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Magazine articles about health issues</li> <li>• Excerpt from <u>Le Malade Imaginaire</u> by Molière</li> <li>• Excerpt from <u>Knock ou le Triomphe de la médecine</u> by Jules Romains</li> </ul>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Student tape activities</li> <li>• Various listening exercises</li> <li>• Movie: “Le Château de ma mire”</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Presentation @ a French artist</li> <li>• Discuss reactions to various works of art</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Newspaper articles about a French painter &amp; French films</li> <li>• The poem <u>Le Jet d’eau</u> by Guillaume Apollinaire</li> <li>• Excerpt from <u>La Légende de la Peinture</u> by Michel Tournier</li> </ul>



# CURRICULUM MAP (rev 6/2024)

Subject: French 5 (con't)

Grade Level: 12th

Teacher: Mayo

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Groups write a newspaper</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>How to handle petty crime situations &amp; report them to police</li> </ul> <p><b>GRAMMER</b></p> <ul style="list-style-type: none"> <li>Subjunctive after conjunctions</li> <li>How to express agreement/ disagreement</li> <li>How to tell what you do for others or what they do for you</li> <li>How to refer to people/ things already mentioned</li> </ul>	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Take a survey &amp; write a report @ the most/ least important values for high school students</li> <li>Greeting cards</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>Values that are important to the French</li> </ul> <p><b>GRAMMER</b></p> <ul style="list-style-type: none"> <li>How to express congratulations, condolences, etc.</li> <li>How to express “some”, “any”, “which”, “who”, “whom”, &amp; “that”</li> <li>How to write complex sentences using prepositions &amp; relative pronouns</li> </ul>	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Plan a “regime” for a week</li> <li>Composition about a person you admire</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>What French people do to maintain health &amp; physical fitness</li> <li>How to handle health care situations such as having a check-up</li> </ul> <p><b>GRAMMER</b></p> <ul style="list-style-type: none"> <li>How to tell what belongs to you &amp; others</li> <li>How to express which one/ this one/ that one/ these/ those</li> <li>How to tell what people do or did for themselves or others at one point in the past</li> </ul>	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Critique of a French film we have seen during the year</li> <li>Research paper @ a French scientist</li> </ul> <p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>About French people’s passion for their artistic heritage &amp; about the latest achievements in French scientific research</li> </ul> <p><b>GRAMMER</b></p> <ul style="list-style-type: none"> <li>How to express conditions &amp; ask for things politely</li> <li>How to describe actions that precede other actions in the past &amp; simultaneous actions</li> <li>How to tell what you &amp; others have someone else do for you</li> </ul>

# CURRICULUM MAP (rev 6/2024)

Subject: French 5

Grade Level: 12

Teacher(Mayo)

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● Listening exercises with various audio &amp; video</li> <li>● listening to song cassettes</li> <li>● <u>movie; La Gloire De Mon Père</u></li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● 5 minute free speaking at beginning of class (alternate with journal reading)</li> <li>● discuss newspaper articles, reading</li> <li>● record oral on tape AP topic</li> <li>● speak for 2 minutes once a month</li> <li>● oral “explication de texte” with partner on excerpt from “Huis Clos”</li> </ul> <p><b>READING/WRITING</b></p> <ul style="list-style-type: none"> <li>● <u>Huis Clos</u> (Sartre)</li> <li>● 5 minutes journal writing</li> <li>● resume of newspaper articles</li> <li>● essays on various topics;</li> <li>● personal, AP questions</li> <li>● reading/movies</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● The grammar topics are chosen as necessary and may include;                             <ul style="list-style-type: none"> <li>○ -subjuncture</li> </ul> </li> </ul>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● Listening exercises with various audio &amp; video</li> <li>● listening to song cassettes</li> <li>● <u>movie; le Château de Ma mere</u></li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● 5 minute free speaking at beginning of class (alternate with journal reading)</li> <li>● discuss newspaper articles, reading</li> <li>● record oral on tape AP topic</li> <li>● speak for 2 minutes once a month</li> </ul> <p><b>READING/WRITING</b></p> <ul style="list-style-type: none"> <li>● <u>Angeline</u> (Zola)</li> <li>● <u>newspaper Journal Francais</u></li> <li>● 5 minutes journal writing</li> <li>● essays on various topics;</li> <li>● personal, AP questions</li> <li>● reading/movies</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● The grammar topics are chosen as necessary and may include;                             <ul style="list-style-type: none"> <li>○ -subjuncture</li> <li>○ -relative pronouns</li> <li>○ -les propositions</li> <li>○ -les adjectifs</li> <li>○ -les pronom</li> <li>○ complements</li> </ul> </li> </ul>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● Listening exercises with various audio &amp; video</li> <li>● listening to song cassettes</li> <li>● <u>movie; La Rue Cases – Negres</u></li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● 5 minute free speaking at beginning of class (alternate with journal reading)</li> <li>● discuss newspaper articles, reading</li> <li>● record oral on tape AP topic</li> <li>● speak for 2 minutes once a month</li> </ul> <p><b>READING/WRITING</b></p> <ul style="list-style-type: none"> <li>● <u>Une Si Longue Lettre</u> (Ba)</li> <li>● 5 minutes journal writing</li> <li>● essays on various topics;</li> <li>● personal, AP questions</li> <li>● reading/movies</li> </ul> <p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● The grammar topics are chosen as necessary and may include;                             <ul style="list-style-type: none"> <li>○ -subjuncture</li> <li>○ -relative pronouns</li> <li>○ -les propositions</li> <li>○ -les adjectifs</li> <li>○ -les pronom</li> <li>○ complements</li> </ul> </li> </ul>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● Listening exercises with various audio &amp; video</li> <li>● listening to song cassettes</li> <li>● <u>movie; Au Revoir Les Enfants</u></li> <li>● listen to Fairy Tale on cassette</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● 5 minute free speaking at beginning of class (alternate with journal reading)</li> <li>● discuss newspaper articles, reading</li> <li>● record oral on tape AP topic</li> <li>● speak for 2 minutes once a month</li> <li>● oral “explication de texte” on <u>Rhinoceros</u> with partner</li> <li>● ‘demonstration’ speech (teach class how to do something)</li> <li>● tell fairy tale to class in a creative way</li> </ul> <p><b>READING/WRITING</b></p> <ul style="list-style-type: none"> <li>● <u>Rhinoceros</u> (ionesco)</li> <li>● fairy tale</li> <li>● 5 minutes journal writing</li> <li>● essays on various topics;</li> <li>● personal, AP questions</li> <li>● reading/movies</li> </ul>

○ -verb review ○ -verb review

# CURRICULUM MAP (rev 6/2024)

**Subject: French 5**

**Grade Level: 12**

**Teacher(Mayo)**

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<p><b>GRAMMAR (con't)</b></p> <ul style="list-style-type: none"> <li>○ -relative pronouns</li> <li>○ -les propositions</li> <li>○ -les adjectifs</li> <li>○ -les pronoms complements</li> <li>○ -verb review</li> </ul>		<p><b>READING</b></p> <ul style="list-style-type: none"> <li>● La Dernière Classe (Daudet)</li> <li>● Cantatrice Chauve</li> </ul>	<p><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>● The grammar topics are chosen as necessary and may include;               <ul style="list-style-type: none"> <li>○ -subjunctive</li> <li>○ -relative pronouns</li> <li>○ -les propositions</li> <li>○ -les adjectifs</li> <li>○ -les pronoms complements</li> <li>○ -verb review</li> </ul> </li> </ul>