

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



**AP French Language and Culture**

**February 2019**

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Course Description

The AP French Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Francophone world. Materials include a variety of different media, such as journalistic and literary works, podcasts, interviews, movies, charts, and graphs. AP French Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where French is spoken and as such, is an immersion experience requiring exclusive use of French. All students broaden their knowledge of the various cultures that comprise the French speaking world through the thematic approach of the College Board AP French Language and Culture course.

## Pacing Guide

Approximate Time Frame	Unit
5-6 weeks	Unit 1: Families and Communities
5-6 weeks	Unit 2: Beauty and Aesthetics
5-6 weeks	Unit 3: Science and Technology
5-6 weeks	Unit 4: Global Challenges
4-5 weeks	Unit 5: Public and Personal Identities
4-5 weeks	Unit 6: Contemporary Life

### Note:

The activities presented throughout the thematic units are integrated. For example, reading activities in the Interpretive mode, continue with discussion in the Interpersonal mode, add in a listening task in the Interpretive mode and then culminate with a Written Presentational activity that integrates the reading, listening and discussion materials. Other times, the writing is a pre-reading activity that prepares students for the reading and discussions.

## Unit 1: Families and Communities

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b>ELA: SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>ELA:W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i> Interpret, analyze, and compare what is heard, read and viewed on topics related to families and communities in the target language and culture.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Communities are shaped by traditions and values and represent different roles in Francophone societies.</li> <li>Individuals contribute to the well-being of their families and communities.</li> <li>The role that educational systems play in shaping Francophone communities</li> <li>Traditional family structures in Francophone countries are evolving over time</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do traditions and values define communities around the world and contribute to the well-being of family?</li> <li>How do individuals help define a community?</li> <li>In what ways do individuals benefit from the educational systems of their communities?</li> <li>How has family structure changed over the last decade, what challenges do they pose, and how can they be managed?</li> </ul>

<p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• Vocabulary associated to the topics of family and community (ie. friendship, religion, and education)</li> <li>• Family structures and community roles in Francophone countries differ from their own culture</li> <li>• Traditions and values shape families (religion, holidays, education)</li> <li>• Community services aid families and individuals with difficult situations (poverty, economic and social issues)</li> <li>• Personal and possessive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Defining what constitutes a family unit</li> <li>• Describing family and community structures in French speaking countries</li> <li>• Discussing traditions and values in Francophone communities</li> <li>• Comparing your own family &amp; community to those in Francophone countries</li> <li>• Interpreting information related to educational systems in Francophone countries</li> <li>• Analyzing the issues affecting the educational systems in Francophone countries and providing possible solutions</li> </ul>

Stage 2 – Evidence		
Code		Assessment Evidence
T, M, A	AP Rubric for Presentational Speaking: Cultural Comparison	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	AP World Languages Interpersonal Speaking Rubric	<b>Goal:</b> Research the internet for a short French video that depicts a traditional Francophone celebration ( <i>ex: Christmas in Mali, Bastille day in France</i> ) and prepare an oral presentation explaining how and with whom it is celebrated, and how it compares to own cultural celebrations.
	AP World Languages Interpersonal Writing Rubric	<b>Role:</b> Student
	AP World Languages Presentational Writing Rubric	<b>Audience:</b> Peers/Teacher  <b>Situation:</b> Student is planning a celebration with a host-family.  <b>Product or Performance:</b> Oral cultural comparison based on audio-visual resources.  <b>Standards for Success:</b> Completion of research and presentation using class rubric

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Unit Tests</li> <li>• In class presentations and discussions</li> <li>• Written assignments</li> </ul>
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## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<b>M, A</b>	Students will make a short recording in French comparing and contrasting Francophone Families and Communities to those in the U.S.	
<b>T, M, A</b>  <b>A</b>  <b>T</b>  <b>T,M</b>  <b>T,M</b>  <b>T</b>  <b>T,M</b>  <b>T</b>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher will prepare notes and lectures on various topics about Family and Communities <b>W</b></li> <li>Teacher introduces the goals of the unit and the performance tasks <b>W</b></li> <li>Students take a pre-assessment on speaking skills. <b>Eq</b></li> <li>Teacher introduces traditions and values. <b>W</b></li> <li>Students discuss customs and holidays of their own culture and some of those of French/Francophone regions. <b>Eq,Ev,T</b></li> <li>Teacher shares film clips, images from <i>Le Petit Prince</i> and guides student discussion to themes of family and friendship in the novel. <b>W,H</b></li> <li>Students identify vocabulary, synonyms, antonyms found in <i>Le Petit Prince</i>. <b>Eq, O</b></li> <li>Teacher reviews the fundamentals of writing an e-mail by teaching French cultural conventions around e-mail writing and utilizing exemplars of students' responses. Teacher will review AP World Language interpersonal writing rubric. <b>W, Eq</b></li> <li>Students read, reflect and interpret articles about celebrations in different Francophone communities. <b>H,Eq</b></li> <li>Students read, analyze and discuss various fables by Jean de la Fontaine and Charles Perrault. Using a variety of charts and close reading strategies, students</li> </ul>	<p>Progress Monitoring</p> <p>Monitoring of student note taking and responses.</p> <p>Participation in class discussions.</p> <p>AP World Language rubrics to assess interpersonal and presentational written and spoken communication.</p> <p>Observation of small group discussions and partner interviews.</p> <p>Formal and informal assessments of students' interpretative communication skills.</p> <p>Completion of graphic organizers (compare/contrast)</p>

<p><b>T,M</b></p>	<p>will become familiar with the styles and language used in French poetry and prose. <b>Eq, T</b></p> <ul style="list-style-type: none"> <li>• Students will write an essay to compare two readings of La Fontaine and Perrault. They will choose their favorite reading and give reasons to support their choice. <b>R,O</b></li> </ul> <p><b><i>Essential Resources:</i></b></p> <ul style="list-style-type: none"> <li>• St. Exupery, Antoine de (1943). <i>Le Petit Prince</i>. Editions Gallimard.</li> <li>• AP French Language and Culture (2011). The College Board.</li> <li>• Ladd, Richard. <i>AP French-Preparing for the Language and Culture Examination</i>. Pearson, 2012. Print</li> <li>• Various fables and stories by Jean de La Fontaine and Charles Perrault</li> <li>• TV5Monde</li> </ul>	
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## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>ELA: RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>ELA: W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>ELA: SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p><i>Students will be able to independently use their learning to...</i> Present information and ideas to inform and explain a variety of topics related to Beauty and Aesthetics using appropriate media and adapting to various audiences.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Culture and society influence the ideals of beauty and aesthetics of individuals and communities around the world.</li> <li>• Art reflects and challenges cultural perspectives.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How are the perceptions of beauty and creativity established?</li> <li>• How do ideals of beauty and aesthetics influence daily life?</li> <li>• How do the arts both challenge and reflect cultural perspectives?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Vocabulary associated with fine arts, poetry, literature, music, film.</li> <li>• The factors influencing ideals of beauty and aesthetics in France</li> <li>• Cultural perspectives of art, music, architecture in Francophone countries</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Presenting and informing audiences about ideals of beauty and aesthetics in France and other French-speaking countries</li> <li>• Informing audience about their own perceptions of beauty and aesthetics.</li> <li>• Discussing and giving opinions about a variety of artwork (e.g. Impressionism, architecture)</li> <li>• Identifying typical works of art by French artists</li> </ul>

<p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>		
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**3.1 Making Connections:**

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

**3.2 Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

**4.1 Language Comparisons:**

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

**4.2 Cultural Comparisons:**

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

**5.1 School and Global**

**Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	AP Rubric for Presentational Speaking: Cultural Comparison	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Students take a virtual tour to a Museum (e.g. Le Louvre, Musée d’Orsay), select a work of art from the French-speaking world in which they discuss the “artist’s” vision of what it means to be beautiful making a connection to the essential questions.</p> <p><b>Role:</b> Art critic</p> <p><b>Audience:</b> Peers/Teacher</p> <p><b>Situation:</b> Promoting art</p> <p><b>Product or Performance:</b> Students will write a blog in which they promote visiting the museum.</p> <p><b>Standards for Success:</b> AP Rubric for Written Presentational Communication</p>
T, M, A	AP World Languages Interpersonal Speaking Rubric	
T, M, A	AP World Languages Interpersonal Writing Rubric	
T, M, A	AP World Languages Presentational Writing Rubric	

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Unit Tests</li> <li>• Debate/Arguments</li> </ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<b>M, A</b>	Students provide a written response to the questions: In which aspects of life do we observe beauty? How do people define beauty?	
<b>T, M, A</b>  <b>A</b>  <b>A</b>  <b>T,M</b>  <b>T,M</b>  <b>T</b>    <b>T,M</b>    <b>T,M,A</b>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher introduces the goals of the unit and the performance tasks <b>W</b></li> <li>Students take a pre-assessment on writing skills. <b>Eq</b></li> <li>Teacher prepares and presents notes and lectures on various topics about Beauty and aesthetics (architecture, defining beauty and creativity, fashion and design, language and literature, visual and scenic arts) <b>W, O</b></li> <li>Using thought provoking questions as a guide, students describe various pictures about architecture around the world and make associations between the pictures and their personal experiences. <b>H, Eq, Ev</b></li> <li>Students exchange opinions from notes and lectures about the buildings from the pictures and compare them with the architecture surrounding them in their own town/community. <b>H, Eq, Ev</b></li> <li>Teacher draws attention to the unit's theme and guides students to identify unknown vocabulary and verb forms before, during, and after the readings. <b>Eq, R, Ev</b></li> <li>Teacher will present an interview about a French actor, comedian, and director Jean Dujardin. <b>W, H, Eq, O</b></li> <li>Students will listen to the interview a second time and answer text-dependent questions referencing contextual clues to help them support their answers. <b>Ev, R, O</b></li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Teacher on one-to-one discussions</li> <li>Peer to peer discussions</li> <li>Class discussions</li> <li>Participation in small group discussions</li> <li>Completion of worksheets and LLC research</li> <li>Completion of graphic organizers</li> <li>Responses to questions to video and audio sources</li> <li>Monitoring of note-taking</li> </ul>



<p><b>A</b></p>	<ul style="list-style-type: none"> <li>• Students close read excerpts from “Le Corbeau et le Renard” (Jean de la Fontaine), “Il pleure dans mon Coeur” (Paul Verlaine), “Pour faire le portrait d’un Oiseau” (Jacques Prévert), “Piaf reincarnée” (Marion Cotillard) <b>E, Ev, R, O</b></li> <li>• Students record main ideas and questions they may have from close readings on graphic organizer. <b>E, Ev, R, O</b></li> <li>• Students analyze, discuss, debate, and write about whole works or excerpts read. <b>E, Ev, R, O</b></li> <li>• Students will use online resources to research and present biographical information about French impressionist artists (eg. Degas, Monet, Renoir) and list identifying qualities such as the composition, subject, use of color in their work. <b>E, Ev, R, O</b></li> </ul> <p><b><i>Essential resources:</i></b></p> <ul style="list-style-type: none"> <li>• AP French Language and Culture (2011). The College Board.</li> <li>• Ladd, Richard. <i>AP French-Preparing for the Language and Culture Examination</i>. Pearson, 2012. Print</li> <li>• “Sept jours sur la planète.” TV5Monde</li> <li>• Louvre virtual tour <a href="https://www.louvre.fr/en/visites-en-ligne">https://www.louvre.fr/en/visites-en-ligne</a></li> <li>• Other authentic audio and print materials</li> </ul>	
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## Stage 1 Desired Results

<p><b>ESTABLISHED GOALS</b></p> <p><b>ELA: RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>ELA:W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>ELA: SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Interact and negotiate meaning in spoken and written conversations to share information, reactions, feelings, and opinions related to Science and Technology.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The impact that scientific and technological development has in our lives.</li> <li>• There are driving factors in the development and innovation in science and technology.</li> <li>• Human beings have an ethical responsibility to the progress and development of science and technology.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do developments in science and technology affect our lives?</li> <li>• What factors have driven innovation and discovery in the fields of science and technology?</li> <li>• What role ethics play in scientific advancement?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Vocabulary related to science and technology</li> <li>• Some inventions credited to Francophone speakers</li> <li>• The positive and negative effects of technology and science on daily life</li> <li>• Factors that influence innovation</li> <li>• Ethics surrounding technology and life</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Analyzing technological developments and their positive/negative effects on society</li> <li>• Debating ethical and moral decisions about science and prolonging life</li> <li>• Describing the impact of modern technological innovations on daily life</li> <li>• Understanding the ethical, cultural and societal issues related to technology and</li> </ul>

<p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other</p>		<p>health care.</p>
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<p>disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><b>3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>5.2 Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	AP Rubric for Presentational Speaking: Cultural Comparison	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	AP World Languages Interpersonal Speaking Rubric	<b>Goal:</b> Student conducts research, and are given a pro or con side in a debate related to an ethical issue in medicine.
	AP World Languages Interpersonal Writing Rubric	<b>Role:</b> Debate team
	AP World Languages Presentational Writing Rubric	<b>Audience:</b> Peers/Teacher  <b>Situation:</b> Students are divided into two groups, one pro and the other con. There is a mediator.  <b>Product or Performance:</b> Students prepare for debate with visuals (poster) and present in class  <b>Standards for Success:</b> Completion of research and presentation using AP Rubric for Presentational Speaking: Cultural Comparison

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Unit Test</li> <li>• Email response</li> </ul>
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### Stage 3 – Learning Plan

Code	Pre-Assessment	
M	Students will have a simulated conversation about science and technology. The conversation takes place between the AP student and a university student who is doing a survey for his sociology class.	
T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
T	<ul style="list-style-type: none"> <li>Teacher will prepare notes and lectures on various topics about Science and Technology <b>W, O</b> <ul style="list-style-type: none"> <li>the negative and positive effects of technology and science on daily life</li> <li>the driving factors that influence the development of technology</li> <li>the driving factors that influence innovation</li> <li>the ethics surrounding moral choices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher and students (class) discussions</li> <li>Peer to peer discussions</li> <li>Participation in small group discussions</li> <li>Completion research and presentation</li> <li>Close reading of comic/cartoon</li> </ul>
T	<ul style="list-style-type: none"> <li>Teacher introduces the goals of the unit and the performance tasks <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Completion of T-chart</li> </ul>
MA	<ul style="list-style-type: none"> <li>Students take a pre-assessment on writing skills. <b>E</b></li> </ul>	
T	<ul style="list-style-type: none"> <li>Teacher brain-storms with class the negative and positive effects of technology in daily life <b>W</b></li> </ul>	<ul style="list-style-type: none"> <li>Persuasive writing</li> </ul>
T	<ul style="list-style-type: none"> <li>Students describe their experiences with science and technology <b>E, EV, T</b></li> </ul>	
T, M	<ul style="list-style-type: none"> <li>Students identify vocabulary, synonyms, antonyms from different readings related to science and technology. <b>Eq</b></li> </ul>	
T, M	<ul style="list-style-type: none"> <li>Teacher will show daily Comic Strips relating to topic for to engage and encourage student discussion. <b>W, H, T</b></li> </ul>	
T, A	<ul style="list-style-type: none"> <li>Teacher models analysis of the comic strip prompting questions (<i>What do you see? What does the photograph make you think or wonder about? What does the text say/imply?</i>)</li> </ul>	
T, M, A	<ul style="list-style-type: none"> <li>Students will independently apply the skills of analyzing a visual text to interpret and react to comics related to</li> </ul>	

	<p>ethics in medicine, genetically-modified foods, technology use etc. <b>H, Ev, R</b></p> <ul style="list-style-type: none"> <li>• In pairs, students complete a T-chart to brainstorm the negative and positive effects of technology in daily life <b>W</b></li> <li>• Students respond to an email about their experiences with science and technology <b>E, EV, T</b></li> <li>• Students investigate, reflect and present ethical views about the donation of human organs <b>Ev, O</b></li> <li>• Students identify vocabulary, synonyms, antonyms from different readings related to science and technology</li> <li>• Students compare and contrast use of technology in Francophone community and their own community <b>E, EV, T</b></li> <li>• Students discuss and debate the positive and negative effects of health and medical advances <b>E, EV, T</b></li> <li>• Students write a persuasive essay about the Internet: Does it improve or worsen our lives? <b>R, EV</b></li> </ul>	
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**Unit 4: Global Challenges**

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b>ELA: SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>ELA:W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Investigate, reflect and expand on the relationship between practices and perspectives of global challenges in Francophone countries in order to solve problems creatively.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• There are social, political and environmental challenges facing the world (eg. war, racism, pollution)</li> <li>• Education, tolerance, and empathy play an essential role in some of these major world issues.</li> <li>• Immigration and migration affect the demographics and well-being of societies</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• What environmental, political, and social issues pose challenges to societies throughout the world?</li> <li>• What are the origins of those issues?</li> <li>• What are possible solutions to those challenges?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Vocabulary associated with</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Investigating social and political</li> </ul>

<p>information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures</p> <p><b>5.1 School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and</p>	<p>government, human rights, immigration, and environment</p> <ul style="list-style-type: none"> <li>• Geography and culture influence the economy</li> <li>• Immigration is a contributing factor on the economy and social development of various francophone communities</li> <li>• various ways in which we can protect the environment (e.g. recycling, conservation of natural resources etc)</li> </ul>	<p>views concerning global issues</p> <ul style="list-style-type: none"> <li>• participating in discussions related to the environment and our individual and collective responsibilities in protecting it</li> <li>• defining global citizenship in order to reflect empathy and respect towards others</li> <li>• reflecting on the issues of injustice and inequality around the world (poverty, immigration, politics, etc.)</li> <li>• Identifying the principles of human rights in the US and Francophone countries and the purpose of non-profit organizations</li> </ul>
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collaborate in their community and the globalized world.		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>AP Rubric for Presentational Speaking: Cultural Comparison</p> <p>AP World Languages Interpersonal Speaking Rubric</p> <p>AP World Languages Interpersonal Writing Rubric</p> <p>AP World Languages Presentational Writing Rubric</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Using authentic texts, students will write a news article in which they compare and contrast challenges faced by immigrants in France. They use a T chart to document comparison of issues facing immigrants in the U.S. and should document sources so that they have them as evidence.</p> <p><b>Role:</b> News reporter</p> <p><b>Audience:</b> Teacher / Peers</p> <p><b>Situation:</b> Students are news journalists addressing the following prompt: <i>Comparez les défis affronté par les immigrants aux états-unis avec les immigrants en France.</i></p> <p><b>Product or Performance:</b> News Report</p> <p><b>Standards for Success:</b> AP Rubric for Written Presentational Communication</p>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Vocabulary and grammar quizzes.</li> <li>• Unit Test</li> <li>• Peer interview</li> <li>• Letter writing</li> </ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<b>M, A</b>	Students will watch a short video clip entitled “Portrait de deux musulmanes françaises” and summarize the similarities and differences between the two women shown.	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher introduces the goals of the unit and the performance tasks <b>W</b></li> <li>Students identify vocabulary associated with politics, laws and human rights. <b>Eq</b></li> <li>Students take a pre-assessment on interpretive listening skills. <b>Eq</b></li> <li>Teacher presents and describes the social and economic challenges that immigrants face in France. <b>W, H</b></li> <li>Students do close reading analysis through Think-Pair-Share activities and respond to text-dependent questions on various current events articles on the banning of the headscarf in France from <i>Le Monde</i>, <i>Le Figaro</i> and <i>Libération</i>. <b>H, Eq, O</b></li> <li>Students will listen and react to Podcast: “Le voile, une passion française?” <b>W, H, R</b></li> <li>Students work in pairs to analyze the purpose of the message and the point of view of guests of a podcast about immigration into the U.S from Francophone countries. <b>W, H, R</b></li> <li>Students interview each other on the background of their grandparents / great-grandparents. <b>W, H, R</b></li> <li>Students respond to a prompt discussing the pros and cons of complete assimilation into the culture of an immigrant’s adopted country. <b>Eq, Ev, O</b> <ul style="list-style-type: none"> <li>students engage in giving and receiving feedback based on rubric</li> </ul> </li> <li>Students will use close reading analysis to interpret and analyze the song “Je veux” by Zaz by completing a graphic organizer/chart stating “When I read/hear...(quote of lyrics)” “I think of ...” “Because...” <b>Eq, Ev, O, R</b></li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>AP World Language rubrics to assess interpersonal and presentational written and spoken communication.</li> <li>Students receive feedback from teacher and peers during discussions</li> <li>Formal and informal assessments of students’ interpretative communication skills.</li> <li>Class discussions</li> <li>Close reading analysis of text, audio and visual sources</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will write a letter to Zaz commenting on the song's message. <b>Eq, Ev, O, R</b></li> <li>• Students read closely and identify key points from different passages in "Allons au delà" <b>W, H, Eq, Ev,</b> <ul style="list-style-type: none"> <li>○ Le racisme expliqué à ma fille</li> <li>○ Cantines scolaires: ce que l'on vous cache.</li> <li>○ La fin des livres, Albert Robida et Octave Uzanne.</li> </ul> </li> </ul> <p><b><i>Essential resources:</i></b></p> <ul style="list-style-type: none"> <li>• Allons au delà! La Langue et les Cultures du Monde Francophone by: Richard Ladd</li> <li>• TV5MONDE</li> <li>• Le débat du jour, RFI podcast</li> <li>• Sept Jours Sur la Planète</li> <li>• Other authentic audio and print materials</li> </ul>	
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## Unit 5: Personal and Public Identities

## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>ELA: SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>2.2 Relating Cultural Products</b></p>	<p><i>Students will be able to independently use their learning to...</i> Interpret, analyze and compare various topics related to Personal and Public Identity.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• An individual's identity is developed and expressed through language and culture.</li> <li>• Personal identity evolves over time and is expressed differently according to the situation</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How are aspects of identity expressed in various situations?</li> <li>• How do language and culture influence identity?</li> <li>• How does one's identity develop over time?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Vocabulary related to personal and emotional descriptions, careers, relationships, political views, religion, and education.</li> <li>• The relationship between self-esteem and personal accomplishments.</li> <li>• Social and political impact of immigration in France</li> <li>• Meaning of hero and heroic actions to define patriotism and national identity</li> <li>• Common qualities of heroes</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• identifying key elements in defining one's identity</li> <li>• talking about self and others and express ideas and opinions about personal belief and preferences.</li> <li>• engaging in conversations on familiar and academic topics and identity issues teens face today.</li> <li>• participating in a discussion on race and ethnicity and support personal opinions.</li> <li>• comparing with heroes from French history and identify their heroic characteristics</li> </ul>



<p><b>to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>AP Rubric for Presentational Speaking: Cultural Comparison</p> <p>AP World Languages Interpersonal Speaking Rubric</p> <p>AP World Languages Interpersonal Writing Rubric</p> <p>AP World Languages Presentational Writing Rubric</p>	<p><b>Goal:</b> Working with a partner, students use library resources (books, internet, etc.) to identify and research an important hero and/or historical figures, past or present, from a French-speaking country.</p> <p><b>Role:</b> Francophone hero / Interviewer</p> <p><b>Audience:</b> Teacher / Peers</p> <p><b>Situation:</b> Students will interview each other posing as a Francophone hero. This presentation will include information on the background of each character as well as list the characteristics that make him/her a hero.</p> <p><b>Product or Performance:</b> Presentation / Interview</p> <p><b>Standards for Success:</b> Completion of research and presentation using AP Rubrics.</p>
		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Unit Test</li> <li>• Persuasive Essay</li> </ul>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<b>T, M, A</b>	<ul style="list-style-type: none"> <li>Students work in small groups to brainstorm stereotypes of American v. French identity and discuss their origins.</li> </ul>	
<b>A</b>  <b>M</b>  <b>T, M, A</b>  <b>T</b>  <b>T, M, A</b>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>Teacher introduces the goals of the unit and the performance tasks <b>W</b></li> <li>Students take “test”: <i>À quel point êtes-vous sexiste ?</i> <b>H, Ev</b></li> <li>In small groups, students discuss common American and French stereotypes. <b>Eq, R,</b></li> <li>Students learn vocabulary related to idiomatic expressions and French slang. <b>Eq</b></li> <li>Teacher will show short video based on Karina Marceau’s documentary: “I speak français”. <b>W, H, Eq, O,T</b></li> <li>Students will make cultural comparisons between the content presented in the video and their own experiences. Students will answer essential question: How do language and culture influence identity? <b>Ev, R, O</b></li> <li>Students write a persuasive essay to answer the following prompt: <i>Devrait-on assimiler la culture ou conserver son identité culturelle lors de l’immigration dans un nouveau pays?</i> <b>R, Ev, O</b></li> <li>Teacher presents film clips from “La Haine”, “Entre Les Murs”, and excerpts from RFI. <b>H, Eq, T</b></li> <li>Students will engage in note-taking while viewing/listening to the information. Then, they will discuss and make cultural comparisons between the content presented in the video and other similar</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Teacher on one-to-one discussions</li> <li>Peer to peer discussions</li> <li>Class discussions</li> <li>Participation in small group discussions</li> <li>Completion of worksheets and research</li> <li>Responses to comprehension questions to video and audio sources</li> <li>Observation of students’ use of idiomatic expressions in everyday speech</li> </ul>

<p><b>M</b></p> <p><b>T,M,A</b></p>	<p>situations they might have experienced in their personal lives. <b>Eq, R, Ev, T</b></p> <ul style="list-style-type: none"> <li>• Students will discuss the role of cultural identity and compare it to nationalism and patriotism. <b>Ev, R, T</b></li> <li>• Teacher guides students in a class discussion about possible definitions and examples of heroes from the past and present. <b>Eq, Ev, R, T</b></li> <li>• In small groups, students brainstorm a list of what they believe to be the characteristics of a hero. Students think of an example of an American hero or important historical figure in the U.S. and identify the contributions s/he has made for the well being of our society. <b>Ev, R</b></li> <li>• Students participate in interpersonal activity in which the students wear a picture of a hero or villain from pop culture on their back. They get into groups or go around the room asking yes / no questions in target language until they can guess who they are. <b>H, Eq</b></li> <li>• Students choose an important French/Francophone historical figure to research for interpersonal speaking presentation. <b>Ev, R, T</b></li> </ul> <p><b>Essential resources:</b></p> <ul style="list-style-type: none"> <li>• BuzzFeed Français <a href="https://www.buzzfeed.com/fr/hannahjewell/a-quel-point-etes-vous-sexiste">https://www.buzzfeed.com/fr/hannahjewell/a-quel-point-etes-vous-sexiste</a></li> <li>• RFI Radio</li> <li>• TV5Monde</li> <li>• “La Haine” film (1995)</li> <li>• “Entre les Murs” (2008)</li> <li>• Other authentic audio and print materials</li> </ul>	
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## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<b>ELA:W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<i>Students will be able to independently use their learning to...</i> Interpret, analyze and compare various topics related to Contemporary life in Francophone countries.	
<b>ELA: SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	<i>Meaning</i>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Cultural products, practices and perspectives influence daily contemporary life.</li> <li>• Elements of contemporary life include family, hobbies, travel, sports and work.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li>• How do societies and individuals define quality of life?</li> <li>• How is contemporary life influenced by cultural products, practices, and perspectives?</li> <li>• What are the challenges of contemporary life?</li> </ul>
	<i>Acquisition</i>	
<b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.  <b>1.2 Interpretive Communication:</b> Learners	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• Vocabulary related to school, travel, hobbies, professions, entertainment, lifestyle etc.</li> <li>• Personal learning styles in order to identify immediate and future learning goals</li> <li>• Skills and abilities required in a variety of career options and how they relate to their own</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• Assessing personal, educational and career skills that are transferable to various jobs.</li> <li>• Comparing lifestyle options as determined by their career choices.</li> <li>• Understanding how societal needs and functions influence the nature and the structure of work.</li> </ul>

<p>understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><b>3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<ul style="list-style-type: none"> <li>• Evolution of women's role in Francophone workforce</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing and contrasting educational systems in the US to those in Francophone countries</li> </ul>
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<p><b>4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>5.2 Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>AP Rubric for Presentational Speaking: Cultural Comparison</p> <p>AP World Languages Interpersonal Speaking Rubric</p> <p>AP World Languages Interpersonal Writing Rubric</p> <p>AP World Languages Presentational Writing Rubric</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Working with a partner, students will research a career they are interested in and prepare for a job interview that searching for a job, requires applying for it and requires the development of curriculum vitae</p> <p><b>Role:</b> Job interviewer and interviewee</p> <p><b>Audience:</b> Teacher / Peers</p> <p><b>Situation:</b> Students will search for a job through classifieds, fill out an application for the job and prepare a resume</p> <p><b>Product or Performance:</b> a fill-out job application and a resume that can be used in the future</p> <p><b>Standards for Success:</b> Completion of research, job application and resume and a presentation using AP Rubrics.</p>



		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Unit test</li> <li>• Employment Interview</li> </ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<b>T, M, A</b>	Students work in groups to fill out a job application and create a draft of their curriculum vitae	
<b>T</b> <b>T M</b> <b>T A</b> <b>T</b> <b>M A</b> <b>T, M, A</b> <b>A</b> <b>T</b> <b>T A</b> <b>A</b>	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> <li>• Teacher introduces the goals of the unit and the performance tasks <b>W</b></li> <li>• In small groups, students contrast the job application requirement in United States and Spanish speaking country. <b>Eq, R,</b></li> <li>• Students learn vocabulary related to job search, job application and resume <b>Eq</b></li> <li>• Students will research possible career/jobs of their interest, select three and complete a T-chart of pros-cons <b>Eq, Ev, R, T</b></li> <li>• Students will close read and complete a graphic organizer “What I notice...What I wonder...What you notice...” on an authentic job application and discuss it with partner or small groups <b>H,R</b></li> <li>• Students fill out their own job application, prepare for the interview <b>R, Ev, O</b></li> <li>• Students will discuss the importance of a resume, its elements and analyze different samples <b>Ev, R, T</b></li> <li>• Students will create their own resume <b>Eq, Ev,R</b></li> <li>• Students will receive and provide peer feedback <b>Eq, Ev, R, T</b></li> <li>• Students prepare a portfolio for their interview <b>Eq, Ev,R</b></li> <li>• Students will work in pairs to prepare a simulated interview and present it in class <b>R, Ev, O</b></li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Teacher and students feedback and discussions</li> <li>• Peer to peer discussion and feedback</li> <li>• Participation in small group discussions</li> <li>• Completion of T-chart of career/job search</li> <li>• Completion of graphic organizer</li> <li>• Creation of Portfolio</li> </ul>

	<p><b><i>Essential resources:</i></b></p> <ul style="list-style-type: none"> <li>• BBC Radio</li> <li>• TV5Monde</li> <li>• UnJourUnActu</li> <li>• Other authentic audio and print materials</li> </ul>	
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