Course Title: AP French

Subject: French

Grade Level: 12

Duration: Full Year

Prerequisite: French IV Honors and Teacher’s Recommendation

Elective or Required: Elective

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:
The objective of this course is to prepare students for the Advanced Placement Test in French Language. Students perfect their knowledge of language and culture via the intensive study of detailed and technical vocabulary, and the fine points of grammar and the usage of tenses. Prepared and extemporaneous discussions stress oral proficiency and communicative competence. Current events and literature, as well as traditional subjects, are topics of conversation and composition.

Author: Meredith Batastini
Date Submitted: Summer 2015
Course Name: AP French

Topic/Unit: Contemporary Life

Approximate # Of Weeks: 6

Essential Questions:
1. How do societies and individuals define quality of life?
2. How is contemporary life influenced by cultural products, practices, and perspectives?
3. What are the challenges of contemporary life?

Upon completion of this unit students will be able to:

- Engage in spoken and written interpersonal communication that includes the exchange of information, opinions, and ideas in a variety of time frames in formal and informal situations. (7.1.AL.A.2)

- Elicit information and clarifies meaning by using a variety of strategies and understand and use a variety of vocabulary, including idiomatic and culturally appropriate expressions. (7.1.IL.A.4, 7.1.IM.B.4)

- Self-monitor and adjust language production in spoken and written communications. (7.1.AL.B.6)

- Demonstrate an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political) and demonstrate knowledge and understanding of content across disciplines. (7.1.AL.A.4, 7.1.IM.C.5)

- Examines, compare, and reflect on products, practices, and perspectives of the target culture(s). (7.1.AL.A.3)

- Write formal and informal correspondence in a variety of media using appropriate formats and conventions. (7.1.IH.C.6, 7.1.AL.C.3)

- Synthesize information from a variety of authentic audio, visual, print and audiovisual resources (7.1.IM.A.4)

- Demonstrate comprehension of content from authentic audio, print and audiovisual resources and understand the purpose of a message and the point of view of its author. (7.1.IM.A.2)
• Plans, produce and present spoken and written presentational communications including persuasive essays, expository writing, creative writing and speeches (7.1.IM.B.3)

**Common Core ELA Standards:**
- RL.11-12.1 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.
- W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Interdisciplinary Standards (njcccs.org)**
- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

  - Standard 9.3 - Career Awareness, Exploration, and Preparation
    All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

  - Standard 8.2 – Technology Education
    All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

  - Standard 6.3 Active Citizenship in the 21st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:

● Listen to a podcast that describe the attitude of staying at home and the importance that we attach to our homes. Describe what you’ve understood.
● Working in small groups, research places where French people live. Find details about each type of housing such as the percentage of people who live in that type, where it is found, what the range of prices is for that type of housing, and whether is typically rented or purchased. Find advertisements for your housing and describe how they are similar or different than another type of housing.
● Draw the floor plan of your house. Take turns describing your houses with your partner and try to accurately draw each floorplan based upon the spoken description.
● Create a dialogue between a real estate agent and a customer in which the real estate agent tries to sell/rent the property and the customer describes his or her needs.
● Listen to a podcast that discusses the Olympic games in Calgary and problems caused by their organization. Put what you’ve heard and understood into your own words.
● Choose an internship in a French speaking country. Create a CV, profile of a company, cover letter, professional communication and prepare for a job interview. Record your job interview using the language lab.
● Working in small groups, brainstorm a chronological list that indicates rites of passage in which we enter from childhood into adulthood. Present your list to the class.
● Listen to a podcast in which we meet Simone, the voice of the SCNF recordings played in all French train stations. Put what you’ve heard into your own words.
● Using a list of American events such as a flashmob, explain each one in French to a French person. Then, pretend you’re a French person who witnessed this American event and describe it to another French person.

Enrichment Activities:

● Think of a pastime that takes up a lot of peoples’ time. Prepare a public service announcement that promotes this pastime.
● Prepare a debate in which you describe how people define quality of life and how quality of life should be defined. How do perceptions of quality of life differ in America? And in France?

Methods of Assessments/Evaluation:

● Student Responses
● Tests and quizzes
- Oral evaluation
- Student skits and speeches.
- Present powerpoint and oral presentations.
- Listening, speaking, reading and writing proficiency tests.
- Writing portfolios.
- Workbook exercises
- Activites pour Tous exercises
- Video and listening exercises with the lab
- Language Lab/Smartphone recordings
- Homework.
- Cultural awareness quizzes

Resources/Including Online Resources
- Allons Au-Delà
- AP French Language and Culture
- France Contemporaine
- Google Apps for Education (GAFE)
- Thèmes
- Une Fois Pour Toutes
- Language Lab
- Teacher Webpage
Course Name: AP French

Topic/Unit: Global Issues

Approximate # Of Weeks: 6

Essential Questions:
1. What environmental, political, and social issues propose challenges to societies throughout the world?
2. What are the origins of those issues?
3. What are possible solutions to those challenges?

Upon completion of this unit students will be able to:

- Engage in spoken and written interpersonal communication that includes the exchange of information, opinions, and ideas in a variety of time frames in formal and informal situations. (7.1.AL.A.2)

- Elicit information and clarifies meaning by using a variety of strategies and understand and use a variety of vocabulary, including idiomatic and culturally appropriate expressions. (7.1.IL.A.4, 7.1.IM.B.4)

- Self-monitor and adjust language production in spoken and written communications. (7.1.AL.B.6)

- Demonstrate an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political) and demonstrate knowledge and understanding of content across disciplines. (7.1.AL.A.4, 7.1.IM.C.5)

- Examines, compare, and reflect on products, practices, and perspectives of the target culture(s). (7.1.AL.A.3)

- Write formal and informal correspondence in a variety of media using appropriate formats and conventions. (7.1.IH.C.6, 7.1.AL.C.3)

- Synthesize information from a variety of authentic audio, visual, print and audiovisual resources (7.1.IM.A.4)
• Demonstrate comprehension of content from authentic audio, print and audiovisual resources and understand the purpose of a message and the point of view of its author. (7.1.IM.A.2)

• Plans, produce and present spoken and written presentational communications including persuasive essays, expository writing, creative writing and speeches (7.1.IM.B.3)

Common Core ELA Standards:

• RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

• W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

• SL.11-12.3 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

• L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

• L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Standards (njcccs.org)

• Standard 8.2 – Technology Education
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

• Standard 6.1 U.S. History: America in the World
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
**Standard 6.2 World History, Global Studies**

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Standard 6.3 Active Citizenship in the 21st Century**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**

- Student teaching student researching waves of immigration in France
- Preparation and student debate concerning French law banning religious insignia
- Watch, listen and recall and interpret a French news report about the expulsion of the Roma people.
- Create a dialogue in which you witness or react to an act of discrimination. Explain the incident you saw and how you would promote your ideas to avoid the scene being repeated. Present your dialogue to the class
- Imagine that the environmental club in your school is going to collect plastic bottles for recycling. Write an email to a friend encouraging them to participate, explaining why you think the club will interest him/her, give him/her details about when and where the club will meet next and say that you hope to see him/her at the meeting.
- Listen to a listening selection on climate change and summarize what the speaker says and interpret the main ideas.
- Listen to a podcast about the causes and effects of stress. Summarize what the speaker says and interpret the main ideas and intended audience.
- Create a list of rights that should be available to students. Create a declaration of student rights and present it to the class.
- Debating two controversial contemporary rights such as the right to bear arms and freedom of expression.

**Enrichment Activities:**

- Research immigration in America, Canada and France in the last thirty years. Find the nationalities of many of these immigrants and the dates in which they immigrated. Prepare a “camembert” chart depicting your findings and then discuss the trends and variables of immigration. How can racism and discrimination be avoided and how can these countries seem more or less tolerant than others?
- Research a French speaking country in Africa or the Caribbean and give statistics or anecdotes that illustrate the following problems; famine, malnutrition, the effect of malnutrition, local production of food and the distribution of food in
the country. Use websites for international humanitarian organizations that deal with hunger such as Unicef and Oxfam. Think of what countries such as the US and France can do to bring solutions to these problems. Present your findings verbally to the class and on Google classroom.

**Methods of Assessments/Evaluation:**
- Student Responses
- Tests and quizzes
- Oral evaluation
- Student skits and speeches.
- Present powerpoint and oral presentations.
- Listening, speaking, reading and writing proficiency tests.
- Writing portfolios.
- Workbook exercises
- Activites pour Tous exercises
- Video and listening exercises with the lab
- Language Lab/Smartphone recordings
- Homework.
- Cultural awareness quizzes

**Resources/Including Online Resources**
- Allons Au-delà
- AP French Language and Culture
- France Contemporaine
- Thèmes
- Google Apps for Education (GAFE)
- Une Fois Pour Toutes
- Les Misérables
- Language Lab
- Teacher Webpage
Course Name: AP French

Topic/Unit: Personal and Public Identities

Approximate # Of Weeks: 6

Essential Questions:
1. How are aspects of identity expressed in various situations?
2. How do language and culture influence identity?
3. How does one’s identity develop over time?

Upon completion of this unit students will be able to:

- Engage in spoken and written interpersonal communication that includes the exchange of information, opinions, and ideas in a variety of time frames in formal and informal situations. (7.1.AL.A.2)

- Elicit information and clarifies meaning by using a variety of strategies and understand and use a variety of vocabulary, including idiomatic and culturally appropriate expressions. (7.1.IL.A.4, 7.1.IM.B.4)

- Self-monitor and adjust language production in spoken and written communications. (7.1.AL.B.6)

- Demonstrate an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political) and demonstrate knowledge and understanding of content across disciplines. (7.1.AL.A.4, 7.1.IM.C.5)

- Examines, compare, and reflect on products, practices, and perspectives of the target culture(s). (7.1.AL.A.3)

- Write formal and informal correspondence in a variety of media using appropriate formats and conventions. (7.1.IH.C.6, 7.1.AL.C.3)
● Synthesize information from a variety of authentic audio, visual, print and audiovisual resources (7.1.IM.A.4)

● Demonstrate comprehension of content from authentic audio, print and audiovisual resources and understand the purpose of a message and the point of view of its author. (7.1.IM.A.2)

● Plans, produce and present spoken and written presentational communications including persuasive essays, expository writing, creative writing and speeches (7.1.IM.B.3)

Common Core ELA Standards:
● RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
● W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
● W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
● SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
● SL.11-12.3 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
● L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
● L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Standards (njccts.org)
● Standard 9.1 21st-Century Life & Career Skills
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

- **Standard 6.2 World History, Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**
- In small groups, compare and contrast the challenges and benefits of immigration in the United States and in France?
- Listen to a podcast about the rights of immigrants and how their rights compare to others.
- Debate the issue of bilingual schools
- Listen to a Radio-France selection concerning Islam in the western world. Describe what you have understood.
- Debate whether catholic holidays should still be national holidays in France.
- Listen to a podcast describing the use of the French language in Algeria. Describe what you’ve understood from the podcast.
- Prepare a debate on the following topic: How do language and culture influence one’s personal identity? How does our identity evolve with time?

**Enrichment Activities:**
- Prepare a timeline describing historical events of non-Catholic religions in France beginning in the middle ages such as Protestantism, Judaism, and islam.
- Using a list of French cultural saying, find their equivalents in English. For example, a bon chat bon rat.

**Methods of Assessments/Evaluation:**
- Student Responses
- Tests and quizzes
● Oral evaluation
● Student skits and speeches.
● Present powerpoint and oral presentations.
● Listening, speaking, reading and writing proficiency tests.
● Writing portfolios.
● Workbook exercises
● Activités pour Tous exercises
● Video and listening exercises with the lab
● Language Lab/Smartphone recordings
● Homework.
● Cultural awareness quizzes.

**Resources/Including Online Resources**

● Allons Au-Delà
● AP French Language and Culture
● France Contemporaine
● Thèmes
● Une Fois Pour Toutes
● Google Apps for Education (GAFE)
● Language Lab
● Teacher Webpage
Course Name: AP French

Topic/Unit: Science and Technology

Approximate # Of Weeks: 6

Essential Questions:
1. How do developments in science and technology affect our lives?
2. What factors have driven innovation and discovery in the fields of science and technology?
3. What role does ethics play in scientific advancement?

Upon completion of this unit students will be able to:

- Engage in spoken and written interpersonal communication that includes the exchange of information, opinions, and ideas in a variety of time frames in formal and informal situations. (7.1.AL.A.2)

- Elicit information and clarifies meaning by using a variety of strategies and understand and use a variety of vocabulary, including idiomatic and culturally appropriate expressions. (7.1.IA.4, 7.1.IM.B.4)

- Self-monitor and adjust language production in spoken and written communications. (7.1.AL.B.6)

- Demonstrate an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political) and demonstrate knowledge and understanding of content across disciplines. (7.1.AL.A.4, 7.1.IM.C.5)

- Examines, compare, and reflect on products, practices, and perspectives of the target culture(s). (7.1.AL.A.3)
• Write formal and informal correspondence in a variety of media using appropriate formats and conventions. (7.1.IH.C.6, 7.1.AL.C.3)

• Synthesize information from a variety of authentic audio, visual, print and audiovisual resources (7.1.IM.A.4)

• Demonstrate comprehension of content from authentic audio, print and audiovisual resources and understand the purpose of a message and the point of view of its author. (7.1.IM.A.2)

• Plans, produce and present spoken and written presentational communications including persuasive essays, expository writing, creative writing and speeches (7.1.IM.B.3)

Common Core ELA Standards:
• RL.11-12.1 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.
• W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
• W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
• SL.11-12.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
• SL.11-12.3 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
• L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
• L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Standards (njcccs.org)
• Standard 9.1 21st-Century Life & Career Skills
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 9.3 - Career Awareness, Exploration, and Preparation**
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

- **Standard 8.2 – Technology Education**
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

**Activities – include 21st Century Technologies:**

- Listen to and discuss a podcast on the subject of our planet, other planets and the stars that make up our universe.
- Working in groups, select a three or four new gadgets or apps and make an argument for and against each one using the following questions: Is the gadget essential, does it make life easier, can it change your life, and what segment/age group of society does it concern? Prepare a debate for and against each item and present your debate to the class.
- Listen to an audio passage where an author discusses his book Les Médias et la Société. Discuss the major themes and observations about the internet that you hear.
- Choose an innovation that you think has had the most impact on the world. Create an image that you think best represents the impact of this innovation. Prepare a spoken explanation that responds to the given questions. Record your explanation using your phone.
- Working in groups, discuss and imagine the impact that mobile devices have had on the publishing of books and other print material. Research using reliable sources the sales and statistics of the publishing industry in France and the US and present your findings to the class.
- Create a video commercial in which you advertise a new innovation aimed at improving an everyday task.
- Listen to a podcast that discusses new scanners and how the possibilities they offer to airports. Discuss what you have understood.
Enrichment Activities:

- Using the list of French scientists given, research and create a mini poster that describes each discovery, when each person lived and what remarkable things they did.
- Think of an innovation that brings morality into question. Create five or six questions that a debate moderator would ask about the innovation. Then perform the debate.

Methods of Assessments/Evaluation:

- Student Responses
- Tests and quizzes
- Oral evaluation
- Student skits and speeches.
- Present powerpoint and oral presentations.
- Listening, speaking, reading and writing proficiency tests.
- Writing portfolios.
- Workbook exercises
- Activites pour Tous exercises
- Video and listening exercises with the lab
- Language Lab/Smartphone recordings
- Homework.
- Cultural awareness quizzes.

Resources/Including Online Resources

- Allons Au-Delà
- AP French Language and Culture
- France Contemporaine
- Thèmes
- Google Apps for Education (GAFE)
- Une Fois Pour Toutes
- Language Lab
- Teacher Webpage
Course Name: AP French

Topic/Unit: Families and Communities

Approximate # Of Weeks: 6

Essential Questions:
1. What constitutes a family in different societies?
2. How do individuals contribute to the well-being of communities?
3. How do the roles that families and communities assume differ in societies around the world?

Upon completion of this unit students will be able to:

- Engage in spoken and written interpersonal communication that includes the exchange of information, opinions, and ideas in a variety of time frames in formal and informal situations. (7.1.AL.A.2)

- Elicit information and clarifies meaning by using a variety of strategies and understand and use a variety of vocabulary, including idiomatic and culturally appropriate expressions. (7.1.IL.A.4, 7.1.IM.B.4)

- Self-monitor and adjust language production in spoken and written communications. (7.1.AL.B.6)

- Demonstrate an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political) and demonstrate
knowledge and understanding of content across disciplines. (7.1.AL.A.4, 7.1.IM.C.5)

- Examines, compare, and reflect on products, practices, and perspectives of the target culture(s). (7.1.AL.A.3)

- Write formal and informal correspondence in a variety of media using appropriate formats and conventions. (7.1.IH.C.6, 7.1.AL.C.3)

- Synthesize information from a variety of authentic audio, visual, print and audiovisual resources (7.1.IM.A.4)

- Demonstrate comprehension of content from authentic audio, print and audiovisual resources and understand the purpose of a message and the point of view of its author. (7.1.IM.A.2)

- Plans, produce and present spoken and written presentational communications including persuasive essays, expository writing, creative writing and speeches (7.1.IM.B.3)

**Common Core ELA Standards:**

- RL.11-12.1 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.

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

- W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- SL.11-12.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

- SL.11-12.3 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
• L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
• L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Standards (njcccs.org)

• Standard 6.1 U.S. History: America in the World
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

• Standard 6.2 World History, Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

• Standard 6.3 Active Citizenship in the 21st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:
• Keeping the proverb “it takes a village to raise a child” in mind, to what extent do you think the French and Americans put that proverb into practice? What system do you think is best for raising children? Why? Debate your opinions.
• Role play certain situations involving babysitting, forgetting homework, and classroom behavior.
• Listen to a podcast about Halloween and its origins. Describe what you understood from the podcast.
• Imagine you are going to celebrate a French holiday relatively unknown in the US. Write an email to a friend and convince him/her to celebrate the holiday with you.
• Debate holiday traditions and their advantages and disadvantages.
• Research French school vacations and compare them with your own. Which system do you prefer and why?
• Talk show interview of characters from Tristian et Iseult.
• Debate the following topics: How do people contribute to the well being of a community? How do the roles of families and communities differ from one society to another?

Enrichment Activities:

• Research the benefits and disadvantages to having a family in France. What kind of benefits are given to people with children? What services are provided to those families? What kind of marriages/unions exist?

Methods of Assessments/Evaluation:

• Student Responses
• Tests and quizzes
• Oral evaluation
• Student skits and speeches.
• Present powerpoint and oral presentations.
• Listening, speaking, reading and writing proficiency tests.
• Writing portfolios.
• Workbook exercises
• Video and listening exercises with the lab
• Language Lab/Smartphone recordings
• Homework.
• Cultural awareness quizzes.

Resources/Including Online Resources

• Allons Au-Delà
• AP French Language and Culture
• France Contemporaine
• Google Apps for Education (GAFE)
• Thèmes
• Une Fois Pour Toutes
• Language Lab
• Teacher Webpage
Course Name: AP French

Topic/Unit: Beauty and Aesthetics

Approximate # Of Weeks: 6

Essential Questions:
1. How are perceptions of beauty and creativity established?
2. How do ideals of beauty and aesthetics influence daily life?
3. How do the arts both challenge and reflect cultural perspectives?

Upon completion of this unit students will be able to:

- Engage in spoken and written interpersonal communication that includes the exchange of information, opinions, and ideas in a variety of time frames in formal and informal situations. (7.1.AL.A.2)
- Elicit information and clarifies meaning by using a variety of strategies and understand and use a variety of vocabulary, including idiomatic and culturally appropriate expressions. (7.1.IL.A.4, 7.1.IM.B.4)
- Self-monitor and adjust language production in spoken and written communications. (7.1.AL.B.6)
- Demonstrate an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political) and demonstrate
knowledge and understanding of content across disciplines. (7.1.AL.A.4, 7.1.IM.C.5)

- Examines, compare, and reflect on products, practices, and perspectives of the target culture(s). (7.1.AL.A.3)

- Write formal and informal correspondence in a variety of media using appropriate formats and conventions. (7.1.IH.C.6, 7.1.AL.C.3)

- Synthesize information from a variety of authentic audio, visual, print and audiovisual resources (7.1.IM.A.4)

- Demonstrate comprehension of content from authentic audio, print and audiovisual resources and understand the purpose of a message and the point of view of its author. (7.1.IM.A.2)

- Plans, produce and present spoken and written presentational communications including persuasive essays, expository writing, creative writing and speeches (7.1.IM.B.3)

Common Core ELA Standards:

- RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- SL.11-12.3 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the
college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Standards (njcccs.org)

● Standard 6.1 U.S. History: America in the World
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

● Standard 6.2 World History, Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

● Standard 6.3 Active Citizenship in the 21st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:

● Listen to a podcast about the chief gardener at Giverny. Describe what you’ve understood.

● Present a French painting found in a French museum. Determine what makes this painting interesting. Acting as a museum tour guide, explain the history of the painting and the artistic methods that make it important. Attach a color reproduction in the classroom and complete “museum visit” by explaining your painting in turn.

● Compare three chateaux in the Loire valley. Which one in your opinion is the most beautiful? What criteria did your group use to determine your response?

● Compare and contrast green spaces in Paris and New York and the history of their creation. Do you think there is a difference in the way that Americans and French view greenspaces?

● Listen to a podcast about the French composer Maurice Ravel. Describe what you’ve understood.

Enrichment Activities:

● Research the music of another Francophone country besides France. Choose two or three songs to present to the class and explain why you’ve chosen these three songs to represent that country.
● Create a playlist that contains the most important songs in your life. For each song, write a paragraph indicating why you’ve chosen this song and what it represents for you. Organize your playlist with illustrations and submit it to the class.

Methods of Assessments/Evaluation:
● Student Responses
● Tests and quizzes
● Oral evaluation
● Student skits and speeches.
● Present powerpoint and oral presentations.
● Listening, speaking, reading and writing proficiency tests.
● Writing portfolios.
● Video and listening exercises with the lab
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