

PEMBROKE PUBLIC SCHOOLS
Advanced Placement French Language and Cultures

Course Overarching Essential Questions:

- How to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics related to a variety of French speaking countries?
- How to interact and negotiate meaning in spontaneous spoken, or written conversations to share information, reactions, ideas, feelings, opinions, and perspectives
- How to present information, concepts, ideas, feelings, opinions, and perspectives to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers
- How to interact appropriately in French with others in and from a variety of cultures within the French speaking world.

Student Proficiency Level: Advanced Mid

SUBJECT: French		COURSE: AP FRENCH LANGUAGE AND CULTURES		GRADE LEVEL(S): 12
UNIT / THEME/GENRE : UNITÉ 2- LA QUÊTE DE SOI PUBLIC AND PRIVATE IDENTITIES		TIME REQUIRED: NOVEMBER (4 WEEKS)		LATEST REVISION: Summer 2022- Saviz Safizadeh
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):				
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.
<ul style="list-style-type: none"> * How does one's identity evolve over time? * How does language shape our linguistic identity? * How does technology influence one's public and private identities 	<ul style="list-style-type: none"> * Extended list of vocabulary related to identity, belonging, linguistic identity, traditions, and celebrations * The benefits of preserving one's language and traditions * Understand and respect others' traditions and celebrations from diverse backgrounds and cultures 	<ul style="list-style-type: none"> * We are all responsible for creating a safe world for ourselves and future generations to celebrate our differences * The social environment/exposures around us (family, school, community) shape our attitudes and understanding of our own and other people's communities. 	<ul style="list-style-type: none"> <u>Interpretive Reading (text)</u> <u>Interpretive Listening (Audio/video)</u> <u>Interpersonal Communication- Email reply</u> <u>Interpersonal speaking/listening (conversations)</u> - Describe, reflect, and discuss the importance of language in a person's identity - Propose or give examples showing how the above may be manifested in French speaking regions and what 	<ul style="list-style-type: none"> AM1.A AM 1.B AM 2.A AM 2.B AM 2.C

		<p>* Through understanding of and exercising tolerance and cooperation with each other we can arrive at sustainable solutions to the environmental, political and social issues in global societies,</p>	<p>challenges may be opposed to the above.</p> <ul style="list-style-type: none"> - Discuss the impact of language and traditions on their personal lives - Read and reply to emails about travel and tourism - Write an argumentative essay about limiting dress codes in French schools - Research and present typical hobbies and pass times of young people in French speaking communities - Research and present holidays and traditions in a variety of French speaking communities in the world - Engage in simulated conversation around the themes of feasts and celebrations 	<p>AM 2.D AM 2.E AM 2.F AM .3.A AM.3.B AM.3.C AM.3.D AM.4.A AM.4.B AM.4.C AM.4.D AM.5. A AM.5.B AM.6.A.2 AM.6.B.2 AM.8.B.2 AM. 8. f1</p>
		COMMON MISUNDERSTANDINGS		
		<ul style="list-style-type: none"> - American students may believe human rights are respected the same way in all countries under UN - Students often confuse the verb “devoir” (to have a duty to) with “le droit (the right) and “la droite” (the right as opposed to the left) 		

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CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative:

Les Themes de AP (p. 66-122) Vista Higher Learning

Summative:

Barron's Preparing for the AP French Language and Cultures Exam

Preparing for the AP French and Language Exam, Richard Ladd

College Board AP Classroom

RESOURCES:

Les Themes de AP (p. 66-122) Vista Higher Learning

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VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life)-ex: acceptance, tolérance, immigrant, réfugié(e), integration, religieux, adopter

Tier 2 (vocabulary that will be encountered in other content areas): multiculturalisme, croyance, la valeur, valoriser, sensibiliser, libre, libérer, argot, dialecte, assimilation

Tier 3 (history-social studies specific vocabulary): libérateur, restreindre, département d'outre-mer (DOM), momolingue, rejeter, soutenir/soutenir

Lesson Plan List *(numbered list with a brief description of each lesson)*

1. La Guyane française, un DOM à la traîne?
2. Organisation internationale de la francophonie
3. L'argot africain inspire la langue française
4. Expressions autour de la mode en Côte d'Ivoire
5. Comment on a sauvé l'occitan
6. Qu'est-ce qu'être français?
7. Nos ancêtres étaient-ils gaulois?
8. Le Pantheon
9. La Reunion, 'île-laboratoire'
10. Porter le voile à l'école
11. Entrevue avec Calixthe Beyala sur la francophonie
12. Saint Martin
13. Les croyances et les système de valeurs

Reflections on lessons as implemented:

Depending on the level of misunderstanding between le droit, on doit, la droite, it may be necessary to do a review of the verb “devoir” with emphasis on the present indicative and conditional moods.