

# PEMBROKE PUBLIC SCHOOLS

## Unit Map

AP French- Prepared by Saviz Safizadeh- 2022

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: Intermediate-mid/Intermediate high**

<b>SUBJECT:</b> AP French		<b>COURSE:</b> FRENCH IV/H LANGUAGE AND CULTURES		<b>GRADE LEVEL(S):</b> 12	
<b>UNIT / THEME/GENRE :</b> UNITÉ 3: CONTEMPORARY LIFE- EDUCATION		<b>TIME REQUIRED:</b> DECEMBER-JANUARY (4 WEEKS)		<b>LATEST REVISION:</b> August 2022 by Saviz Safizadeh	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> FRENCH 1, 2, 3,4					
<b>ESSENTIAL QUESTION</b>	<b>KNOWLEDGE</b> <i>Students will know:</i>	<b>UNDERSTANDING</b> <i>Students will understand that:</i>	<b>TRANSFER SKILLS</b> <i>Students will be able to independently apply:</i>	<b>STD.</b>	
<ul style="list-style-type: none"> <li>- How important is academic success to young people in France and other French speaking regions?</li> <li>- What is “le bac”, its history and its importance?</li> </ul>	<ul style="list-style-type: none"> <li>- In France, students must obtain a passing score in “le bac”, a highly rigorous exam and they may have to repeat their last year of high school if they don’t pass..</li> <li>- Many professions in french change in ending if they are performed by a woman</li> </ul>	<ul style="list-style-type: none"> <li>- Finishing high school is of great importance in France and other French speaking regions of the world. A high school diploma is an important rite of passage.</li> <li>- The French words associated with professions can be masculin if the job is performed by a man or feminin if it is performed by a woman.</li> </ul>	<ul style="list-style-type: none"> <li><b>Interpretive Communication</b></li> <li><b>Presentational Communication</b></li> <li><b>Interpersonal Communication</b></li> <li><b>Making cultural connections</b></li> <li>- Discuss, contrast and compare past time of americans and people in French-speaking countries</li> <li>- Discuss their qualifications to hold a specific job/volunteer work</li> <li>- Talk about their future educational and professional plans</li> </ul>	<ul style="list-style-type: none"> <li>AM.1.a</li> <li>AM.1.b</li> <li>AL.2.a</li> <li>AL.2.b</li> <li>AL.2.c</li> <li>AL.2.d</li> <li>AL.2.e</li> <li>AL.3.a</li> <li>AL.3.b</li> <li>AL.3.c</li> <li>AL.3.d</li> </ul>	

<ul style="list-style-type: none"> <li>- What is the importance/relevance of volunteer work?</li> <li>- How to determine the feminine form of French nouns?</li> <li>- Which are the most popular professions in France today and why?</li> <li>- What is the present participle and how is it formed/used?</li> <li>- What is the imperative mood?</li> </ul>	<ul style="list-style-type: none"> <li>- Young people in France and other French speaking regions engage in volunteer activities to have a positive impact on their society while gaining work experience.</li> <li>The present participle is the equivalent of the -ing form of verbs in English. Like “quand”, It is used for describing events that happen simultaneously.</li> </ul>	<ul style="list-style-type: none"> <li>- Volunteer activities are valuable to students and their communities across the French speaking world.</li> <li>- The present participle is constructed by using the “nous” form of a verb in present tense and always ends with -ant</li> <li>- Use unit vocabulary terms to organize presentational /interpersonal speaking and writing</li> <li>- Conjugation of the verb s’occuper</li> <li>- The construction and usage of the imperative mood</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the role of traveling in their lives</li> <li>- Analyze written and oral texts on the topic of the unit</li> <li>- Write an email soliciting a job interview</li> <li>- Write an email requesting a scholarship</li> <li>- Write an essay discussing the challenges of the contemporary life</li> <li>- Discuss how the contemporary life is influenced by country’s perspectives and practices</li> </ul>	<ul style="list-style-type: none"> <li>AM.6.a.</li> <li>AM.6.b.1</li> <li>AM.6.b.2</li> <li>AM.6.b.3</li> <li>AM.7.a</li> <li>AM. 7. b</li> <li>AM. 8. a</li> <li>AM. 8. b</li> </ul>
		<p><b>COMMON MISUNDERSTANDINGS</b></p>		
		<ul style="list-style-type: none"> <li>- At first, students confuse the imperative mood with the present indicative. However, the imperative mood is easy to distinguish in a sentence because in French it does not appear in a sentence after a subject, same as in English.</li> </ul>		

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

## Formative:

### INTERPRETIVE READING:

Allons au-delà- Une jeunesse solidaire

Allons au-delà- Qui l'eut cru?

Allons au-delà: Sondage: Une jeunesse attirée vers le bénévolat

Allons au-delà: Graphique: quels secteurs attirent plus les jeunes?

### INTERPRETIVE READING/LISTENING:

Teacher created worksheet based on [C'est quoi la solidarité ? - 1 jour, 1 question](#)

Barron's Preparing for the AP French Exam- selection 3, source #1 and 2

### INTERPRETIVE LISTENING/INTERPERSONAL SPEAKING

Discovering French, p. 385 Expression orale-

Discovering French (rouge) Crea dialogue: Etudes ou travail (p. 386)

### INTERPRETIVE LISTENING

AP French by Richard Ladd, Selection No. 14, p. 141 (Multiple choice questions) and follow up discussion/reflections and feedback

Preparing for the AP French Language and Culture Exam, Richard Ladd

### INTERPERSONAL WRITING

Allons au-delà: Email reply to Annie Dubosc

## Summative:

### INTERPRETIVE READING:

Preparing for the AP Language and Culture Examination by Richard Ladd: Le bohémien à l'école (p. 68)

Preparing for the AP Language and Culture Examination by Richard Ladd: La lettre du proviseur ( p. 14)

Barron's Preparing for the AP French Language and culture: La sécurité à l'école, selection 5, p. 17

### INTERPRETIVE LISTENING:

Preparing for the AP French Language and Culture, Richard Ladd, selection 29, p. 156

Preparing for the AP French Language and Culture, Richard Ladd, selection 28, p. 158

### INTERPERSONAL WRITING

Barron's Preparing for the AP French Exam- Email reply, p. 106

Preparing for the AP French language and culture exam, Richard Ladd- Email reply p. 168

Barron's Preparing for the AP French Exam - Argumentative Essay 1- p. 193-4

### INTERPRETIVE READING /LISTENING AND PRESENTATIONAL WRITING:

Argumentative essay- Preparing for the AP French Language and Culture, Richard Ladd, selection NO. 4 : Faut-il supprimer le bac? (p. 184-185)

Barron's Preparing for the AP French Language and culture: Essay #4 (p. 204-206) Tracks #61 and 62

### INTERPERSONAL SPEAKING:

Preparing for the AP Language and Culture Examination by Richard Ladd: Selection No. 2, p. 201

### PRESENTATIONAL SPEAKING:

Cultural Comparison: Students create a 90 seconds long flipgrid video describing the French educational system from elementary through high school and comparing it with their own community.

Es-tu solidaire?- Students create a 90 seconds long flipgrid video describing what type of volunteer work they have engaged in the past /future and why they chose it

### **RESOURCES:**

Teacher created worksheet: The imperative mood (construction, usage, and practice exercises)

Discovering French (rouge)- Comment se présenter à une entrevue, p. 392)

[C'est quoi la solidarité ? - 1 jour, 1 question](#) and teacher created worksheet

Allons au-delà- Une jeunesse solidaire

Allons au-delà- Qui l'eut cru?

Allons au-delà: Sondage: Une jeunesse attirée vers le bénévolat

Allons au-delà: Graphique: quels secteurs attirent plus les jeunes?

Barron's Preparing for the AP French Exam- Email reply, p. 106

Barron's Preparing for the AP French Exam- selection 3, source #1 and 2, p. 39-41

Barron's Preparing for the AP French Exam- selection 4, sources #1 and 2, p. 42-44

Preparing for the AP French Language and Culture, Richard Ladd, selection 28, p. 156

Argumentative essay- Preparing for the AP French Language and Culture, Richard Ladd, selection NO. 4 : Faut-il supprimer le bac? p. 184-185

Preparing for the AP French language and culture exam, Richard Ladd- Email reply p. 168

### **VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 (general vocabulary that is used in daily life): le bac, le terminale, redoubler, l'université, le collège, le lycée, un lycéen(enne), un médecin, un chirurgien, un dentiste, un vétérinaire (vété), un vendeur(se), spécialiste de marketing, un banquier(ière), journaliste, Solide, l'ego,

Tier 2 (vocabulary that will be encountered in other content areas): rater, échouer, réussir, un agent immobilier, chercheur scientifique, employé(e), avocat (e), juge, diplomate, patron (nne), informaticien(enne), infirmier (ière), commerce, une entrevue,, la hausse, engagé, la volonté, volontaire, le volontariat, la charité, rehausser, l'investissement, égoïste, la solidarité, la jeunesse, caritative, engager, haut, charitable, l'engagement, étudiante, générosité, humanitaire, le bénévolat, solidaire, la hauteur, bénévole, l'égoïsme, investir.

Tier 3: fonctionnaire, chef d'entreprise, gestion, gérer/gérant(e), assistant (e) social(e), étudiantin, caritatif, associatif,

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

1. Ce Fameux Bac- Discovering French 3 (Rouge) p. 383-385- This is pair/share activity.
2. The feminine form of French noun (review)
3. Crea dialogue: Etudes ou travail ( Discovering French Rouge, p. 386-387)
4. Le verbe s'occuper, conjugation
5. Teacher created worksheet based on video 1 jour 1 question: C'est quoi la solidarite? [C'est quoi la solidarit  ? - 1 jour, 1 question](#)
6. How to respond to multiple choice questions based on audio and text?

**Reflections on lessons as implemented:**

- This unit is typically well received by students because it shows them the many things they have in common with their peers in other parts of the world where French is spoken. In a nutshell they can see that other people their age have the same priorities regarding their academic life and work. The section about volunteer work puts youth in a positive light as it highlights their caring nature and willingness to have a positive impact on their society.