

# PEMBROKE PUBLIC SCHOOLS

## Unit Map

### 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**

<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 4: LES DÉFIS MONDIAUX/GLOBAL CHALLENGES		<b>TIME REQUIRED:-</b> JANUARY- FEBRUARY (4 WEEKS)		<b>LATEST REVISION:</b> October 2022- 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>- What questions concern the societies, and policies in French speaking countries/ regions?</li> <li>- What is historical context of the Declaration of Human Rights (UN)</li> </ul>	<ul style="list-style-type: none"> <li>- Basic key terms revolving around social challenges such as racism, discrimination, prejudice, stereotype, culture, immigration, and multiculturalism.</li> <li>- Learning about other cultures helps us to better understand and respect people who are different from us. This helps support a just society.</li> <li>- Individual rights are protected by the United Nations and all</li> </ul>	<ul style="list-style-type: none"> <li>- How to define vocabulary related to discrimination, supremacy, racism, prejudice, stereotype and be able to tell the difference between various terms from this list.</li> <li>- People may discriminate against other minority groups that feel unfamiliar to them</li> <li>- How to define vocabulary related to tolerance, acceptance, inclusion,</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><b>Interpersonal Communication</b> - In conversations on a variety of concrete topics related to acceptance, tolerance, and inclusion and in a wide variety of settings, students create mostly short paragraphs, sometimes relying upon clarification and circumlocution, in such a way that</li> </ul>	<ul style="list-style-type: none"> <li>AM.2.a</li> <li>AM.2.b</li> <li>AM.2.c</li> <li>AM.2.d</li> <li>AM.2.e</li> <li>AM. 2. f</li> <li>AM. 2.g</li> <li>AM.3.a</li> <li>AM.3.b</li> <li>AM.3.c</li> <li>AM.3.d</li> </ul>	

<p>- What are the cause roots of these social challenges and how some communities resolve them?</p>	<p>member countries have pledged to support them.</p> <p>- The French Conditional mood has a present and past tense. it describes a hypothetical situation and refers to a moment in the future that is described or viewed from the past (Le futur dans le passé)</p>	<p>and pluriculturalism and be able to tell the difference between various words from this list</p> <p>- The modern day Declaration of Human Rights is inspired by the French legislative document from 1789</p> <p>- Use a variety of verb tenses to describe an event in the past</p> <p>- Use specific vocabulary terms to organize presentational speaking and writing</p> <p>- Use evidence from 3 sources to express and support their point of view (argumentative Essay)</p> <p>- The past conditional is formed by conjugating the auxiliary in present conditional and add the past participle of the verb</p>	<p>speakers of the language usually understand, students:</p> <p>a. Respond to culturally diverse interlocutors, products, practices, and ideas related to multiculturalism by building connections and showing consideration for different ideas or opinions.</p> <p>b. Understand, answer, and ask a wide variety of questions across time frames.</p> <p>c. Initiate, maintain, and end conversations across time frames by understanding and creating language that conveys authentic, personal meaning.</p> <p>d. Provide advice or propose solutions to individual or societal issues.</p> <p>e. Provide descriptions, narrations, and comparisons between the French Declaration des droits de l’homme et du citoyens and the United Nations Declaration of Human Rights using a variety of verb tenses and relevant vocabulary from the unit.</p> <p><b>. Presentational Communication -</b></p> <p>a. Demonstrate understanding of the cultural context of discrimination and use a variety of sources (text audio, image, video), themselves, and their audiences to adapt a presentation to discuss discrimination and offer solutions</p> <p>b. Present information, raise awareness, and express their point of view about social inclusion</p> <p>c. Apply authentic resources to state and support a viewpoint (class debate)</p>	<p>AM.6.a.3  AM.6.b.2  AM.6.b.3  AM.7.b  AM.8.a.1  AM. 8. b. 2  AM. 8. c 2  AM. 8.f. b. 1  AM. 8.f. b2  AA. 8. g. 2</p>
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		<p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p>	<p>d. Produce descriptions, narrations, and comparisons across time frames.</p> <p><b>Interpersonal Communication:</b> Students will engage in simulated conversations on a wide variety of complex, hypothetical, and abstract topics from the unit, in a variety of general and specialized settings, using extended discourse composed of purposefully organized, and connected paragraphs, in a way that speakers of the language easily understand, students:</p> <p>a. Respond to culturally diverse interlocutors, products, practices, and ideas while identifying their own and others' biases and demonstrating empathy and understanding. b. Provide and solicit detailed responses across time frames to participate fully and effectively in a wide range of general and specialized conversations. c. Initiate, sustain, and end authentic conversations. (AL.2.c) d. Propose and evaluate solutions to complex and/or hypothetical situations. (AL.2.d) e. Describe, narrate, and compare with rich, complex details across all major time frames. (AL.2.e) f. Negotiate to resolve an unexpected, unfamiliar complication. (AL.2.f) g. Discuss real-world abstract and complex matters. (AL.2.g)</p>	
<p><b>CEPA(S)</b> (<i>Curriculum Embedded Performance Assessments</i>): Include information from assessment evidence and list/name any rubric or toolkit used PHS rubrics</p>				

## Formative:

### INTERPRETIVE READING:

Allons au-delà- Hergé, Les Bijoux de la Castafiore (p. 5-8)  
Allons au-delà- Tahar Ben-Jelloun, Le racisme expliqué à ma fille (p. 9-16)  
Allons au-delà: SOS Racisme (. 17-19)  
Les Thèmes de AP: L'homme qui te ressemble  
Les Thèmes de AP: L'organisation Internationale de la Francophonie (p. 324-325)  
Class debate: Should America accept more immigrants?

### INTERPRETIVE READING/LISTENING:

Ladd. Selection No. 15, La citoyenneté canadienne (p. 114-115)  
<https://france3-regions.francetvinfo.fr/provence-alpes-cote-d-azur/sos-racisme-teste-discriminations-plages-privees-cote-azur-1705500.html>  
<https://www.ouest-france.fr/education/port-du-voile-islamique-l-ecole-ce-que-dit-la-loi-francaise-6566352> followed by large group discussion  
Les Thèmes de AP: Le Racisme, mode d'emploi (extrait, p. 320-321)

### INTERPRETIVE LISTENING/INTERPRETIVE READING

<https://www.youtube.com/watch?v=y0Wivf54WyU>  
[https://twitter.com/franceinter/status/1183633751601025025?ref\\_src=twsrc%5Ftfw%7Ctwcamp%5Ftweetembed%7Ctwterm%5E1183643294825361408%](https://twitter.com/franceinter/status/1183633751601025025?ref_src=twsrc%5Ftfw%7Ctwcamp%5Ftweetembed%7Ctwterm%5E1183643294825361408%) followed by class debate

### INTERPRETIVE LISTENING

AP French by Richard Ladd, Selection No. 14, p. 141 (Multiple choice questions) and follow up discussion/reflections and feedback  
AP French by Richard Ladd, Selection No. 15, p. 142 (Multiple choice questions) pluriculturalism  
AP French by Richard Ladd, Selection No. 20 p. 147 (Multiple choice questions) interview with Tahar Ben Jelloun

### INTERPERSONAL WRITING

Barron's Preparing for the AP French Language and culture:, Email reply, selection 9 (p. 110)  
Barron's Preparing for the AP French Language and culture: Email Reply selection 11 (p. 172)  
Barron's Preparing for the AP French Language and culture: Email reply, selection 12 (p. 174)  
Preparing for the AP Language and Culture Examination by Richard Ladd Courriel No. 8 (p. 171)

## 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:

Barron's Preparing for the AP French Language and culture: Source No. 1, track 2 and 3 (p. 62-63)  
Barron's Preparing for the AP French Language and culture: Selection 4, p. 66-67, tracks 7 and 8  
Barron's Preparing for the AP French Language and culture: Selection 5, p. 66-67, tracks 9 and 10

### INTERPRETIVE WRITING

Argumentative essay: Les Themes de AP, p. 327

### INTERPRETIVE READING /LISTENING AND PRESENTATIONAL WRITING:

Argumentative essay- multiculturalisme

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:

Students create a 2 minutes long flipgrid video describing an event in the past where a discriminatory act had happened and how they or someone else interfered in support of the victim. They end their speaking by adding what they would do/would have done instead.

### **RESOURCES:**

[\(Français\) Une caméra cachée capture la réaction des gens contre le racisme #Estleracism](#)

Teacher created worksheet based on reportage from SOS Racisme [SOS Racisme teste les discriminations dans les plages privées de la Côte d'Azur](#)

France 3 article: <https://france3-regions.francetvinfo.fr/provence-alpes-cote-d-azur/sos-racisme-teste-discriminations-plages-privées-cote-azur-1705500.html>

Les défis mondiaux unit vocabulary list

Allons au-delà- SOS Racisme

[HTTPS://WWW.CONSEIL-CONSTITUTIONNEL.FR/LE-BLOC-DE-CONSTITUTIONNALITE/DECLARATION-DES-DROITS-DE-L-HOMME-ET-DU-CITOYEN-DE-1789](https://www.conseil-constitutionnel.fr/le-bloc-de-constitutionnalite/declaration-des-droits-de-l-homme-et-du-citoyen-de-1789)

<https://www.un.org/fr/universal-declaration-human-rights/>

SELECTED PAGES FROM “LES BIJOUX DE LA CASTAFIORE”, GRAPHIC NOVEL

Preparing for the AP French- Immigres, assimilation, insertion: quelques definitions (Ladd p. 76)

FranceInter- Interview with Christian Jacob (twitter post)

[https://twitter.com/franceinter/status/1183633751601025025?ref\\_src=twsrc%5Etfw%7Ctwcamp%5Etweetembed%7Ctwterm%5E1183643294825361408%7Ctwgr%5E%7Ctwcon%5Es3\\_&ref\\_url=](https://twitter.com/franceinter/status/1183633751601025025?ref_src=twsrc%5Etfw%7Ctwcamp%5Etweetembed%7Ctwterm%5E1183643294825361408%7Ctwgr%5E%7Ctwcon%5Es3_&ref_url=)

Les Thèmes de AP: L'homme qui te ressemble (Listening activity)

Les Thèmes de AP: Le racisme expliqué à ma fille

Les thèmes de AP: Peut-on travailler en France avec le voile?

Preparing for the AP French- Le bohémien a l'école (Ladd p. 68)

Preparing for the AP French- La lettre du proviseur (p. 14)

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

Barron's Preparing for the AP French Language and culture: Email reply, selection 12 (p. 174)

AP French by Richard Ladd, Selection No. 15, p. 142 (Multiple choice questions) pluriculturalism

## VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life): le racisme, la discrimination, l'immigration, assimilation, l'alienation, s'adapter, un stereotype, un biais, migration, immigrer

Tier 2 (vocabulary that will be encountered in other content areas): joindre, craindre, l'insertion, la frontière, quitter son pays, le pays d'origine, le pays d'accueil, la solidarité, promouvoir, sensibiliser, rejeter, la xénophobie, le pays d'origine, un(e) réfugié(e), L'organisation des Nations Unies (l'ONU), La déclaration des droits de l'homme, l'humanité, humain/humaine

Tier 3: droits de l'homme, les échanges, monolingue, culturels, Le pays d'accueil, Le pays d'origine, La frontière, Demander l'asile, être entre deux chaises, un coyote, le pays d'accueil, la déclaration des droits de l'homme et du citoyen, chercher l'asile

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

1. [\(FRANÇAIS\) UNE CAMÉRA CACHÉE CAPTURE LA RÉACTION DES GENS CONTRE LE RACISME #ESTLERACISM](#)
2. [SOS Racisme teste les discriminations dans les plages privées de la Côte d'Azur](#)
3. Discussion of article: France 3 article:  
<https://france3-regions.francetvinfo.fr/provence-alpes-cote-d-azur/sos-racisme-teste-discriminations-plages-privées-cote-azur-1705500.html>
4. Introduction to unit vocabulary list
5. Conjugation of the verb "accueillir" to welcome someone/a group
6. Allons au-delà- SOS Racisme
7. [HTTPS://WWW.CONSEIL-CONSTITUTIONNEL.FR/LE-BLOC-DE-CONSTITUTIONNALITE/DECLARATION-DES-DROITS-DE-L-HOMME-ET-DU-CITOYEN-DE-1789](https://www.conseil-constitutionnel.fr/le-bloc-de-constitutionnalite/declaration-des-droits-de-l-homme-et-du-citoyen-de-1789)
8. <https://www.un.org/fr/universal-declaration-human-rights/>
9. SELECTED PAGES FROM "LES BIJOUX DE LA CASTAFIORE", GRAPHIC NOVEL
10. Preparing for the AP French- Immigres, assimilation, insertion: quelques definitions (Ladd p. 76)
11. FranceInter- Interview with Christian Jacob (twitter post)
12. [https://twitter.com/franceinter/status/1183633751601025025?ref\\_src=twsrc%5Ffw%7Ctwcamp%5Ftweetembed%7Ctwterm%5E1183643294825361408%7Ctwgr%5E%7Ctwcon%5Es3\\_&ref\\_url=](https://twitter.com/franceinter/status/1183633751601025025?ref_src=twsrc%5Ffw%7Ctwcamp%5Ftweetembed%7Ctwterm%5E1183643294825361408%7Ctwgr%5E%7Ctwcon%5Es3_&ref_url=)
13. Les Thèmes de AP: L'homme qui te ressemble (Listening activity)
14. Les Thèmes de AP: Le racisme expliqué à ma fille
15. Les thèmes de AP: Peut-on travailler en France avec le voile?
16. Preparing for the AP French- Le bohémien à l'école (Ladd p. 68)

### Reflections on lessons as implemented:

- Talking about discrimination is a complicated thing and students may not feel at ease to express themselves on this topic, especially in French. As their teacher, the first step I take is to bring these social issues to life and help them see that discrimination is not unique to one place or one group of people. In my first lesson I show a short video from SOS Racism hidden camera series where a North African woman poses as being discriminated against while living in Spain and student discuss the variety of reactions from bystanders. We use this as a springboard to recall what students see (using cognates and verbs in past tense) and what we would do if we were in a similar situation (using the conditional mood). As we progress through this unit, we read La Déclaration des Droits de l'Homme et du Citoyen (1789) and compare it to the United Nations' The Universal Declaration of Human Rights" to discuss what a just society may look like and what needs to be in place to create and maintain one.

This an uplifting unit and AP French students typically extend their learning as human rights activists by participating in an event organized by the PHS Amnesty International and many are members of that organization.

