

# 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> French		<b>COURSE:</b> AP FRENCH LANGUAGE AND CULTURES		<b>GRADE LEVEL(S):</b> 12	
<b>UNIT / THEME/GENRE :</b> UNIT 5: HOW SCIENCE AND TECHNOLOGY AFFECT OUR LIVES		<b>TIME REQUIRED:</b> (FEBRUARY-MARCH) 4 WEEKS		<b>LATEST REVISION:</b> summer 2022 Saviz Safizadeh	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> ADDING ON FAMILY VOCAB					
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"> <li>* What factors drive innovation and discovery in the fields of science and technology?</li> <li>* What role do ethics play in scientific advancement?</li> <li>* What are the social consequences of scientific or</li> </ul>	<ul style="list-style-type: none"> <li>* How technology creates new ways to connect with others and how it impacts and shapes the personal and public identities of people in the French speaking world.</li> <li>* How science and technology affect the values and ethics of French speaking communities in the world</li> </ul>	<ul style="list-style-type: none"> <li>* Scientific progress can both create and resolve challenges in contemporary societies .</li> <li>* In French speaking regions around the globe, access to technology affects societies and the quality of life in various ways that are sometimes uncommon to our society.</li> <li>* Students learn to establish relationships between words coming from the same roots:</li> </ul>	<p><b>Interpretive Communication</b>  <b>Presentational Communication</b>  <b>Interpersonal Communication</b>  <b>Making cultural connections</b></p> <p><u>Interpretive Communication</u>- Text: La civilisation, ma Mere- Text based comprehension questions and discussions</p> <p><u>Interpretive Communication</u>- Audio and text (MCQ) - S'opposer au dirigeant</p>	<p><b>AM 1.A</b></p> <p><b>AM 1.B</b></p> <p><b>AM 2.A</b></p> <p><b>AM 2.B</b></p> <p><b>AM 2.C</b></p>	

technological advancements?	medicine, medecin, medicament, medical	<p>Students will have an understanding of how telemedicine is used in hard to reach areas of the French speaking world to afford equitable healthcare to villages (French Guinea).</p> <p><u>Interpretive and presentational communication:</u></p> <ul style="list-style-type: none"> <li>- Students will practice how to read and write a formal email reply in French (timed 30 mns. to prepare for the timed format of the AP test)</li> <li>- Argumentative essay- Students will use 40 mns to read 3 prompts and start forming an outline and thesis statement in one block, then finish their argumentative essay the next day.</li> <li>- Cultural comparison will be used for spontaneous resentational speaking and students will be given more</li> <li>- conversational speaking assignments from their textbooks and AP Prep books to demonstrate their understanding and sensibility of use of technology and science in French speaking regions</li> </ul> <p><u>Intercultural Communication:</u></p>	<p><b>AM 2.D</b></p> <p><b>AM 2.E</b></p> <p><b>AM 2.F</b></p> <p><b>AM .3.A</b></p> <p><b>AM.3.B</b></p> <p><b>AM.3.C</b></p> <p><b>AM.3.D</b></p> <p><b>AM.4.A</b></p> <p><b>AM.4.B</b></p> <p><b>AM.4.C</b></p> <p><b>AM.4.D</b></p> <p><b>AM.5. A</b></p> <p><b>AM.5.B</b></p> <p><b>AM.6.A.2</b></p> <p><b>AM.6.B.2</b></p> <p><b>AM.8.B.2</b></p>
	<b>COMMON MISUNDERSTANDINGS</b>		
	<ul style="list-style-type: none"> <li>- Activities in this unit present technology used in ways that may seem unfamiliar to students living in the United States. Social media is one example to illustrate this point. In Iran and North Africa, social media was and is used to organize protests and socio-political advancement.</li> <li>- Students may think of only the benefits of technology.</li> <li>-Students sometimes focus on summarizing the sources instead of integrating evidence from all the sources to support their argument. Showing examples from AP Central of effective essays that successfully integrate the sources is an effective strategy to support student learning.</li> </ul>		

			Students will speak for 2 minutes comparing use of technology in a French speaking community and their own.	
--	--	--	---	--

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

Formative: Teras textbook Unit 2 practice work (pages 66-78) and related online activities

Summative: Barron’s Preparing for the AP French

Preparing for the AP French Language and Cultures, Richard Ladd.

AP Central unit assessments available on College Board AP Classroom

**RESOURCES: VISTA AP FRENCH (LES THEMES DE AP) TEXTBOOK AND WORKBOOK, AP CENTRAL (COLLEGE BOARD WEBSITE)**

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

Tier 1 (general vocabulary that is used in daily life)-ex: internet, robot, machine, portable/cellulaire/mobile, un courriel, un ordinateur, máquinas, innovation, progres, satellite, espace

Tier 2 (vocabulary that will be encountered in other content areas): télémédecine, télécharger, augmenter, le pourcentage, le taux, un logiciel, l’informatique, médecin ET médecine, médical, médicament

Tier 3 (history-social studies specific vocabulary): un app, un texto, arobase, spatiale.

**Lesson Plan List**

Lesson 1: Pensons à la technologie

Lesson 2: La Magie au service de la Technologie (excerpt from La Civilization, ma Mere)

Lesson 3: Se servir de la technologie pour s'informer

Lesson 4: Review of the verb Se servir and other reflexive verbs

Lesson 5: Twitter: La fièvre de la cyberdissidence

Lesson 6: Facebook, Libbye- Mouammar Khadafi

Lesson 7: LA technologie au service de la communauté

**Reflections on lessons as implemented:**

- Students need to develop targeted vocabulary/idiomatic expressions to express their opinion in French and to practice it in context in their presentational communications in writing and speaking.

- Students need to understand the difference between summarizing and synthesizing from different sources.

- In argumentative essay writing, students struggle to identify a common theme that links all 3 sources. At this stage of their learning, they may struggle to express their opinion in their thesis statement and often leave that for much later. They need to learn the format and expectations of the AP French argumentative essay: Thesis statement, supportive evidence from source 1, source 2, source 3, conclusion. Stating their opinion throughout the essay and using evidence from each source with mention in support of their opinion is detrimental to their success on task.

- Students need to learn and feel comfortable to paraphrase from all parts of the prompt, especially the introduction box.

# PEMBROKE PUBLIC SCHOOLS

## Advanced Placement French Unit Map

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> French		<b>COURSE:</b> AP FRENCH LANGUAGE AND CULTURE		<b>GRADE LEVEL(S):</b> 12	
<b>UNIT / THEME/GENRE :</b> UNIT 5- LE BEAU BEAUTY AND ESTHETIC		<b>TIME REQUIRED:</b> APRIL-MAY (4 WEEKS)		<b>LATEST REVISION:</b> Fall 2022- Saviz Safizadeh	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b>					
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.	
<p>* How do perceptions of beauty created?</p> <p>* How do ideals of esthetic and beauty influence everyday life in French speaking communities?</p> <p>* How can art defy and reflect cultural perspectives in the francophone world?</p>	<p>-Examples of ideals of beauty in literature and fine arts</p> <p>-An extensive list of vocabulary related to the topic of the unit</p> <p>-Names of writers, painters, fashion designers, architects, singers from the French-speaking countries</p>	<p>-Throughout history, people’s appreciation of life is influenced by standards of beauty and aesthetics have changed- La Mode et le style</p> <p>- Standards of beauty are constantly changing to echo the ever-changing life of a society</p> <p>- Arts reflect the history and traditions of a society</p>	<p><b>Interpretive Communication</b></p> <p><b>Presentational Communication</b></p> <p><b>Interpersonal Communication</b></p> <p><b>Making cultural connections</b></p> <p>Students will <u>independently</u> use their learning to discuss the evolution of beauty standards and role that culture plays in a society over time with precision and clarity in the target language</p> <p>- Explain how they understand the meaning of “art”, “beauty” and</p>	<p><b>AH 1.A</b></p> <p><b>AH 1.B</b></p> <p><b>AM 2.A</b></p> <p><b>AM 2.B</b></p> <p><b>AM 2.C</b></p> <p><b>AM 2.D</b></p>	

		<p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p>	<p>“creativity”- Documentary: la Haute Couture</p> <ul style="list-style-type: none"> <li>- Choose and describe an architectural construction from a French speaking region</li> <li>- Choose and critique an art piece from a French speaking region and support their opinion</li> <li>- Discuss the role of art in their everyday life</li> <li>- Discuss how the concept of beauty changes with time</li> <li>-Conversation avec Raphaël- Cine Club</li> <li>- Email reply- museum visite</li> </ul> <p>Cultural Comparison Prompt:</p> <p>Students choose a monument that represents their country and compare it with one in a French speaking regions and describe what each monument represent for the people in each culture.</p>	<p><b>AM 2.E</b></p> <p><b>AM 2.F</b></p> <p><b>AM.3.A</b></p> <p><b>AM.3.B</b></p> <p><b>AM.3.C</b></p> <p><b>AM.3.D</b></p> <p><b>AM.4.A</b></p> <p><b>AM.4.B</b></p> <p><b>AM.4.C</b></p> <p><b>AM.4.D</b></p> <p><b>AM.5. A</b></p> <p><b>AM.5.B</b></p> <p><b>AM.6.A.2</b></p> <p><b>AM.6.B.2</b></p> <p><b>AM.8.B.2</b></p>
		<p>-- In the conversation task, students do not always follow what they are directed to do in the provided outline. When they do not follow directions, they are in danger of going off task and will not be able to receive a high score. Teachers need to make sure students read and adhere to the outline.</p> <p>§ During the conversation, students should not stop if they realize they misunderstood one of the turns, but rather continue to do their best and listen carefully to the next prompt from the interlocutor.</p> <p>- Students should not overuse memorized stock phrases. For example, “What a good question,” “Let me think for a minute,” and “Just a second” may be appropriate to use occasionally, but such phrases should not be relied on for each turn in the conversation. Students should be encouraged to use the full 20 seconds to respond.</p>		

		<p>- In both the conversation and the email tasks, students need to pay attention to register and avoid shifting registers during their responses.</p> <p>For both speaking tasks, students should monitor their language production and be encouraged to self-correct if they realize that they have made a mistake. They are not penalized for doing so on the exam.</p> <p>§ For all tasks in this unit, students need to continue to focus on providing details and elaboration.</p>		
--	--	--	--	--

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

Formative: Temas textbook Unit 3 activities pages 126-188

Summative:

Presentational Speaking: Teacher created prompt (cultural comparison, student presentations on various aspects of art and architecture)

Argumentative essay: Preparing for the AP French Language Exam- Richard Ladd

Interpersonal Speaking: Barron’s Preparing for the AP French, AP Central unit assessments

Interpretive reading/Listening and Reading: AP Central unit assessments

**RESOURCES: LES THEMES DE AP FRENCH TEXTBOOK AND WORKBOOK**

**AP CENTRAL (COLLEGE BOARD WEBSITE)**

“Allons au-delà” by Richard Ladd

AP® French: Preparing for the Language and Culture Examination by Richard Ladd

Barron’s AP French Language and Culture

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

Tier 1 (general vocabulary that is used in daily life): un musée, une statue, une peinture, style, la mode, le parfum, le ballet, un théâtre, la scène

Tier 2 (vocabulary that will be encountered in other content areas): architecture, abstrait, concret, matériel, la haute couture, la lumière, le maquillage, se maquiller, le collier, les boucles d'oreille, une animation, un court métrage, un film muet, une bande dessinée, une caricature, une affiche,

Tier 3 ): le soie, la laine, le coton, le cuir, en pois, en carreaux, ecossais, en rayure, la manche, le col, le tiers, le cadre, la toile, le chevalet

**Lesson Plan List**

- Lesson 1: Développement du vocabulaire
- Lesson 2: Comment définir la beauté
- Lesson 3: Comment se construire un bon estime de soi?
- Lesson 4: Collégiennes et lycéennes en quête de beauté
- Lesson 5: Beauté et mode au Senegal
- Lesson 6: La 2CV, 70 ans et toujours dans le vent
- Lesson 7: Activité artistique et patrimoine au Canada
- Lesson 8: Ousmane Sow
- Lesson 9: La yale ronde
- Lesson 10: La littérature francophone au féminin

**Reflections on lessons as implemented:**

Students are generally familiar with basic concepts from this unit and teacher may be able to dedicate the last weeks of class to provide them with more targeted practice opportunities to prepare them for the exam



