

**FRENCH LANGUAGE AND CULTURE [AP]
GRADE 12**

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Preface

This curriculum guide is intended to provide a vertical and horizontal framework for the World Languages program of the Ewing Township Public Schools. It is designed to identify the essential components needed by teachers when they prepare instruction in the language of Spanish which will best meet the needs of their students. The teacher's knowledge of the students' level of development, learning styles, and general readiness of the student to learn should be the guiding factors in selecting the most appropriate ways to reach the goals and objectives defined by the guide.

The selected published materials are intended to provide resources to teachers in their preparation of instructional activities and teachers should feel free to integrate other resources, where appropriate, as long as they are consistent with the goals and philosophy as outlined. Integration of concepts and skill developed in the Spanish language into other content areas is encouraged to stimulate real-life experiences and meaning.

All students are not the same. They have different needs, learning styles and levels of readiness. Therefore, teachers will need to make choices in planning instruction so that the needs of each student are addressed and the scope of the curriculum is accomplished.

Course Description and Expectations

The AP French language course is designed to be comparable in content and difficulty to that of a third year college French course. The overall objective of the course is to provide students with the opportunity to develop the speaking, listening, writing and reading skills necessary to demonstrate an advanced level of French proficiency across three communicative modes (interpretive, interpersonal and presentational).

The five goal areas of the *Standards for Foreign Language in the 21st Century* will be emphasized to allow students to demonstrate an understanding of the culture(s) (Cultures), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities/Communication).

The course is conducted exclusively in French and the students are expected to speak in the target language at all times. Students will gain knowledge and practice in the target language through the use of authentic materials, and will read, listen, write and speak about social and cultural topics.

Thèmes will be used as the primary textbook. Supplemental materials will be chosen from magazines, newspapers, internet websites, CDs, and DVDs to allow the students opportunities to practice at a native-speaker level. In addition, **the AP French, Language and Culture Exam Preparation** workbook will be used to offer concentrated practice to develop the abilities required for the AP French Language and Culture Exam.

Students will be expected to accomplish the following objectives:

- Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken as well as a written source on an academic or cultural topic related to the French speaking world.
- Write a cohesive and coherent analytical or persuasive essay in reaction to a text on a personal, academic, cultural or social issue, with control of grammar and syntax.
- Describe, narrate and present information or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation for two or three minutes using all major time frames (past, present and future).
- Use information from sources provided to present a synthesis and express an opinion.
- Communicate via formal and informal written correspondence.
- Initiate, maintain and close a conversation on a familiar topic.
- Formulate questions to seek clarification or additional information.
- Use language that is semantically and grammatically accurate according to a given context.

Students will be able to:

- Talk about themselves, their family and friendships at an intermediate to pre-advanced level.
- Express their feelings and opinions about relationships and social issues.
- Discuss current affairs, national as well as international, such as the impact of technology on the environment, the influence of past cultures on current societies, religion, the family network, customs and traditions, education and financial concerns.
- Make comparisons about religious beliefs, traditions and educational goals in French speaking countries and the United States.
- Compare and contrast the expectations of the genders within the French community and the United States.

Methods of Evaluation

All students will complete an initial assessment in each of the three communicative modes – interpersonal, interpretive and presentational - to be used as the basis of evaluating learning and improvement throughout the course. Each marking period, students will be evaluated to determine the level of proficiency using quizzes, tests, projects, written papers, class discussions, listening comprehension activities and appropriate performance assessments. Students will receive a grade based on the following areas:

Learning activities: Given on a daily basis and **30%** of overall grade.

Practice activities (daily use, discussions, dialogues and presentations): **30%** of overall grade.

Formal Assessments (quizzes, tests, essays and projects): **40%** of overall grade.

For every unit, students will research and present a current event article dealing with a specific topic discussed in the unit. Students are expected to speak for two to three minutes relating the key points and giving their opinions about the information discussed in the article. In addition to the oral presentation, students will submit the original article with a written assessment about the article, giving their personal view of the information and how it relates to their own life.

Throughout the semester, students will be given audio, oral and written practice exercises to prepare them for the AP French Language and Culture Exam.

Unité 1: La Famille et la Communauté (4 Weeks)

Themes:

- Beauty and Aesthetics
- Families and Communities
- Contemporary Life
- Personal and Public Identities

Recommended Contexts:

- L'enfance et l'adolescence
- L'amitié et l'amour
- Les rapports sociaux
- Les coutumes
- La citoyenneté
- La famille

Why is this unit important?

Students will identify family roles, traditions and customs. Also, it is important to know that traditions and customs impact our own identity.

Enduring Understandings

Students will understand reasons and origins of human displacements and how multiple factors affect family structure and community at large.

Essential Questions:

- Qu'est-ce qui constitue une famille dans le monde francophone?
- Quels sont quelques aspects importants de la vie de famille et des valeurs familiales dans le monde francophone?
- Quels sont les défis auxquels les familles font face dans le monde d'aujourd'hui?

Acquired Knowledge

- Learning about different societies, cultures and peoples allows us to celebrate differences and build greater harmony between people of different backgrounds and traditions.
- Discovering ancestors and homeland;
- Examining our roots and traditions;
- Discussing roles of families around the world;
- Geography and Human Geography. How are families defined in different societies? What makes a community?
- How do we define global citizenship?

- Vocabulary related to:
 - * La structure de la famille
 - * Les traditions et les valeurs sociales
 - * L'évolution de la famille traditionnelle vers la famille moderne

Acquired Skills

- Students will be able, in all forms of communication, to express opinions on people's stories of emigration and immigration.

Assessments (Formative, Summative, Benchmark, Alternative)

Formative

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Sample AP Exam sections from AP Review Book.

Summative

- Participate in a simulated conversation on a specific topic.
- Prepare a 2-minute formal oral presentation on the related topic.

Benchmark

- Performance Assessment Task 1 (end of unit assessment)

Alternative

- Respond to an email accepting an invitation to a traditional party in a French speaking country.

Interdisciplinary Connection:

- Students will learn different traditions from the French Speaking countries. Social Studies, Sociology
- Students compare and contrast the regions of the most migration and the issues related to the topic of immigration. Geography, Math, English.

Technology Integration:

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Suggested Learning Experiences and Instructional Activities

As an introduction to the unit, students write their opinion to the following questions. This will be followed by a class discussion and lead into the **reading** *Influences sur la culture française*.

- **Quels sont les éléments qui influencent une culture? Quels sont les plus importants?**

Activity #1 (Print and Written Interpretive Communication, Spoken Interpersonal Communication and Spoken Presentational Communication)

After discussing the key points, students will be arranged in small groups and be given the following questions to discuss. Each student will be expected to state and support an opinion. A class discussion will follow and one person from each group will state the main ideas/opinions of the group.

- **Quels sont les symboles d'une culture avancée?**
- **Quelles sont les conditions nécessaires pour qu'une culture adopte des mots d'une autre culture?**
- **Y a-t-il des influences d'autres cultures dans la culture américaine? Lesquelles?**

Activity #2 (Audio Interpretive Communication, Spoken Interpretive Communication and Written Interpretive Communication)

After listening to a **dialogue** about the influences of other languages on the French language, students will respond to comprehension questions. Following the comprehension check, students will work in groups of three to analyze the influence of the French language on the English language. Students will list the influences in three areas: geography, food and places in the United States. Groups will compare their information with another group.

2020 NJSL

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

Other Standards

Instructional Resources

Texts:

- Thèmes. Kurbegov, Eliane, Delfosse, Geneviève, Draggett, Parthena. Vista Higher Learning (2022)
- AP* French Language and Culture Exam Preparation. Draggett, Parthena, and Touzeau, Géraldine. Vista Higher Learning (2022)

Resources:

- APprenons: Zwanziger, E., & Selden, B. (2015). Wayside Publishing.
- Reprise: A complete review workbook for grammar, communication, and culture with answer key: National Textbook Co. (1998).
- Barron's Ap French. Barron's: Amiry, L. (2007).
- Respect Ability: <https://www.respectability.org/resources/lgbtq/>

Unité 2 – La Science et la technologie (4 weeks)

Themes:

- Families and Communities
- Global Challenges
- Personal and Public Identities
- Contemporary Life

Recommended Context:

- La technologie et ses effets sur la société
- Les découvertes et les inventions
- Les choix moraux
- Droits d'auteur et communication
- La recherche et ses nouvelles frontières
- L'avenir de la technologie

Why is this unit important?

Students will know and understand concepts and major topics related to science and technology with the effects on society.

Enduring Understandings

- Students will understand that L'accès à la technologie, Les innovations technologiques, La technologie et l'éthique, Les effets de la technologie sur l'individu et la société are an integral part of all members of the community.

Essential Questions:

- Quels facteurs favorisent l'innovation et la découverte dans les sciences et la technologie?
- Quel rôle l'éthique joue-t-elle dans l'avancement scientifique?
- Quelles sont les conséquences des avancements scientifiques ou technologiques?

Acquired Knowledge

- Explore how developments in science can both create and resolve challenges in contemporary society.
- Investigate how technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities.
- Consider ways that access to technology affects society and the quality of life. Examine how science and technology affect the values and ethics of a community.

Acquired Skills

Students will be able to do oral and media presentations using the French language to different groups in and outside of the classroom environment.

Assessments (Formative, Summative, Benchmark, Alternative)

Formative

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Sample AP Exam sections from AP Review Book.

Summative

- Answer multiple sessions of interpretative material on specific topics related to technology.
- Prepare a 2-minute formal oral presentation on the related topic.

Benchmark

- Performance Assessment Task 2 (end of unit assessment)

Alternative

- Write a thesis about a topic related to ethics and technology.

Interdisciplinary Connection:

- Students will research about the ideal baby and genetics. Science, Genetics
- Students will use various websites to research the influence of technology on young minds. Science, Computer Science, Sociology, Psychology.

Technology Integration:

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

Suggested Learning Experiences and Instructional Activities

Students will respond to the following question: **Le clonage est-il un aspect éthique dans votre vie?** A discussion will follow in which students share their opinions and then identify the different points of ethics values that exist in the United States and compare them with French speaking countries. **reading:** *Le transhumanisme*.

Activity #1 (Written and Print Interpretive Communication and Spoken Interpersonal Communication)

Students identify the ways religion has influenced the francophone culture and their value system. Class discussion of reasons why people look at religion as an important part of life. Students express personal feelings about the importance of religion in their own life and the use of technology.

Activity #2 (Audio interpretive Communication, Spoken Interpersonal Communication and Spoken Presentational Communication)

Speaking assessment: Students research internet sites (including articles, videos, interviews, etc.) about the issue of DNA, genetics and cloning in the United States as well as in the francophone countries, and debate with classmates the pros and cons of this issue.

Activity #3 (Print Interpretive Communication, Written and Spoken Presentational Communication)

Students explore the website <https://www.france24.com/en/tag/tech-1/> to select an article of personal interest about current technological advancements and prepare a multimedia presentation to introduce this advancement to the class. The presentation must include a brief summary of the information, who would benefit from its use, and explain why they believe it is important.

2020 NJSL

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7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

Texts:

- Thèmes. Kurbegov, Eliane, Delfosse, Geneviève, Draggett, Parthena. Vista Higher Learning (2022)
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Resources:

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- Reprise: A complete review workbook for grammar, communication, and culture with answer key: National Textbook Co. (1998).
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Unité 3 – La beauté et l'esthétique (4 Weeks)

Themes:

- Beauty and Aesthetics
- Families and Communities
- Contemporary Life
- Personal and Public Identities

Recommended Contexts:

- Le beau
- Le patrimoine
- Les arts littéraires
- Les arts visuels
- L'architecture
- La musique et les arts du spectacle

Why is this unit important?

Students will be able to understand the concept of beauty in many ways. This unit is fundamental for building appreciation for the culture, architecture and literature of the French language. Also, it is important to build students' self-esteem by defining real beauty.

Enduring Understandings

- Students will understand that Le spectacle et les arts visuels, La définition de la créativité, La définition de la beauté, L'architecture mode et design are ideas and expression that define community values.

Essential Questions:

- En quoi les idéaux de beauté et d'esthétique influencent-ils la vie quotidienne?
- En quoi les arts à la fois défient-ils les perspectives culturelles?
- Pourquoi les communautés accordent-elles de l'importance à la beauté et aux arts?
- En quoi les arts sont-ils utilisés pour témoigner de l'histoire?

Acquired Knowledge

- Students will know and understand perceptions and definitions of beauty are influenced by surroundings, communities, media, pop culture.
- Who defines what is beautiful? What is beauty and where is it born?
- How do the fine arts reflect culture?
- Does beauty get more beautiful with age?
- How do we see different aspects of beauty?

Acquired Skills

Students will be able to express various aspects of people and community demonstrating art as part of personal and community values.

Assessments (Formative, Summative, Benchmark, Alternative)

Formative

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Sample AP Exam sections from AP Review Book.

Summative

- Write a formal response to an issue related to the standard of beauty.
- Interpretative activity describing the concept of beauty.

Benchmark

- Performance Assessment Task 3 (end of unit assessment)

Alternative

- Respond to a simulated conversation about a social media issue.

Interdisciplinary Connection:

- Students are describing different buildings in the French Speaking world. Geography, Art, History.
- Students will research famous pieces of literature in the French Speaking world and analyze them. English, Social Studies.

Technology Integration:

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Suggested Learning Experiences and Instructional Activities

AP exam practice: Comment est-ce qu'on définit la beauté personnellement?

(Print and Written Interpretive Communication, Audio Interpretive Communication, Written Presentational Communication)

After reading two articles and listening to a dialogue about various people's concepts of beauty today, students will write a persuasive essay of at least 200 words in length to answer the question, supporting their opinion utilizing information from all three sources.

Activity # 2 (Audiovisual Interpretive Communication, Spoken Interpretive Communication, Written and Spoken Presentational Communication, Spoken Interpersonal Communication)

After watching a video of a promotional campaign for a new French beauty product, students will speak about their comprehension of the use of the product and why or why not they would incorporate it in their life. They will write and specify if this product would benefit their families, community and most importantly themselves.

2020 NJSL

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7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

Other Standards

Instructional Resources (Core, Supplemental)

Texts:

- Thèmes. Kurbegov, Eliane, Delfosse, Geneviève, Draggett, Parthena. Vista Higher Learning (2022)
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Unité 4 – La vie contemporaine (4 Weeks)

Themes:

- Families and Communities
- Contemporary Life
- Science and Technology
- Global Challenges
- Persona and Public Identities

Recommended Contexts:

- L'éducation et le monde du travail
- Les loisirs et les sports
- Les voyages
- La publicité et le marketing
- Le logement
- Les fêtes et les rites de passage

Why is this unit important?

There are challenges that face the 21st century job market. There are things you can do to prepare for a job interview. Careers of interest are out there; you must research to find out what they are. Part of your job preparation is to analyze what skills are necessary to be successful in a future profession not only in the United States but in a global economy.

Enduring Understandings

- Students will understand that contemporary life offers challenges in many areas as:
L'éducation et les carrières, le divertissement et l'amusement, Les modes de vie, Les relations personnelles, Les traditions et les valeurs sociales, Le travail volontaire making better citizens of a global community.

Essential Questions:

- Quels sont les rapports entre les aspects de la vie quotidienne et la qualité de vie?
- En quoi le lieu où l'on vit influence-t-il la qualité de vie?
- Qu'est-ce qui influence l'interprétation et les perceptions de la qualité de vie?

Acquired Knowledge

- Students will know and understand that rapid innovations force schools to help students prepare to work in jobs that have not yet been created using technologies that have not yet been invented to solve problems that have not yet been identified.
- Are the goals of our educational systems changing as fast as the technologies that propel contemporary lifestyles? How do innovations influence our decisions and perspectives? What are the challenges of a fast-paced global marketplace? How do societies define and determine their identities? What is quality of life? Who determines social values and the changes that communities experience? How is volunteerism seen in different cultures? What are some of the issues surrounding immigration that require attention and solutions?

Acquired Skills

- Students will be able to use different media and will be able to communicate orally and written on topics related to contemporary life. They are expected to research different French speaking countries and their job requirements, also they will plan different trips.

Assessments (Formative, Summative, Benchmark, Alternative)

Formative

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Sample AP Exam sections from AP Review Book.

Summative

- Presentational activity giving different ways of finding a job as a bilingual candidate.
- Interpersonal activity, creating a travel agency and trying to sell as many trips to different locations in a French speaking country.

Benchmark

- Performance Assessment Task 4 (end of unit assessment)

Alternative

- Cultural comparison about ways of entertainment in a French speaking country and their own community.

Interdisciplinary Connection:

- Students will describe different jobs, currency and job equity in the French Speaking world. Geography, Math, Sociology.
- Students will research tourist places in the francophone world and plan a trip to different destinations. English, Social Studies, Math, Accounting.

Technology Integration:

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Suggested Learning Experiences and Instructional Activities

Activity # 1 Reading: Ecole nationale du cirque du Maroc

(Print and Written Interpretive Communication, interpersonal Communication)

After reading the article "Ecole nationale du cirque du Maroc" students will discuss ways of alternative education.

Activity # 2 (Audiovisual Interpretive Communication, Spoken Interpretive Communication, Written and Spoken Presentational Communication, Spoken Interpersonal Communication)

After listening to the audio "Vacances de Noel", students will speak about equity on the job in the USA and francophone countries.

2020 NJSL

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7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

Other Standards

Instructional Resources (Core, Supplemental)

Texts:

- Thèmes. Kurbegov, Eliane, Delfosse, Geneviève, Draggett, Parthena. Vista Higher Learning (2022)
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- Barron's Ap French. Barron's: Amiry, L. (2007).
- Respect Ability: <https://www.respectability.org/resources/lgbtq/>

Unité 5 –Les défis mondiaux (4 weeks)

Themes:

- Global Challenges
- Personal and Public Identities
- Science and Technology

Recommended Contexts:

- L'économie
- L'environnement
- L'alimentation et la santé
- La tolérance
- Les droits de l'être humaine
- La paix et la guerre

Why is this unit important?

Immigrant and migrant workers have played key roles in the development of our society. The economic and social situations of immigrant/ migrant workers have often been ones of difficulty and struggle. The quality of life of the immigrant/migrant workers can be improved and action can be taken on the challenges that we have in our society.

Enduring Understandings

- Students will understand that the fossé entre les riches et pauvres, les effets de la disparité économique sur l'éducation, and le développement durable et le changement climatique are interconnected.

Essential Questions:

- En quoi les défis environnementaux, politiques et sociaux ont-ils un impact positif ou négatif sur les communautés?
- Quel rôle l'individu joue-t-il en identifiant et éventuellement, en résolvant des problèmes complexes de société?
- En quoi les enjeux difficiles affectent-ils la culture d'une société?

Acquired Knowledge

- Students will understand that the new generation is the change and the hope in the world; becoming global citizens and that volunteerism is an essential part and solution of the new world and its challenges.

Acquired Skills

- Students explore the <https://www.economie.gouv.fr/cedef/economie-verte> website, read about its goals and initiatives in European countries seeking information to answer the following question: **Est-ce qu'il est déjà trop tard pour l'environnement?** and participate in a class discussion summarizing their findings.

Assessments (Formative, Summative, Benchmark, Alternative)

Formative

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Sample AP Exam sections from AP Review Book.

Summative

- Students read the article *Le pneu juge qu'il faut accroître le recyclage des métaux* and the article *Pour sa survie, le vanuatu apprend à s'adapter au changement climatique*, and listen to the audio *Priorité santé* and using information from all three sources, write a persuasive essay answering the following question: **Pensez-vous qu'on puisse aider l'environnement dans une manière favorable?**

Benchmark

- Performance Assessment Task 5 (end of unit assessment)

Alternative

- Students will read "Peut-on travailler en France avec un voile" and answer multiple choice questions as they prepare for that part of the AP exam.

Interdisciplinary Connection:

- Students will research, compare and contrast migration in the French Speaking world with the United States. Geography, Math, Sociology, History.
- Students will create a campaign about Human Rights. English, Social Studies, Statistics.

Technology Integration:

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Suggested Learning Experiences and Instructional Activities

Activity #1 (Print Interpretive Communication, Spoken Interpersonal Communication, Spoken Presentational Communication)

To prepare for the **reading** *Des microcrédits à Brazzaville*, students will discuss the current economic problems facing our country. After identifying the three most important issues, students will prepare a list of reasonable solutions (at the local as well national levels) and discuss the probability of success.

After reading and checking comprehension, the class will be divided in two groups and students will prepare to debate the following question: **Le gouvernement des Etats-Unis devrait-il aider les autres pays?** Students use internet sites to research information from online sources to support opinions.

Activity #2 (Spoken Interpretive Communication, Spoken Interpersonal Communication)

After listening to a dialogue between two people and answering comprehension questions, students discuss the problems of unemployment and its effect on the family. Students state the effects of possible unemployment on their family and themselves.

Students role play various situations in which they initiate, maintain and conclude a conversation dealing with unemployment issues.

Activity #3 (Spoken Interpretive Communication, Spoken Interpersonal Communication)

Students will listen to *La tolérance selon Kim Thuy*, complete multiple-choice comprehension questions, and identify the causes of poverty, discuss the possible solutions and answer the following questions: **Pensez-vous que c'est la responsabilité du gouvernement d'aider les pauvres? Comment pensez-vous que l'aide sociale devrait être réformée?** stating reasons for or against it.

2020 NJSL

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

Other Standards

Instructional Resources (Core, Supplemental)

Texts:

- Thèmes. Kurbegov, Eliane, Delfosse, Geneviève, Draggett, Parthena. Vista Higher Learning (2022)
- AP* French Language and Culture Exam Preparation. Draggett, Parthena, and Touzeau, Géraldine. Vista Higher Learning (2022)

Resources:

- APprenons: Zwanziger, E., & Selden, B. (2015). Wayside Publishing.
- Reprise: A complete review workbook for grammar, communication, and culture with answer key: National Textbook Co. (1998).
- Barron's Ap French. Barron's: Amiry, L. (2007).
- Respect Ability: <https://www.respectability.org/resources/lgbtq/>

Unité 6 – La quête de soi (4 weeks)

Themes:

- Global Challenges
- Personal and Public Identities

Recommended Contexts:

- L'aliénation et l'assimilation
- L'identité linguistique
- Le nationalisme et le patriotisme
- Le pluriculturalisme
- Les croyances et les systèmes de valeurs
- La sexualité

Why is this unit important?

Identify reasons immigrants leave their country of origin for the USA. Read and analyze poetry and music that expresses the difficulty second-generation family member's face with their identity and find a voice in their community.

Enduring Understandings

- Students express the difficulties that immigrants face when immigrating to the USA.
- Identify cultural clashes that French immigrants may encounter when they arrive to the USA. Discuss how immigrants impact the economy. Analyze the struggles immigrants face when attempting to make their journey to the USA and how immigrants create a new identity where they live.

Essential Questions:

- En quoi l'identité évolue-t-elle au fil du temps?
- En quoi la langue forme-t-elle notre identité culturelle?
- En quoi la technologie influence-t-elle le développement de l'identité personnelle et publique?
- En quoi l'art d'une communauté reflète-t-il son identité publique?

Acquired Knowledge

- Students will explore the idea that identities are complex compilations and reflections of thoughts, communities, societies, experiences and roles each plays that grow, change, and continually redefine who we are.
- How do our private/personal and public identities differ and why; Conclude that our society contributes to the formation of our personal identity; language, heritage, and culture shape our identity and say who we are.

Acquired Skills

- Students will be able to create, question and respond to many questions in different forums related to the topic of Identity and Society.

Assessments (Formative, Summative, Benchmark, Alternative)

Formative

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Sample AP Exam sections from AP Review Book.

Summative

- Students will write a letter to a pen pal who is contemplating moving to the US. They will offer advice on how to succeed with the various challenges that immigrants within the US experience.

Benchmark

- Performance Assessment Task 6 (end of unit assessment)

Alternative

- Students will write an essay comparing and contrasting the challenges faced immigrating from the Caribbean (Haiti, Martinique, etc) as opposed to coming from Europe using "L'homme qui te ressemble" and "Le racisme expliqué à ma fille" as support for issues that may be encountered.

Interdisciplinary Connection:

- Students will research, compare and contrast migration in the French Speaking world with the United States and also the Caribbean. Geography, Math, Sociology, History.
- Students will find information about different ethnic groups in the USA and compare them with francophone countries. Social Studies.

Technology Integration:

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Activity #1 (Written Interpersonal Communication, Spoken Interpersonal Communication)

Presentational:

Students will create a board game in groups relating to immigration: Monopoly, Chance,

Risk, Chutes and Ladders, etc. demonstrating how immigration is a great risk that includes the good and the bad of the journey.

Activity #2 (Print Interpretive Communication, Written Interpretive Communication, Spoken Interpersonal Communication)

Students read the article *L'organisation internationale de la francophonie* and complete multiple-choice comprehension questions in AP Exam format. Discuss in small groups the overall advantages and disadvantages of the article.

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Instructional Resources (Core, Supplemental)

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- Barron's AP
- French. Barron's: Amiry, L. (2007).
- Respect Ability: <https://www.respectability.org/resources/lgbtq/>

Internet Sites:

- www.lingolia.com
- www.bbc.french.com
- <http://www.ml.csi.cuny.edu/lab/>
- <http://www.comedie-francaise.fr/>
- http://www.bnf.fr/en/tools/lsp.site_map.html
- <http://www.académie-française.fr/>
- <http://www.lib.uchicago.edu/efts/VOLTAIRE/>
- <https://www.lawlessfrench.com/>
- <https://www.francaisauthentique.com/>
- <https://www.laits.utexas.edu/tex/>
- <https://sites.uni.edu/becker/french31.html>
- <https://www.france24.com/fr/>
- <https://francetoday.com/>
- <https://www.gouvernement.fr/>

Appendix

Sample Standards Integration

21st Century Skills and Career Readiness Practices

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic aspects of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Throughout the semester, students are expected to demonstrate the above skills as they problem solve, employ critical thinking and research strategies, and use technology for productive research in completing various performance based tasks and essays.

Unit 1 offers students the opportunity to explore the family unit both here in the US and in francophone culture, noting specific similarities and differences while exploring the laws that govern many of the countries.

Unit 5 will allow for exploration of global challenges including specifically times of peace and war in France while addressing aspects of effective leadership as well as ethics.

Technology Integration

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

In Unit 3, students will create an advertisement for a new toiletry item via Canva while also providing it's benefits and comparability to similar products on the market.

Interdisciplinary Connections

Presentational communication Present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Interpersonal communication Interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings, and opinions.

Interpretive communication Understand, interpret, and analyze what is heard, read or viewed on a variety of topics.

In Unit 6, students will read and analyze the plot, subplot, characters, their descriptions, roles, and significance in chosen literary text while also describing cultural nuances of meaning in expressive products of the culture.

LGBTQ/Disabilities Resources

Unit 1

Human Rights Watch

<https://www.hrw.org/news/2019/10/09/everyone-france-should-have-right-family>

Paris by Emy

<https://parisbyemy.com/lgbt-paris/>

Unit 4

Cleiss

https://www.cleiss.fr/particuliers/venir/soins/ue/accessibilite_en.html

World Health Organization

<https://www.who.int/about/funding/contributors/fra>