



French 6

Grade(s):	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
Discipline/Course:	Discipline: World Languages Course: French 6		
Course Title:	French 6		
Prerequisite(s):	French 5 <i>or</i> French 5 H <i>or</i> Teacher Recommendation		
Course Description: <i>Program of Studies</i>	The French 6 course invites students to explore key themes such as family, quality of life, innovation, and identity in the Francophone world. Through authentic texts, discussions, and projects, students will deepen their understanding of how culture, society, and personal experiences shape individuals and communities. They will investigate topics like family values, social challenges, scientific progress, and artistic expression, all while building advanced communication skills in French. The course emphasizes cultural comparison, critical thinking, and real-world application of language.		
Course Essential Questions:	Unit 1 What constitutes a family in French-speaking societies? What are some important aspects of family values and family life in French-speaking societies? What challenges do families face in today’s world? Unit 2 How do aspects of everyday life influence and relate to the quality of life? How does where one lives impact the quality of life? What influences one’s interpretation and perceptions of the quality of life?		

	<p>Unit 3</p> <p>What factors drive innovation and discovery in the fields of science and technology? What role do ethics play in scientific advancement? What are the social consequences of scientific or technological advancements?</p> <p>Unit 4</p> <p>How does one’s identity evolve over time? How does language shape our cultural identity? How does the art of a community reflect its public identity?</p>
<p>Course Enduring Understandings:</p>	<ul style="list-style-type: none"> ● Family structures in French-speaking societies are diverse and influenced by cultural, social, and historical factors. ● Family values and life in French-speaking societies emphasize close-knit relationships, respect for elders and strong community ties. ● Modern families face challenges such as economic pressures, migration, and changing social norms, which impact family dynamics and roles. ● Everyday life aspects such as employment, education, healthcare, and social interactions directly impact one's overall quality of life. ● The geographic location, including urban vs. rural settings, access to resources, and environmental factors, significantly influences the quality of life. ● Personal experiences, cultural background, and societal influences shape individual interpretations and perceptions of what constitutes a good quality of life. ● Innovation and discovery in science and technology are driven by curiosity, necessity, competition, and collaboration. ● Ethical considerations play a critical role in guiding scientific advancements to ensure they benefit society and do not cause harm. ● Scientific and technological advancements have far-reaching social consequences, including impacts on health, privacy, employment, and the environment. ● Individual identity is a dynamic and evolving concept influenced by personal experiences, societal

	<p>expectations, and cultural heritage.</p> <ul style="list-style-type: none"> • Language is a powerful tool that shapes and reflects cultural identity, allowing individuals to connect with their heritage and communicate shared values. • The art and cultural expressions of a community reflect its public identity, capturing collective experiences, values, and historical narratives. 	
Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
Course Materials/Resources:	<p>“Le mariage de Manon” Marcel Pagnol “Mon meilleur ami” Film “Le pagne noir” Bernard Dadié “Les intouchables” Film “Le secret de maître Cornille” Alphonse Daudet “HOME” le Film “La schizophrénie linguistique” Jean Arceneaux “Le racisme expliqué à ma fille” Tahar Ben Jelloun “Inch'allah Dimanche” Film</p>	
FPS Course Academic Expectation(s):	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	
Year at a Glance (Units):	<p>Unit 1 - Families in Different Societies (~ 10 weeks) Unit 2 - Factors That Impact the Quality of Life (~ 10 weeks) Unit 3 - How Science and Technology Affect Our Lives (~ 10 weeks)</p>	

Unit 4 - The Influence of Language and Culture on Identity (~ 10 weeks)

Unit Number and Title:	Unit 1 - Families in Different Societies
Duration:	~ 10 days
Resource(s):	“Le mariage de Manon” Marcel Pagnol “Mon meilleur ami” Film
Unit Overview:	Explore the different types of family structures in French-speaking societies, including nuclear families, extended families, and single-parent families. Discuss the core values that are important in French-speaking families, such as respect, loyalty, and solidarity. Examine the various challenges that families face today, including economic difficulties, migration, and changing social norms.
Learning Goals	
Standard(s):	<p>Communication Standards</p> <ol style="list-style-type: none"> Interpretive Communication: Students will understand and interpret written and spoken language on a variety of topics related to family life and values in French-speaking communities. Interpersonal Communication: Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions on family-related topics. Presentational Communication: Students will present information, concepts, and ideas to an audience of listeners or readers on the topic of families in different societies. <p>Cultural Standards</p> <ol style="list-style-type: none"> Cultural Products: Students will explore cultural products (e.g., tools, books, music, laws, conventions, institutions) related to family life in French-speaking societies. Cultural Practices: Students will examine patterns of social interactions within families in French-speaking communities. Cultural Perspectives: Students will understand the values, attitudes, and assumptions that shape family life and values in French-speaking societies. <p>Connections Standards</p> <ol style="list-style-type: none"> Making Connections: Students will connect their learning about families in French-speaking societies to other disciplines, such as sociology, history, and anthropology.

	<p>2. Acquiring Information: Students will acquire information and recognize the distinctive viewpoints that are only available through the study of French-speaking societies.</p> <p>Comparisons Standards</p> <ol style="list-style-type: none"> 1. Language Comparisons: Students will compare the French language with their own language to understand the nature of language and its role in shaping cultural identity. 2. Cultural Comparisons: Students will compare family life and values in French-speaking societies with those in their own culture to understand the nature of culture and its impact on human behavior. <p>Communities Standards</p> <ol style="list-style-type: none"> 1. School and Global Communities: Students will use their knowledge of family life in French-speaking societies to participate in multilingual communities at home and around the world. 2. Lifelong Learning: Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.
Essential Question(s):	<ul style="list-style-type: none"> • What constitutes a family in French-speaking societies? • What challenges do families face in today’s world? • What are some important aspects of family values and family life in French-speaking societies? • How do families celebrate important events and traditions in French-speaking communities?
Enduring Understanding(s):	<ul style="list-style-type: none"> • Family structures in French-speaking societies are diverse and influenced by cultural and social factors. • Family values and life in French-speaking societies emphasize close-knit relationships, respect for elders, and strong community ties. • Modern families face challenges such as economic pressures, migration, and changing social norms, which impact family dynamics and roles.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> • vocabulary related to families. • the family structures and relationships in French-speaking societies, such as nuclear families,

(Content/ Skills)	<p>extended families, and single-parent families.</p> <ul style="list-style-type: none"> ● forms and uses of the subjunctive (present and past) in noun and adverbial clauses. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● read and comprehend authentic texts about family life and values in French-speaking societies. ● listen to and understand spoken French related to family dynamics, cultural practices, and challenges. ● engage in conversations with peers about family-related topics, asking and answering questions, and expressing opinions in French. ● identify the cultural perspectives that influence family life and values in French-speaking societies. ● use the subjunctive mood to explain family traditions and customs. ● Use of a variety of tenses to explain family life.
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Unit Number and Title:	Unit 2 - Factors that Impact the Quality of Life
Duration:	~ 10 weeks
	“Le pagne noir” Bernard Dadié “Les intouchables” Film
Unit Overview:	In this unit, students will examine what affects people's quality of life in French-speaking communities. Students will study topics like access to education and healthcare, economic challenges, cultural traditions. By using articles, videos, charts, and stories, students will learn how society and individual well-being are connected. They will also compare these factors to their own lives, helping them improve their French skills and better understand other cultures.
Learning Goals	
Standard(s):	<p>Communication Standards</p> <ol style="list-style-type: none"> Interpretive Communication: Students will understand and interpret written and spoken language on a variety of topics related to family life and values in French-speaking communities. Interpersonal Communication: Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions on family-related topics. Presentational Communication: Students will present information, concepts, and ideas to an audience of listeners or readers on the topic of families in different societies. <p>Cultural Standards</p> <ol style="list-style-type: none"> Cultural Products: Students will explore cultural products (e.g., tools, books, music, laws, conventions, institutions) related to family life in French-speaking societies. Cultural Practices: Students will examine patterns of social interactions within families in French-speaking communities. Cultural Perspectives: Students will understand the values, attitudes, and assumptions that shape family life and values in French-speaking societies. <p>Connections Standards</p> <ol style="list-style-type: none"> Making Connections: Students will connect their learning about families in French-speaking

	<p>societies to other disciplines, such as sociology, history, and anthropology.</p> <p>2. Acquiring Information: Students will acquire information and recognize the distinctive viewpoints that are only available through the study of French-speaking societies.</p> <p>Comparisons Standards</p> <p>1. Language Comparisons: Students will compare the French language with their own language to understand the nature of language and its role in shaping cultural identity.</p> <p>2. Cultural Comparisons: Students will compare family life and values in French-speaking societies with those in their own culture to understand the nature of culture and its impact on human behavior.</p> <p>Communities Standards</p> <p>1. School and Global Communities: Students will use their knowledge of family life in French-speaking societies to participate in multilingual communities at home and around the world.</p> <p>2. Lifelong Learning: Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● How does one define quality of life? ● How do aspects of everyday life influence and relate to the quality of life? ● How does where one lives impact their quality of life?
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● Socioeconomic factors and cultural values play a role in determining independence. Everyday aspects of life, such as employment, education, healthcare, and social interactions, directly affect the overall quality of life. Additionally, geographic location, access to resources, and political climate have a significant impact. Personal experiences, cultural background, and societal influences further shape individual perceptions of what defines a good quality of life.
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to independence, employment, quality of life, and political climate. ● the impact that income, employment, and economic stability have on an individual's independence and quality of life.

- the importance of family, community, and social support systems in enhancing the quality of life.
- how cultural values and traditions shape perceptions of what constitutes a good quality of life.
- *Si* (if) clauses.

Skills: (Students will be able to...)

- read, listen and comprehend authentic texts and spoken French about factors impacting the quality of life in French-speaking societies.
- engage in conversations with peers about factors affecting the quality of life.
- understand and appreciate the cultural perspectives that influence perceptions of quality of life in French-speaking societies.
- use *if* clauses to explain causes and effects and hypothetical situations related to emancipation and quality of life.

Unit Number and Title:	Unit 3 - The effects of science and technology in our lives
Duration:	~ 10 weeks
	“Le secret de maître Cornille” Alphonse Daudet “HOME” le Film
Unit Overview:	In this unit, students will investigate how scientific and technological innovations influence societal needs and the ethical implications that arise from these advancements. They will analyze these innovations within Francophone communities, reflecting on their social consequences through various forms of communication. By engaging with diverse cultural contexts, students will enhance their understanding of the intersection between science, technology, daily life, and global challenges.
Learning Goals	
Standard(s):	<p>Communication Standards</p> <ol style="list-style-type: none"> Interpretive Communication: Students will understand and interpret written and spoken language on a variety of topics related to family life and values in French-speaking communities. Interpersonal Communication: Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions on family-related topics. Presentational Communication: Students will present information, concepts, and ideas to an audience of listeners or readers on the topic of families in different societies. <p>Cultural Standards</p> <ol style="list-style-type: none"> Cultural Products: Students will explore cultural products (e.g., tools, books, music, laws, conventions, institutions) related to family life in French-speaking societies. Cultural Practices: Students will examine patterns of social interactions within families in French-speaking communities. Cultural Perspectives: Students will understand the values, attitudes, and assumptions that shape family life and values in French-speaking societies. <p>Connections Standards</p> <ol style="list-style-type: none"> Making Connections: Students will connect their learning about families in French-speaking

	<p>societies to other disciplines, such as sociology, history, and anthropology.</p> <ol style="list-style-type: none"> Acquiring Information: Students will acquire information and recognize the distinctive viewpoints that are only available through the study of French-speaking societies. <p>Comparisons Standards</p> <ol style="list-style-type: none"> Language Comparisons: Students will compare the French language with their own language to understand the nature of language and its role in shaping cultural identity. Cultural Comparisons: Students will compare family life and values in French-speaking societies with those in their own culture to understand the nature of culture and its impact on human behavior. <p>Communities Standards</p> <ol style="list-style-type: none"> School and Global Communities: Students will use their knowledge of family life in French-speaking societies to participate in multilingual communities at home and around the world. Lifelong Learning: Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.
Essential Question(s):	<ul style="list-style-type: none"> • What factors drive innovation and discovery in the fields of science and technology? • What role do ethics play in scientific advancement? • What are the social consequences of scientific or technological advancements?
Enduring Understanding(s):	<ul style="list-style-type: none"> • Scientific and technological advances have varied impacts on different societies. As technology continues to advance at a rapid pace it brings ethical ramifications that different societies must address. • Societies evolve and adapt in response to scientific and technological advances. Scientific and technological advances evolve to meet the needs of society.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> • vocabulary related to innovations to science and technology • ethical issues related to scientific and technological innovations • direct and indirect object pronouns

- gerunds/the present
- idiomatic expressions and language-specific vocabulary..

Skills: (Students will be able to...)

- read, listen to, and comprehend authentic texts and spoken French related to scientific and technological innovations in the French-speaking world.
- engage in conversations with peers about the role of technology in daily life
- understand ethical debates related to scientific and technological advances.
- write and speak more concisely using object pronouns to replace nouns.
- discuss current situations and past processes related to science and technology using gerunds.

Unit Number and Title:	Unit 4 - The Influence of Language and Culture on Identity
Duration:	~ 10 weeks
Resource(s):	“La schizophrénie linguistique” Jean Arceneaux “Le racisme expliqué à ma fille” Tahar Ben Jelloun “Inch Allah Dimanche” Film
Unit Overview:	In this unit, students will investigate how identity is shaped by personal experiences, language, and artistic expression within multicultural contexts. They will reflect on their own identities alongside public representations, analyzing the role of art in conveying community narratives. Through various activities, students will enhance their communication skills while exploring the intricate relationship between personal and cultural identity.
Learning Goals	
Standard(s):	<p>Communication Standards</p> <ol style="list-style-type: none"> Interpretive Communication: Students will understand and interpret written and spoken language on a variety of topics related to family life and values in French-speaking communities. Interpersonal Communication: Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions on family-related topics. Presentational Communication: Students will present information, concepts, and ideas to an audience of listeners or readers on the topic of families in different societies. <p>Cultural Standards</p> <ol style="list-style-type: none"> Cultural Products: Students will explore cultural products (e.g., tools, books, music, laws, conventions, institutions) related to family life in French-speaking societies. Cultural Practices: Students will examine patterns of social interactions within families in French-speaking communities. Cultural Perspectives: Students will understand the values, attitudes, and assumptions that shape family life and values in French-speaking societies. <p>Connections Standards</p>

	<ol style="list-style-type: none"> Making Connections: Students will connect their learning about families in French-speaking societies to other disciplines, such as sociology, history, and anthropology. Acquiring Information: Students will acquire information and recognize the distinctive viewpoints that are only available through the study of French-speaking societies. <p>Comparisons Standards</p> <ol style="list-style-type: none"> Language Comparisons: Students will compare the French language with their own language to understand the nature of language and its role in shaping cultural identity. Cultural Comparisons: Students will compare family life and values in French-speaking societies with those in their own culture to understand the nature of culture and its impact on human behavior. <p>Communities Standards</p> <ol style="list-style-type: none"> School and Global Communities: Students will use their knowledge of family life in French-speaking societies to participate in multilingual communities at home and around the world. Lifelong Learning: Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.
Essential Question(s):	<ul style="list-style-type: none"> ● How does one’s identity evolve over time? ● How does language shape our cultural identity? ● How does the art of a community reflect its public identity?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● One’s identity evolves over time through a combination of personal experiences, social interactions and cultural influences. Language allows individuals to express their cultural beliefs, values, and customs. ● Art is a powerful expression of a community’s identity, reflecting its history, values, and aspirations.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to public, personal and collective identities. ● what constitutes identity.

- elements that shape one's identity and self-image.
- how language and culture influence public and personal identity.
- how the arts are used to reflect one's identity.
- the impact of cultural values and traditions on personal and public identities.

Skills: (Students will be able to...)

- read, listen to and comprehend authentic texts and spoken French related to personal and public identities.
- engage in conversations with peers on topics related to personal and public identities.
- explain the impact of personal beliefs and cultural values on identity.
- compare how different cultures view and express personal and public identities.
- present information about factors that impact cultural diversity, national and ethnic identities, and social dynamics and historical events that shape personal and public identities.