

AP French Language and Culture CURRICULUM

 <p>AP® French Language and Culture</p>	
Grade Level(s): 11-12	Curriculum Author(s): Kate Peterson
<p>Course Description: The three modes of communication—Interpretive, Interpersonal, and Presentational—defined in the World Readiness Standards for Learning Languages, are foundational to the AP French Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range, as described in the ACTFL Performance Descriptors for Language Learners. As such, the course has been designed to provide high school students with a rich and rigorous opportunity to study the language and cultures of the French Speaking world.</p>	

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
Families in Different Societies	What constitutes a family in French speaking societies?	There exist societal, economical, and cultural factors which determine the concept and role of the family.	TCC2(9-12), CCE4(9-12), DE1(9-12), AA2(9-12)
The Influence of Language and Culture on Identity	How does language and culture influence identity in French-speaking societies?	Science, technology, social media, art and advertising all have a profound effect on shaping personal and public identity.	TCC4(9-12), CCE1(9-12), CCE4(9-12), DE1 (9-12), TI3(9-12), P3(9-12)
Influences of Beauty and Art	How does art and the concept of beauty influence and shape values in society and culture?	Art and aesthetics play an essential role in shaping culture and societal values and are a reflection of each generation.	TCC3(9-12), CCE3(9-12) TI2(9-12), P3(9-12)
How Science and Technology Affect Our Lives	What are the cultural influences that drive scientific and technological advances, and what are the ethical concerns associated with those advances?	There are numerous effects on people's lives in French speaking countries due to innovations in science and technology. How will advances in these fields affect the future of the francophone world?	TCC2(9-12), TCC3(9-12), CCE4(9-12), TI2(9-12), P4(9-12)
Factors That Impact the Quality of Life	What factors determine how we define 'quality of life'?	There are a number of factors which determine the quality of life, both internal and external.	TCC1(9-12), CCE4(9-12), DE1(9-12), P2(9-12), AA2(9-12)
Environmental, Political, and Societal Challenges	How do societal issues affect an individual and society?	Each francophone community around the world has its own set of environmental, social and economic factors which have unique effects on its society.	TCC1(9-12), CCE4(9-12), DE1(9-12), P2(9-12), AA2(9-12)



Unit 1 - Families in Different Societies

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the [French Language and Culture Exam Course Description](https://www.collegeboard.org). For more information visit: www.collegeboard.org

1.A: Describe the literal meaning of the text.

- 1.A.1: Identify the main idea.
- 1.A.2: Identify supporting/relevant details.
- 1.A.3: Retell or summarize information in narrative form.

3.A: Interpret the distinguishing features of a text.

- 3.A.1: Identify the intended audience.
- 3.A.2: Identify the purpose.
- 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.

3.B: Interpret the meaning of a text.

- 3.B.2: Infer implied meanings through context.

4.A: Determine the meaning of familiar and unfamiliar words.

- 4.A.1: Determine the meaning of a variety of vocabulary.
- 4.A.2: Deduce the meaning of unfamiliar words or expressions.

4.B: Use words appropriate for a given context.

- 4.B.1: Use a variety of vocabulary in written and spoken communication.
- 4.B.2: Explain and use idiomatic and culturally authentic expressions.

5.A: Understand and apply appropriate communication strategies in interpersonal speaking.

- 5.A.1: Initiate, maintain, and close spoken exchanges.
- 5.A.2: Comprehend an interlocutor's message in spoken exchanges.
- 5.A.3: Provide and obtain relevant information in spoken exchanges.
- 5.A.4: Use appropriate register and greeting for the intended target culture audience in spoken exchanges.
- 5.A.5: Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.
- 5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.
- 5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain



spoken exchanges.

5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.

5.B.1: Use a variety of grammar and syntax in spoken exchanges.

5.B.2: Use transitional expressions and cohesive devices in spoken exchanges.

5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.

5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

6.A: Understand and apply appropriate communication strategies in interpersonal writing.

6.A.1: Initiate, maintain, and close written exchanges.

6.A.2: Provide and obtain relevant information in written exchanges.

6.A.3: Use a variety of grammar and syntax in written exchanges.

6.A.4: Use register appropriate for the intended target culture audience in written exchanges.

6.A.5: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.

6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing.

6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.

6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.

6.B.3: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.

6.B.4: Monitor language production; recognize errors and attempt self-correction in written exchanges.

7.A: Plan and research an issue or topic for presentational speaking.

7.A.1: Use a process to plan spoken presentations.

7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.

7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.

7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.

7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.

7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.

7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.

7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.

7.C.1: Use a variety of grammar and syntax in spoken presentations.

7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.



7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

7.D.1: Explain ideas and opinions with examples in spoken presentations.

7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

Vision of A Learner Attributes:

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.

AA2(9-12): I can assess my past successes and mistakes to change my approach.

AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that...

- Families shape values and traditions, as well as personal beliefs and personal interests.
- Families face challenges such as access to education and availability of employment.
- The concept and role of families in contemporary societies are constantly evolving.

Essential Questions:

- What constitutes a family in French Speaking societies?
- What are some important aspects of family values and family life in the francophone world?
- What challenges do francophone families face in today's world?

Students will know...

- Societal and economic factors can determine family structure and individual roles.

Students will be able to...

- Describe the literal meaning of the text.
- Describe data.



<ul style="list-style-type: none"> How the concept of family has changed over time in French-speaking families. 	<ul style="list-style-type: none"> Interpret the distinguishing features of a text. Determine the meaning of familiar and unfamiliar words. Use words appropriate for a given context. Apply appropriate communication strategies in interpersonal speaking. Apply appropriate and varied syntactical expressions in interpersonal speaking. Apply appropriate communication strategies in interpersonal writing. Apply appropriate and varied syntactical expressions in interpersonal writing. Plan and research an issue or topic for presentational speaking Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. Use appropriate language and vocabulary for the intended audience in presentational speaking. Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.
<p>Key Vocabulary: la famille monoparentale/recopmposée, la femme au foyer, les liens familiaux, le conflit conjugal, les mœurs, veuf/veuve, la retraite, une échelle des valeurs, accorder l'autonomie à, les rapports, faire confiance à, se sentir à l'aise, soutenir, un colocataire, déménager, s'installer, louer, la facteur, les frais, un citoyen, le témoin, les noces</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Free Response Email reply Free Response Conversation (listening and oral response) Cultural Presentation (describe and explain the role of family in a specific francophone country) 	<p>Other Evidence:</p> <p>Formative assessments:</p> <ul style="list-style-type: none"> Promotional Materials: "AP Central: Martinique" Letter: "Une lettre à vos petit-enfants qui parle de traditions" Conversation and Chart: "Grignoter en Randonnée" Email Reply: "Une Admission à l'Institut de Diambars" Conversation: "Le Bénévolat"
<p style="text-align: center;">Learning Plan</p>	
<ul style="list-style-type: none"> TCC2(9-12): Cultural Presentation (describe and explain the role of family in a specific francophone country) 	

- **CCE4(9-12):** Cultural Presentation (describe and explain the role of family in a specific francophone country), Free Response Conversation (listening and oral response)
- **DE1(9-12):** Conversation:

Teacher Resources:

- Thèmes: vistahigherlearning.com
- United Nations website: <https://www.un.org/es/>
- Teacher and student selected resources including articles, texts, TED Talks, documentaries, etc.
- Google Docs, Google Slides, Google Shared Drive, Google Classroom
- College Board released AP French Language and Culture student samples, scorings guidelines, and rubrics
- AP Classroom - AP French Workshop Handbook and Resources (CollegeBoard)



Unit 2 - The Influence of Language and Culture on Identity

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the [French Language and Culture Exam Course Description](https://www.collegeboard.org) For more information visit: www.collegeboard.org.

1.A: Describe the literal meaning of the text.

- 1.A.1: Identify the main idea.
- 1.A.2: Identify supporting/relevant details.
- 1.A.3: Retell or summarize information in narrative form.

1.B: Describe data.

- 1.B.1: Identify and describe patterns and trends in data.

2.A: Make cultural connections.

- 2.A.1: Identify and/or describe content and connections among cultural topics.
- 2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena.

2.B: Make connections in and across disciplines.

- 2.B.3: Explain how information from a text connects or relates to interdisciplinary topics or phenomena.

3.A: Interpret the distinguishing features of a text.

- 3.A.1: Identify the intended audience.
- 3.A.2: Identify the purpose.
- 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.

4.A: Determine the meaning of familiar and unfamiliar words.

- 4.A.2: Deduce meaning of unfamiliar words or expressions.

4.B: Use words appropriate for a given context.

- 4.B.1: Use a variety of vocabulary in written and spoken communication.
- 4.B.2: Explain and use idiomatic and culturally authentic expressions.

7.A: Plan and research an issue or topic for presentational speaking.

- 7.A.1: Use a process to plan spoken presentations.



7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.

7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.

7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.

7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.

7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.

7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.

7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.

7.C.1: Use a variety of grammar and syntax in spoken presentations.

7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.

7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

7.D.1: Explain ideas and opinions with examples in spoken presentations.

7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

8.A: Plan and research an issue or topic for presentational writing.

8.A.1: Use a process to plan written presentations.

8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations.

8.B: Use appropriate writing strategies to communicate an idea for presentational writing.

8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and a conclusion.

8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.

8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.

8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.

8.C.2: Use a variety of grammar and syntax in written presentations.

8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.

8.C.4: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.

8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations.

8.D: Express a perspective with details and examples to illustrate an opinion or idea for written presentations.

8.D.1: Explain ideas and opinions with examples in written presentations.



8.D.2: Integrate information from sources and cite them appropriately in written presentations.

Vision of A Learner Attributes:

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.

TI3(9-12): I can formulate and investigate probing questions to further my learning.

P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.

Understandings: Students will understand...

- There are relationships between language and identity including the impacts and influences that technology, social media, art, and advertising all have on personal identity.

Essential Questions:

- How does one's identity evolve over time?
- How does language shape our cultural identity?
- How does technology influence the development of personal and public identity?
- How does the art of a community reflect its public identity?

Students will know...

- One's personal and public identity are consistently evolving.
- There are numerous social, economic, linguistic and cultural factors that shape who we are.

Students will be able to...

- Describe the literal meaning of the text.
- Describe data.
- Make cultural connections.
- Make connections in and across disciplines.
- Interpret the distinguishing features of a text.
- Determine the meaning of familiar and unfamiliar words.
- Use words appropriate for a given context.
- Plan and research an issue or topic for presentational speaking.
- Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.
- Use appropriate language and vocabulary for the intended audience in presentational speaking.
- Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.
- Plan and research an issue or topic for presentational writing.

	<ul style="list-style-type: none"> • Use appropriate writing strategies to communicate an idea for presentational writing. • Understand and apply appropriate and varied syntactical expressions in presentational writing. • Express a perspective with details and examples to illustrate an opinion or idea for written presentations.
<p>Key Vocabulary: la quête de soi, une croyance, un système de valeurs, la pluriculturalisme, un immigré, un pays d'accueil, le pays natal, un défilé, les feux d'artifice, la loi, la burqua, l'argot, maghrébin(e), musulman(e), un imam, un griot, juif, l'athéisme, laïc, laïque, la laïcité, Dieu, la patrie, valoriser, le patrimoine, la frontière ouverte, un autochtone, le métissage, le tatouage</p>	
Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Cultural Presentation (describe and explain how clothes/fashion defines identity in a specific francophone country and compare similar aspects in the United States) • Argumentative Essay (Establish a position on whether Globalization has positive or negative effects on countries throughout the world). • Unit 2 Progress check (MCQs) 	<p>Other Evidence:</p> <p>Formative assessments:</p> <ul style="list-style-type: none"> • Cultural Comparison Quiz (Oral recording) • Article Report and Audio Quiz (MCQs based on text and audio) • Literary Text Quiz (MCQs based on a short literary text)
Learning Plan	
<ul style="list-style-type: none"> • TCC4(9-12): Summative: Cultural Comparison Presentation • CCE4(9-12): Summative: Argumentative Essay (Globalization) • TI3(9-12): Summative: Cultural Comparison Presentation (Language and identity) 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> • TV5Unis - La Belle Vie • VOCES Notre Histoire 4: Unité 1 "En quoi est-ce que tu crois?" • Teacher and student selected resources including articles, texts, TED Talks, documentaries, etc. • Google Docs, Google Slides, Google Shared Drive, Google Classroom • College Board released AP French Language and Culture student samples, scorings guidelines, and rubrics • AP Classroom 	

Unit 3 - Influences of Beauty and Art

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the [French Language and Culture Exam Course Description](https://www.collegeboard.org). For more information visit: www.collegeboard.org.

1.A: Describe the literal meaning of the text.

- 1.A.1: Identify the main idea.
- 1.A.2: Identify supporting / relevant details.
- 1.A.3: Retell or summarize information in narrative form.

2.B: Make connections in and across disciplines.

- 2.B.1: Identify and/or describe content and connections among interdisciplinary topics.
- 2.B.2: Explain how data from a graph or table illustrate interdisciplinary topics or phenomena.
- 2.B.4: Infer interdisciplinary information from a text.

3.A: Interpret the distinguishing features of a text.

- 3.A.2: Identify the purpose.
- 3.A.4: Identify organizing and/or rhetorical structures and/or strategies.

3.B: Interpret the meaning of a text.

- 3.B.1: Identify and/or describe similarities and/or differences among different types of texts.
- 3.B.2: Infer implied meanings through context.

4.A: Determine the meaning of familiar and unfamiliar words.

- 4.A.2: Deduce the meaning of unfamiliar words or expressions.

4.B: Use words appropriate for a given context.

- 4.B.1: Use a variety of vocabulary in written and spoken communication.
- 4.B.2: Explain and use idiomatic and culturally authentic expressions.

5.A: Understand and apply appropriate communication strategies in interpersonal speaking.

- 5.A.1: Initiate, maintain, and close spoken exchanges.
- 5.A.2: Comprehend an interlocutor's message in spoken exchanges.



- 5.A.3: Provide and obtain relevant information in spoken exchanges.
- 5.A.4: Use appropriate register and greeting for the intended target culture. audience in spoken exchanges.
- 5.A.5: Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.
- 5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.
- 5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.

5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.

- 5.B.1: Use a variety of grammar and syntax in spoken exchanges.
- 5.B.2: Use transitional expressions and cohesive devices in spoken exchanges.
- 5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.
- 5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

6.A: Understand and apply appropriate communication strategies in interpersonal writing.

- 6.A.1: Initiate, maintain, and close written exchanges.
- 6.A.2: Provide and obtain relevant information in written exchanges.
- 6.A.3: Use a variety of grammar and syntax in written exchanges.
- 6.A.4: Use a register appropriate for the intended target culture. audience in written exchanges.
- 6.A.5: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.

6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing.

- 6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.
- 6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.
- 6.B.3: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.
- 6.B.4: Monitor language production; recognize errors and attempt self-correction in written exchanges.

7.A: Plan and research an issue or topic for presentational speaking.

- 7.A.1: Use a process to plan spoken presentations.
- 7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.

7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.

- 7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
- 7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.
- 7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
- 7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.
- 7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.



7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.

7.C.1: Use a variety of grammar and syntax in spoken presentations.

7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.

7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

7.D.1: Explain ideas and opinions with examples in spoken presentations.

7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

Vision of A Learner Attributes:

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.

Understandings: Students will understand that...

- Art and aesthetics play an essential role in shaping culture and societal values.
- The type and medium of popular art (including music, dance, architecture) varies by country
- The role art plays in culture varies between the U.S. and individual francophone countries.

Essential Questions:

- How does art and the concept of beauty influence and shape values in society and culture?
- What are the art mediums in francophone countries and how do they influence culture and society?

Students will know...

- Art and aesthetics have a profound impact on our daily lives.
- Art both reflects as well as challenges cultural perspectives.
- Ways in which art is used to record history as well as communicate shared values.

Students will be able to...

- Identify point of view and purpose.
- infer meanings.
- Summarize content.
- Identify themes or morals.
- Explain and compare cultural products, practices, and perspectives.
- Read and deconstruct letters which inform students about the features of written interpersonal communication
- Build skills in reading and responding to emails.
- Prepare a present a two-minute comparison between their

	community and a francophone community <ul style="list-style-type: none"> • Deliver an organized presentation with a thesis statement and supporting evidence. • Build their repertoire of transitional and cohesive expressions to make more effective comparisons.
Key Vocabulary: l'architecture, les beaux-arts, les arts plastiques, peindre, un chef d'oeuvre, le beau/la beauté, les canons de beauté, un écrivain, un spectacle, percevoir, juger, un réalisateur, une intrigue, un personnage principal, un débutant, les lieux historiques, une peinture/un tableau, l'estime de soi, avoir honte, le savoir-faire, les vestiges, la gastronomie, agréable à voir/entendre, se dérouler, une exposition (d'art), les exigences, une ride, le bien-être, le maquillage	
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Summative #1: Free Response Writing, Email Reply. • Summative #2: Free Response Oral, Guided conversation. • Summative #3: MCQ Reading Text/Literature. 	Other Evidence: Interim Assessments: <ul style="list-style-type: none"> • Cultural Comparison Presentation: Free response comparing “le beau” with a particular francophone country and the U.S. • Article Report and Audio Quiz (MCQs based on text and audio) • Literary Text Quiz (MCQs based on a short literary text) • Sentence structure and syntax practice
Learning Plan	
<ul style="list-style-type: none"> • TCC3(9-12): Interim: Sentence structure and syntax practice • CCE3(9-12): Interim: Cultural Comparison Presentation: Free response comparing an aspect of Unit 3 with a particular francophone country and the U.S. • TI2(9-12): Summative #2: Free Response Oral, Guided conversation. • P3(9-12): Summative #1: Free Response Writing, Email Reply. 	
Teacher Resources: <ul style="list-style-type: none"> • VOCES Notre Histoire 4: Chapitre 6 “L’art de la parole” • TV5Unis: Encre dans la peau • Teacher and student selected resources including articles, texts, TED Talks, documentaries, etc. • Google Docs, Google Slides, Google Shared Drive, Google Classroom • College Board released AP French Language and Culture student samples, scorings guidelines, and rubrics • AP Classroom 	



Unit 4 - How Science and Technology Affect Our Lives

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the [French Language and Culture Exam Course Description](https://collegeboard.org/french-language-and-culture-exam/course-description). For more information visit: [www.collegeboard.org](https://collegeboard.org).

1.A: Describe the literal meaning of the text.

- 1.A.1: Identify the main idea.
- 1.A.3: Retell or summarize information in narrative form.

1.B: Describe data.

- 1.B.1: Identify and describe patterns and trends in data.
- 1.B.2: Describe data from a table, chart, graph, map, or infographic.

2.B: Make connections in and across disciplines.

- 2.B.1: Identify and/or describe content and connections among interdisciplinary topics.
- 2.B.2: Explain how data from a graph or table illustrate interdisciplinary topics or phenomena.
- 2.B.4: Infer interdisciplinary information from a text.

3.A: Interpret the distinguishing features of a text.

- 3.A.1: Identify the intended audience.
- 3.A.2: Identify the purpose.
- 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.

4.A: Determine the meaning of familiar and unfamiliar words.

- 4.A.2: Deduce the meaning of unfamiliar words or expressions.

4.B: Use words appropriate for a given context.

- 4.B.1: Use a variety of vocabulary in written and spoken communication.
- 4.B.2: Explain and use idiomatic and culturally authentic expressions.

7.A: Plan and research an issue or topic for presentational speaking.

- 7.A.1: Use a process to plan spoken presentations.
- 7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.



7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.

- 7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
- 7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.
- 7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
- 7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.
- 7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.

- 7.C.1: Use a variety of grammar and syntax in spoken presentations.
- 7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.
- 7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

- 7.D.1: Explain ideas and opinions with examples in spoken presentations.
- 7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

8.A: Plan and research an issue or topic for presentational writing.

- 8.A.1: Use a process to plan written presentations.
- 8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations.

8.B: Use appropriate writing strategies to communicate an idea for presentational writing.

- 8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and a conclusion.
- 8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.

8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.

- 8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.
- 8.C.2: Use a variety of grammar and syntax in written presentations.
- 8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.
- 8.C.4: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.
- 8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations.

8.D: Express a perspective with details and examples to illustrate an opinion or idea in written presentations.

- 8.D.1: Explain ideas and opinions with examples in written presentations.
- 8.D.2: Integrate information from sources and cite them appropriately in written presentations.



Vision of A Learner Attributes:

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

P4(9-12): I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.

Understandings: Students will understand that...

- Scientific and technological innovations are driven by cultural factors.
- Scientific and technological advances have ethical considerations and that there may be societal consequences.

Essential Questions:

- 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?

Students will know...

- Developments in science can both create and resolve challenges in contemporary society.
- Technology creates new ways for us to connect with others and impacts and shapes our personal and public identities.
- Access to technology affects quality of life and can determine values and ethics in a society.

Students will be able to...

- Describe the literal meaning of the text.
- Describe data.
- Make connections in and across disciplines.
- Interpret the distinguishing features of a text.
- Determine the meaning of familiar and unfamiliar words.
- Use words appropriate for a given context.
- Plan and research an issue or topic for presentational speaking.
- Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.
- Use appropriate language and vocabulary for the intended audience in presentational speaking.
- Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.
- Plan and research an issue or topic for presentational writing.
- Use appropriate writing strategies to communicate an idea for presentational writing.
- Understand and apply appropriate and varied syntactical expressions in presentational writing.
- Express a perspective with details and examples to illustrate an



	opinion or idea in written presentations.
Key Vocabulary: le cyber-harcèlement, une adresse e-mail, un mot de passe, un moteur de recherche, un outil, un mouchard, effacer, télécharger, guérir, code de verrouillage, soigner, néfaste, délaissé, être accro à, envisager, réfractaire à, de pointe, un brevet d'invention, une découverte capitale, un bienfait, la survie, le dénouement, un lien, en ligne, les réseaux sociaux, le vol d'identité, brancher, faciliter, mettre fin à qch., branché/démodé, fiable, les retombées, la réussite, un chantier majeur de recherches, la tâche, le cerveau	
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Summative #1: Argumentative essay (Science/Tech related prompt) Summative #2: Free Response Oral Presentation Summative #3: Cultural Comparison Presentation 	Other Evidence: <ul style="list-style-type: none"> Article Report and Chart Quiz (MCQs based on text and infographic) Interview MCQs (based on interview audio) Progress Check, MCQs (based on audio and text sources) Sentence structure and syntax interim
Learning Plan	
<ul style="list-style-type: none"> TCC2(9-12): Summative #1: Argumentative essay (Science/Tech related prompt) TCC3(9-12): -Sentence structure and syntax interim CCE4(9-12): Summative #1: Argumentative essay (Science/Tech related prompt) TI2(9-12): Summative #3: Cultural Comparison Presentation P4(9-12): Summative #2: Free Response Oral Presentation (written and oral feedback provided to all students) 	
Teacher Resources: <ul style="list-style-type: none"> Thèmes (vistahigherlearning): Unité 2: "La technologie et ses effets sur la société" Les Impacts positifs de la technologie sur la société - Medium Teacher and student selected resources including articles, texts, TED Talks, documentaries, etc. Google Docs, Google Slides, Google Shared Drive, Google Classroom College Board released AP Spanish Language and Culture student samples, scorings guidelines, and rubrics AP Classroom 	



Unit 5 - Factors That Impact the Quality of Life

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: Established Goals: Established Goals: *Standards based on the [French Language and Culture Exam Course Description](#). For more information visit: www.collegeboard.org.

1.B: Describe data.

1.B.2: Describe data from a table, chart, graph, map, or infographic.

2.A: Make cultural connections.

2.A.1: Identify and/or describe content and connections among cultural topics.

2.A.2: Explain how data from a graph or table illustrate cultural topics or phenomena.

2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena.

3.A: Interpret the distinguishing features of a text.

3.A.2: Identify the purpose.

3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.

3.A.4: Identify organizing and/or rhetorical structures and/or strategies.

3.B: Interpret the meaning of a text.

3.B.1: Identify and/or describe similarities and/or differences among different types of texts.

3.B.2: Infer implied meanings through context.

4.A: Determine the meaning of familiar and unfamiliar words.

4.A.1: Determine the meaning of a variety of vocabulary.

4.A.2: Deduce the meaning of unfamiliar words or expressions.

4.B: Use words appropriate for a given context.

4.B.1: Use a variety of vocabulary in written and spoken communication.

4.B.2: Explain and use idiomatic and culturally authentic expressions.

5.A: Understand and apply appropriate communication strategies in interpersonal speaking.

5.A.1: Initiate, maintain, and close spoken exchanges.

5.A.2: Comprehend an interlocutor's message in spoken exchanges.

5.A.3: Provide and obtain relevant information in spoken exchanges.



- 5.A.4: Use appropriate register and greeting for the intended target culture. audience in spoken exchanges.
- 5.A.5: Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.
- 5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.
- 5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.

6.A: Understand and apply appropriate communication strategies in interpersonal writing.

- 6.A.1: Initiate, maintain, and close written exchanges.
- 6.A.2: Provide and obtain relevant information in written exchanges.
- 6.A.3: Use a variety of grammar and syntax in written exchanges.
- 6.A.4: Use register appropriate for the intended target culture. audience in written exchanges.
- 6.A.5: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.

6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing.

- 6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.
- 6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.
- 6.B.3: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.
- 6.B.4: Monitor language production; recognize errors and attempt self-correction in written exchanges.

7.A: Plan and research an issue or topic for presentational speaking.

- 7.A.1: Use a process to plan spoken presentations.
- 7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.

7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.

- 7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
- 7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.
- 7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
- 7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.
- 7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.

- 7.C.1: Use a variety of grammar and syntax in spoken presentations.
- 7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.
- 7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

- 7.D.1: Explain ideas and opinions with examples in spoken presentations.

7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.
- AA2(9-12): I can assess my past successes and mistakes to change my approach.

Understandings: Students will understand that...

- There are a number of factors which determine an individual's quality of life. These factors can be external or internal, and directly related to geography, access to health care, education, and socioeconomic levels.

Essential Questions:

- 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?

Students will know:

- Social status influences one's quality of life.
- Perception and traditions regarding quality of life vary by cultures and communities.
- the main determining factors of an individual's quality of life

Students will be able to:

- Describe data.
- Make cultural connections.
- Interpret the distinguishing features of a text.
- Determine the meaning of familiar and unfamiliar words.
- Use words appropriate for a given context.
- Understand and apply appropriate communication strategies in interpersonal speaking.
- Understand and apply appropriate and varied syntactical expressions in interpersonal writing.
- Plan and research an issue or topic for presentational speaking.
- Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.
- Use appropriate language and vocabulary for the intended audience in presentational speaking.
- Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

Key Vocabulary: à mi-temps, animé, bosser, cibler, une usine, décoller, démissionner, échouer, efficace, emballer, embaucher/virer, empêcher, en pleine air, emporter, faire du lèche-vitrines, faire la grève, féliciter, gagner sa vie (son pain), gérer, les actualités, l'agence immobilière, l'argent de poche, une autoroute, l'embouteillage, l'enterrement, une bourse, une carte de vœux, une colonie de vacances, la frontière, la livraison, une lune de miel, une panne, la rédaction/composition, la veille, la terminale, le chômage, le sans-abri, faire un stage, le congé, le curriculum-vitae (le CV), le piéton, passer/rater un examen, se plaindre

Assessment Evidence

Performance Tasks:

- Summative #1: Email Response, Free Written Reply
- Summative #2: Guided Conversation, Advice to a friend
- Summative #3: Cultural Comparison, The Importance of College

Other Evidence:

- Literary Text Analysis- MCQs
- Conversation and Chart- Audio and infographic analysis- MCQs
- Interview-Audio source- MCQs

Learning Plan

- **TCC1(9-12):** Summative #3: Cultural Comparison, The Importance of College
- **CCE4(9-12):** Summative #1: Email Response, Free Written Reply
- **DE1(9-12):** Summative #2: Guided Conversation, Advice to a friend
- **P2(9-12):** Self reflection and teacher feedback throughout the Unit
- **AA2(9-12):** Self reflection based upon writing feedback

Teacher Resources:

- TV5Unis: [Quelle Famille](#)
- Thèmes (vistahigherlearning): Les Voyages (tourisme et écotourisme au Laos)
- Teacher and student selected resources including articles, texts, TED Talks, documentaries, etc.
- Google Docs, Google Slides, Google Shared Drive, Google Classroom
- College Board released AP Spanish Language and Culture student samples, scorings guidelines, and rubrics
- AP Classroom



Unit 6 - Environmental, Political, and Societal Challenges

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Standards based on the [French Language and Culture Exam Course Description](https://www.collegeboard.org). For more information visit: www.collegeboard.org.

1.A: Describe the literal meaning of the text.

- 1.A.1: Identify the main idea.
- 1.A.2: Identify supporting / relevant details.
- 1.A.3: Retell or summarize information in narrative form.

1.B: Describe data.

- 1.B.2: Describe data from a table, chart, graph, map, or infographic.

2.A: Make cultural connections.

- 2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena.
- 2.A.4: Infer cultural information from a text.

3.A: Interpret the distinguishing features of a text.

- 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
- 3.A.4: Identify organizing and/or rhetorical structures and/or strategies.

3.B: Interpret the meaning of a text.

- 3.B.2: Infer implied meanings through context.

4.A: Determine the meaning of familiar and unfamiliar words.

- 4.A.2: Deduce the meaning of unfamiliar words or expressions.

4.B: Use words appropriate for a given context.

- 4.B.1: Use a variety of vocabulary in written and spoken communication.
- 4.B.2: Explain and use idiomatic and culturally authentic expressions.

7.A: Plan and research an issue or topic for presentational speaking.

- 7.A.1: Use a process to plan spoken presentations.
- 7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.



7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.

- 7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
- 7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.
- 7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
- 7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.
- 7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.

- 7.C.1: Use a variety of grammar and syntax in spoken presentations.
- 7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.
- 7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

- 7.D.1: Explain ideas and opinions with examples in spoken presentations.
- 7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

8.A: Plan and research an issue or topic for presentational writing.

- 8.A.1: Use a process to plan written presentations.
- 8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations.

8.B: Use appropriate writing strategies to communicate an idea for presentational writing.

- 8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and a conclusion.
- 8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.

8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.

- 8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.
- 8.C.2: Use a variety of grammar and syntax in written presentations.
- 8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.
- 8.C.4: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.
- 8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations.

8.D: Express a perspective with details and examples to illustrate an opinion or idea in written presentations.

- 8.D.1: Explain ideas and opinions with examples in written presentations.



8.D.2: Integrate information from sources and cite them appropriately in written presentations.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.
- AA2(9-12): I can assess my past successes and mistakes to change my approach.

Understandings: Students will understand that...

- Each community has its own set of environmental and economic factors and challenges which have unique effects on its society.

Essential Questions:

- How do environmental, political, and societal challenges positively and negatively impact communities?
- What role do individuals play in addressing complex societal issues?
- How do challenging issues affect a society's culture?

Students will know...

- The economic and environmental factors which impact society and politics.
- Ways that individuals can positively or negatively influence the world around them.
- Possible solutions that address contemporary global challenges.

Students will be able to...

- Describe the literal meaning of the text.
- Describe data.
- Make cultural connections.
- Interpret the distinguishing features of a text.
- Interpret the meaning of a text.
- Determine the meaning of familiar and unfamiliar words.
- Use words appropriate for a given context.
- Plan and research an issue or topic for presentational speaking.
- Use appropriate writing strategies to communicate an idea for presentational writing.
- Understand and apply appropriate and varied syntactical expressions in presentational writing.
- Express a perspective with details and examples to illustrate an opinion or idea in written presentations.

Key Vocabulary: le réchauffement climatique, l'espérance de vie, les maladies, une manque de, néfaste, les toxicomanes, les fusillades, la régulation des armes, le système de soins de santé, prendre conscience de, se rendre compte de, une crise, la sécheresse, la haine, les



ressources s'épuisent, jetable, le gaspillage, une inondation, une canicule, les catastrophes naturelles, l'effet de serre, les grèves, une manifestation, les animaux en voie de disparition, un fléau, le SIDA, le pétrole brut, l'analphabétisme, un ouragan, le fossé des générations, la paix; a guerre, la mondialisation, SMIC, le développement durable, les réfugiés, le tiers-monde, les besoins, l'espoir, l'eau potable, une disparité

Assessment Evidence

Performance Tasks:

- Summative #1: Argumentative Essay
- Summative #2: Cultural Comparison (Environment and Natural Resources)
- Summative #3: Cultural Presentation (describe and explain how environmental views and possibly concerns defines identity in a specific French speaking country and compare similar aspects in the United States)

Other Evidence:

- Article Report and Chart Quiz (MCQs based on text and chart/graph)
- Presentational Audio Quiz (MCQs based on presentational audio)
- General Proficiency practice and assessment (prior to AP Exam)

Learning Plan

- **TCC2(9-12):** Summative #1: Argumentative essay (Environment/Natural Resources themed)
- **TCC1(9-12):** Summative #2: Cultural Comparison (Compare/Contrast the views regarding the environment based
- **TI2(9-12):** Summative #3: Cultural Comparison Presentation

Teacher Resources:

VOCES Notre Histoire 4: Les Puits de Farida

Thèmes: Les défis mondiaux "l'alimentation et la santé"

AP Central workbook: "Sauvons le hockey, luttons contre les changements climatiques!"

L'Histoire de VOCES: SOS Océane en Détresse

[Une caméra cachée sur le racisme Pembroke](#)

[United Nations Sustainable Development Goals](#)

