

## Rumson-Fair Haven Regional High School

**Course:** *Advanced Placement French Language and Culture*

**Staff Writers:** Martin Januario

**Supervisor:** Seth Herman

**Approved:** September, 2022

### **Section I: Course Description**

*Advanced Placement French Language and Culture* is the fourth and final course in the French Honors Program; it is a rigorous, 5-credit course that emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. While including an in depth study of grammatical components, the *AP French Language and Culture* course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The *AP French Language and Culture* course engages students in an exploration of culture in both contemporary and historical contexts with its six themes outlined by the College Board: Families in Different Societies, The Influence of Language and Culture on Identity, Influences of Beauty and Art, How Science and Technology Affect Our Lives, Factors That Impact the Quality of Life, Environmental, Political, and Societal Changes. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions), and prepares the students for the complex objectives of the *Advanced Placement French Language and Culture* Examination. Students are expected to complete mandatory summer assignments as part of their course preparation for *Advanced Placement French Language and Culture*. Exceptionally strong academic performance in *French IV Honors* and teacher recommendation are prerequisites for this course.

### **Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives**

1. **2020 New Jersey Student Learning Standards: World Languages:**
  - “The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives.”
2. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
  - “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
3. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
  - “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.”  
**Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
4. **Amistad Law: N.J.S.A. 18A 52:16A-88:**
  - Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
5. **LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
  - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
6. **Acquisition/development/refinement of the higher-order critical thinking skills aligned with the Revised Bloom’s Taxonomy of Cognitive Objectives**

### **Section III: Curriculum Modifications**

The *Advanced Placement French Language and Culture* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district's English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to:

- Small group instruction
- One on one instruction
- Independent work stations
- Use of graphic organizers
- Interest inventories and questionnaires
- Audio resources to complement written texts and concepts
- Visual resources to complement written texts and concepts
- Extra time on assessments and large scale projects
- Reduced length of written assignments
- Large projects broken into smaller tasks and timelines
- Tiered Instruction
- Individual help during practice
- Diagrams and color coding for visual learners
- Verbal and written directions for visual and auditory learners
- Provided class notes
- Preferential seating
- Spelling not penalized
- Varied supplemental activities
- Assessments delivered orally

### **Section IV: Preparation for Standardized Testing**

Instruction in the *Advanced Placement French Language and Culture* course is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*. The *End of Marking Period Assessments* for the *Advanced Placement French Language and Culture* course also demonstrates alignment with the aforesaid standardized assessments.

### **Section V: Curriculum Pacing Guide**

<b>Curriculum Pacing Guide</b>	
<b>Course Title:</b> <i>Advanced Placement French Language and Culture</i>	<b>Grade Level:</b> 12
<b>Unit I:</b> Families in Different Societies	Weeks 1-6 (September/October)
<b>Unit II:</b> The Influence of Language and Culture on Identity	Weeks 7-13 (October/November)
<b>Unit III:</b> Influences of Beauty and Art	Weeks 14-18 (December/January)
<b>Unit IV:</b> How Science and Technology Affect Our Lives	Weeks 19-21 (February)
<b>Unit V:</b>	Weeks 22-25

Factors That Impact the Quality of Life	(March)
<b>Unit VI:</b> Environmental, Political, and Societal Changes	Weeks 26-35 (March/April)
<b>Unit VII:</b> L'Immeuble Project, French Film Study	Weeks 36-40 (Post AP-May/June)

### **Section VI: Primary Texts and Year Long Instructional Resources**

The following texts and instructional resources are employed in the AP French Language and Culture course:

- Ladd, Richard *Allons au-dela! La Langue et Les Lectures Du Monde Francophone*. Pearson, 2012
- Ladd, Richard *AP French: Preparing for the Language and Culture Examination*. Boston, MA: Pearson 2012
- Google Classroom
- *CommonSenseEducation*  
(<https://www.commonsense.org/education/digital-citizenship/lesson/digital-media-and-your-brain>)

### **Section VII: Grading Formula and Assessment Modes**

Marking period grades in the *AP French Language and Culture* course are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

### **Section VIII: Unit Templates**

The following unit templates have been established for the *AP French Language and Culture* curriculum by *AP French Language and Culture* Instructional Team:

<b>Unit I: Families in Different Societies</b>		
<b>Unit Summary</b>		
Unit I explores themes related to families in French-speaking communities that provide a meaningful context for students in which to acquire and develop a variety of language and cultural concepts. While the primary focus will be on the theme of Families and Communities, themes of “Personal and Public Identities,” “Contemporary Life,” and “Global Challenges” will be incorporated. Students will explore how families shape values and traditions, as well as personal beliefs and personal interests, examine the challenges faced by families, such as access to education and jobs, and consider the evolving concept and role of families in contemporary societies.		
<b>Standards/Core Ideas/Performance Expectations</b>		
The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in The <i>AP French Language and Culture</i> course:		
<ul style="list-style-type: none"> <li>● <i>2020 New Jersey Student Learning Standards: World Languages 7.1</i> <ul style="list-style-type: none"> <li>○ 7.1.IM.IPRET.1-8</li> <li>○ 7.1.IM.IPERS.1-5</li> <li>○ 7.1.IM.PRSNT.1-6</li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> <li>○ 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.IML.2</li> </ul> </li> </ul>		
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● What constitutes a family in French-speaking societies?</li> <li>● What are some important aspects of family values?</li> <li>● What challenges do families face in today’s world?</li> <li>● How do individuals contribute to the well-being of their families and communities?</li> </ul>	<ul style="list-style-type: none"> <li>● Family structure differs from one society to another.</li> <li>● Family members may assume a variety of roles within a family. Likewise families within a society can play a variety of different roles.</li> <li>● Every family faces challenges and these challenges can vary from community to community.</li> <li>● Family members can assume a variety of roles to enhance the family dynamics.</li> </ul>	
<b>Evidence of Learning</b>		
<b>Formative Assessment:</b>	<b>Summative Assessment:</b>	<b>Resources Needed:</b>
<ul style="list-style-type: none"> <li>● Classwork</li> <li>● Homework</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Tests</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Allons au-dela</u> - Ladd, Richard</li> <li>● <u>AP French</u> - Ladd, Richard</li> </ul>

<ul style="list-style-type: none"> <li>• Performance activities</li> <li>• Class participation</li> <li>• Language lab assignments</li> <li>• Role playing/ Skits</li> <li>• Interpretive print &amp; audio</li> </ul>	<ul style="list-style-type: none"> <li>• Compositions</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Themes</u> - Vista Higher Learning</li> <li>• AP College Board Classroom</li> <li>• Various French websites</li> </ul>
--	--	--

## Unit II: The Influence of Language and Culture and Identity

### Unit Summary

Unit II looks at how language and culture influence identity in French-speaking societies. This theme provides a meaningful context in which students can acquire and develop a variety of more nuanced linguistic and cultural concepts as well as vocabulary. While the primary focus will be on the theme of “Personal and Public Identities,” the themes of “Beauty and Aesthetics,” “Contemporary Life,” and “Science and Technology” will also be included. Students will explore how developments in science and technology impact language and the ways we communicate and, ultimately, how we see ourselves, examine how social media affects personal image and identity, consider the role of advertising in shaping personal and public identity, and explore how a community’s identity is reflected in its art.

### Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in The *AP French Language and Culture* course:

- *2020 New Jersey Student Learning Standards: World Languages 7.1*
  - 7.1.IM.IPRET.1-8
  - 7.1.IM.IPERS.1-5
  - 7.1.IM.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.IML.2

### Unit Essential Questions

- 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?

### Unit Enduring Understandings

- Personal identity evolves over time with different experiences.
- One’s sense of self is influenced by many factors including language.
- The products, practices, and perspectives of a community are reflected in the art that it produces.

### Evidence of Learning

#### Formative Assessment:

- Classwork
- Homework
- Performance activities
- Class participation
- Language lab assignments
- Role playing/ Skits
- Interpretive print & audio

#### Summative Assessment:

- Quizzes
- Tests
- Compositions

#### Resources Needed:

- Allons au-delà - Ladd, Richard
- AP French - Ladd, Richard
- Themes - Vista Higher Learning
- AP College Board Classroom
- Various French websites

## Unit III: Influences of Beauty and Art

### Unit Summary

This unit explores themes related to the influences of beauty and art in French-speaking communities, which provides a meaningful context for students in which to acquire and develop a variety of linguistic and cultural concepts. The primary focus will be on the theme of “Beauty and Aesthetics,” however, the themes of “Personal and Public Identities,” “Contemporary Life,” and “Families and Communities” will be integrated. Students will explore how art influences the quality of life and values in a community, consider the role/importance of art in French-speaking communities, discover how the arts capture and reflect the history of a community, investigate how the concept of beauty is defined within a culture, and explore how art challenges and reflects cultural perspectives.

### Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in The *AP French Language and Culture* course:

- *2020 New Jersey Student Learning Standards: World Languages 7.1*
  - 7.1.IM.IPRET.1-8
  - 7.1.IM.IPERS.1-5

<ul style="list-style-type: none"> <li>○ 7.1.IM.PRSNT.1-6</li> <li>● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i></li> <li>○ 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.IML.2</li> </ul>		
<b>Unit Essential Questions</b>		<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How do ideals of beauty and aesthetics influence daily life?</li> <li>● How does art both reflect and challenge cultural perspectives?</li> <li>● How do communities value beauty and art?</li> <li>● How is art used to record history?</li> </ul>		<ul style="list-style-type: none"> <li>● Different cultures may have a number of different conceptions about beauty.</li> <li>● Artists are both inspired by and react to the cultural perspectives of their community.</li> <li>● Aesthetics play a role in all communities and in the lives of individuals within them.</li> <li>● Aesthetic values are a product of time and place.</li> </ul>
<b>Evidence of Learning</b>		
<b>Formative Assessment:</b>	<b>Summative Assessment:</b>	<b>Resources Needed:</b>
<ul style="list-style-type: none"> <li>● Classwork</li> <li>● Homework</li> <li>● Performance activities</li> <li>● Class participation</li> <li>● Language lab assignments</li> <li>● Role playing/ Skits</li> <li>● Interpretive print &amp; audio</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Tests</li> <li>● Compositions</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Allons au-dela</u> - Ladd, Richard</li> <li>● <u>AP French</u> - Ladd, Richard</li> <li>● <u>Themes</u> - Vista Higher Learning</li> <li>● AP College Board Classroom</li> <li>● Various French websites</li> </ul>

<b>Unit IV: How Science and Technology Affect our Lives</b>		
<b>Unit Summary</b>		
<p>Unit IV explores the effects of science and technology on people’s lives in French-speaking communities. This theme encourages students to work with more complex academic vocabulary and content as they continue to develop linguistic and cultural concepts from previous units. While “Science and Technology” is the primary thematic focus of the unit, “Global Challenges,” “Contemporary Life,” and “Personal and Public Identities” will be interwoven. Students will 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 access to technology affects society and the quality of life, and examine how science and technology affect the values and ethics of a community.</p>		
<b>Standards/Core Ideas/Performance Expectations</b>		
<p>The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in the <i>AP French Language and Culture</i> course:</p> <ul style="list-style-type: none"> <li>● <i>2020 New Jersey Student Learning Standards: World Languages 7.1</i> <ul style="list-style-type: none"> <li>○ 7.1.IM.IPRET.1-8</li> <li>○ 7.1.IM.IPERS.1-6</li> <li>○ 7.1.IM.PRSNT.1-6</li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> <li>○ 9.4.12.DC.6, 9.4.12.GCA.1, 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.IML.2, 9.4.12.GCA.1, 9.4.12.CI., 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.IML.2, 9.4.12.IML.2</li> </ul> </li> </ul>		
<b>Unit Essential Questions</b>		<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● What factors drive innovation and discovery in the fields of science and technology?</li> <li>● What role do ethics play in scientific advancement?</li> <li>● What are the social consequences of scientific or technological advancements?</li> </ul>		<ul style="list-style-type: none"> <li>● Scientific and technological innovation and advancements originate from a multitude of factors.</li> <li>● There are different cultural perspectives on the ethics of advances in science and technology.</li> <li>● Scientific and technological advancements impact the values and perspectives of a society.</li> </ul>
<b>Evidence of Learning</b>		
<b>Formative Assessment:</b>	<b>Summative Assessment:</b>	<b>Resources Needed:</b>
<ul style="list-style-type: none"> <li>● Classwork</li> <li>● Homework</li> <li>● Performance activities</li> <li>● Class participation</li> </ul>	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Tests</li> <li>● Compositions</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Allons au-dela</u> - Ladd, Richard</li> <li>● <u>AP French</u> - Ladd, Richard</li> <li>● <u>Themes</u> - Vista Higher Learning</li> <li>● AP College Board Classroom</li> </ul>

<ul style="list-style-type: none"> <li>• Language lab assignments</li> <li>• Role playing/ Skits</li> <li>• Interpretive print &amp; audio</li> </ul>	<ul style="list-style-type: none"> <li>• Various French websites</li> <li>• <a href="#">Common Sense Media Lesson</a></li> </ul>
---	--

## Unit V: Factors that Impact the Quality of Life

### Unit Summary

This unit explores themes related to the quality of life in French-speaking communities, which provides a meaningful context for students in which to work on increasingly nuanced linguistic and cultural concepts as they expand their academic vocabulary. While the unit’s primary thematic focus is “Contemporary Life,” the themes of “Global Challenges,” “Science and Technology,” and “Beauty and Aesthetics” will also be incorporated. Students will explore how one’s social status influences one’s quality of life, investigate how cultural perspectives and traditions relate to the quality of life, consider how access to education, health care, justice, food, and water impact the quality of life, and explore how geography influences the quality of life.

### Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in the *AP French Language and Culture* course:

- *2020 New Jersey Student Learning Standards: World Languages 7.1*
  - 7.1.IH.IPRET.1-7
  - 7.1.IH.IPERS.1-5
  - 7.1.IH.PRSNT.1-5
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.IML.2

Unit Essential Questions	Unit Enduring Understandings
--------------------------	------------------------------

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• How do aspects of everyday life influence and relate to quality of life?</li> <li>• How does where one lives impact the quality of life?</li> <li>• What influences one’s interpretation and perceptions of the quality of life?</li> </ul> | <ul style="list-style-type: none"> <li>• Quality of life is affected by one’s daily practices and experiences.</li> <li>• Comfort and well-being are impacted by where one lives.</li> <li>• Our perspectives of quality of life are informed by environmental, political, and societal factors.</li> </ul> |
|--|---|

### Evidence of Learning

<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Performance activities</li> <li>• Class participation</li> <li>• Language lab assignments</li> <li>• Role playing/ Skits</li> <li>• Interpretive print &amp; audio</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Compositions</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• <a href="#">Allons au-delà</a> - Ladd, Richard</li> <li>• <a href="#">AP French</a> - Ladd, Richard</li> <li>• <a href="#">Themes</a> - Vista Higher Learning</li> <li>• AP College Board Classroom</li> <li>• Various French websites</li> </ul>
--	---	---

## Unit VI: Environmental, Political, and Social Challenges

### Unit Summary

This unit explores themes related to how complex issues and phenomena affect people’s lives in French-speaking communities. Engaging with the primary theme of “Global Challenges” encourages students to use more sophisticated vocabulary and sentence structure as they continue to refine their knowledge of linguistic and cultural concepts. The unit also connects to the themes of “Contemporary Life,” “Science and Technology,” and “Families and Communities.” Students will investigate how economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities, explore how individuals can positively or negatively influence the world around them, and suggest possible solutions that address contemporary global challenges.

### Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in the *AP Spanish Language and Culture* course:

- *2020 New Jersey Student Learning Standards: World Languages 7.1*
  - 7.1.IH.IPRET.1-8
  - 7.1.IH.IPERS.1-6
  - 7.1.IH.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.IML.2

Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> <li>• How do environmental, political, and societal challenges positively and negatively impact communities?</li> <li>• What role do individuals play in identifying and potentially solving complex societal issues?</li> <li>• How do challenging issues affect a society's culture?</li> </ul>		<ul style="list-style-type: none"> <li>• Our communities are impacted by environmental, political, and societal factors and challenges.</li> <li>• Individuals and their communities can identify and work to resolve social challenges that they face.</li> <li>• Environmental, political, and social challenges impact one's culture.</li> </ul>
Evidence of Learning		
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Performance activities</li> <li>• Class participation</li> <li>• Language lab assignments</li> <li>• Role playing/ Skits</li> <li>• Interpretive print &amp; audio</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Compositions</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• <u>Allons au-delà</u> - Ladd, Richard</li> <li>• <u>AP French</u> - Ladd, Richard</li> <li>• <u>Themes</u> - Vista Higher Learning</li> <li>• AP College Board Classroom</li> <li>• Various French websites</li> </ul>

Unit VII: L'Immeuble Project, French Film Study		
Unit Summary		
<p>Students will imagine biographical elements of an individual in a Parisian apartment building. They will create the layout of their resident's apartment and imagine and explore certain artifacts in that apartment. Students will also write about some of the salient experiences in their resident's life. Students will present their creations to the class. In this final unit, students will also watch French film to explore certain themes of French culture and society.</p>		
Standards/Core Ideas/Performance Expectations		
<p>The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in the <i>AP French Language and Culture</i> course:</p> <ul style="list-style-type: none"> <li>• <i>2020 New Jersey Student Learning Standards: World Languages 7.1</i> <ul style="list-style-type: none"> <li>○ 7.1.IH.IPRET.1-7</li> <li>○ 7.1.IH.IPERS.1-5</li> <li>○ 7.1.IH.PRSNT.1-5</li> </ul> </li> <li>• <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> <li>○ 9.4.12.CI., 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.IML.2</li> </ul> </li> </ul>		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>• Beyond actual housing, what does a Parisian apartment building represent?</li> <li>• What are the salient biographical elements that make up a personality?</li> <li>• What are some great French films and how do they provide insight into French culture?</li> </ul>	<ul style="list-style-type: none"> <li>• An apartment building in Paris often represents a cross section of society.</li> <li>• Each individual is a composite of a number of biographical elements relative to physical characteristics, personality traits, professional ambitions and personal narratives.</li> <li>• Francophone culture has produced many great films and they provide insight into a number of elements of the Francophone world.</li> </ul>	
Evidence of Learning		
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Performance activities</li> <li>• Class participation</li> <li>• Language lab assignments</li> <li>• Role playing/ Skits</li> <li>• Interpretive print &amp; audio</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Compositions</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• <u>L'Immeuble</u>, Hachette</li> <li>• Various French websites</li> </ul>

### **Section IX: Unit Reflection**

The *AP French Language and Culture* Instructional Team must confer upon the completion of each instructional unit in the *AP French Language and Culture* course and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms

must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *AP French Language and Culture* Curriculum.

<b>Unit Reflection Form: (AP French Language and Culture)</b>			
<b>Lesson Activities:</b>	<b>Strongly</b>	<b>Moderately</b>	<b>Weakly</b>
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 <sup>st</sup> century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			