Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: World Language
Course: AP French Language and Culture
Grade(s): 9-12

Course Overview

Fully aligned with the goals and expectations of the AP College Board, this college-level course prepares students to participate in the AP French Language and Culture Exam. Instruction focuses on integrating authentic literary texts, articles, podcasts, music, videos, and infographics to cultivate advanced interpretive, interpersonal, and presentational communication skills.
Throughout the course, students engage with key thematic areas including:

- Families & Communities: Investigating interpersonal relationships, identity, family structures, and community values across diverse Francophone cultures.
- Language & Cultural Identity: Exploring linguistic diversity, regional languages, multilingualism, immigration, and the impact of globalization on French.
- Contemporary Life: Analyzing everyday routines, education, careers, food, health, entertainment, and tourism to contrast societal priorities with their own experiences.
- Science & Technology: Evaluating the societal and environmental impacts of innovation, artificial intelligence, medical advancements, cybersecurity, and sustainability.
- Beauty & Aesthetics: Examining art, architecture, fashion, music, literature, and gastronomy as reflections of heritage, history, and social expression.
- Global Challenges: Investigating pressing issues such as human rights, poverty, gender equality, migration, and peacebuilding in Francophone communities.

In addition, students systematically prepare for the AP French Language and Culture Course Project. By analyzing cultural Products, Practices, and Perspectives (PPP), refining a Personalized Project Reference (PPR), and completing iterative simulated oral assessments, students develop the analytical fluency and critical communication skills necessary for college-level proficiency and AP exam success.

Honors French 5 is a prerequisite for this course. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards.

Content Area Standards:

Interpretive Communication

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

7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines.

7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences.

7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

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

7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate

Interpersonal Communication

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

7.1.AL.IPERS.2: Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.3: Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.4: Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

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

7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Presentational Communication

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

7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

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

7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

Interdisciplinary Standards:

2.1.12.SSH.1 Comprehensive Health and Physical Education: Students examine changing family structures, gender roles, identity, relationships, media messages, and cultural expectations through songs, literary texts, reports, and cross-cultural comparisons.

2.1.12.SSH.4 Students discuss family and friendship conflicts, relationship advice, communication, respect, and conflict resolution in simulated conversations and interpersonal tasks

6.2.12.GeoPP.5.a Social Studies — World History/Global Studies: Students compare family, community, identity, and belonging in diverse Francophone communities, including the effects of migration and cultural adaptation.

6.2.12.HistoryCC.5.e Social Studies - World History/Global Studies: Students investigate how social media, youth language, anglicisms, music, and electronic communication transform French and spread cultural information.

6.2.12.GeoPP.5.a Social Studies - World History/Global Studies Students examine immigration, linguistic integration, bilingualism, heritage languages, and the relationship between language and belonging.

6.1.12.HistoryCA.14.c Social Studies - US History: America in the World: Students compare multilingual and multicultural identity in their own community with language practices and cultural products across the Francophone world.

2.2.12.N.1 Comprehensive Health and Physical Education: Students interpret nutrition infographics and health media and compare food practices and healthy habits in Francophone communities and their own community.

6.2.12.HistoryCC.5.e Social Studies - World History/Global Studies: Students analyze Francophone news, entertainment, advertising, and youth media habits and debate the influence of media on identity and values.

6.2.12.CivicsHR.5.a Social Studies — World History/Global Studies: Students analyze the Universal Declaration of Human Rights and evaluate progress and continuing challenges involving racism, discrimination, gender equality, and human dignity.

6.2.12.GeoPP.5.a Social Studies — World History/Global Studies: Students analyze migration, immigration, integration, identity, and belonging through Francophone news, testimony, music, data, and cultural comparison.

6.2.12.EconGE.6.a Social Studies — World History/Global Studies: Students evaluate solutions proposed by governments, NGOs, and international organizations for poverty, inequality, climate change, public health, and access to education.

6.2.12.CivicsHR.6.b Social Studies — World History/Global Studies: Students construct evidence-based arguments about climate policy, sustainability, economic development, human rights, and international responsibility.

1.5.12prof.Re7a Visual and Performing Arts — Visual Arts: Students investigate how visual art, photography, architecture, fashion, and street art shape perceptions of identity, beauty, community, and social issues.

1.5.12prof.Re8a Visual and Performing Arts — Visual Arts: Students interpret works from museums and Francophone artists and support their analysis with visual evidence, historical context, and authentic sources.

1.5.12prof.Cn11a Visual and Performing Arts - Visual Arts: Students connect artistic products to Francophone cultural traditions, colonial history, heritage, identity, and contemporary social values.

1.5.12.acc.Pr6a Visual and Performing Arts - Visual Arts: Students examine museum collections, restitution of artworks to Benin, African public art, protest art, and the social or political messages conveyed by artists

Career Readiness, Life Literacies and Key Skills Standards:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Computer Science and Design Thinking Standards:

8.1.12.IC.1 Computer Science and Design Thinking: Students evaluate the influence of streaming, social media, digital platforms, and online communication on youth culture, education, leisure, and daily routines.

8.1.12.IC.3 Computer Science and Design Thinking: Students use authentic Francophone sources to predict how AI, robotics, biotechnology, cybersecurity, and green technologies may affect future societies.

8.2.12.ETW.4 Computer Science and Design Thinking: Students evaluate competing ethical, environmental, and economic perspectives concerning innovation, renewable energy, medical research, and emerging technologies.

Career Ready Practices
CRP 1. Act as a responsible and contributing citizen and employee.
CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.

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CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.
CRP 7. Employ valid and reliable research strategies.
CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP 9. Model integrity, ethical leadership and effective management.
CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP 12. Work productively in teams while using cultural global competence.

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)
- Holocaust & Genocide Education (Grades K - 12)
- Amistad Act (Grades K - 12)
- Climate Change Education (Grades K - 12)
- Asian Americans and Pacific Islanders (Grades K - 12)
- History and Contributions of Individuals with Disabilities and LGBTQ persons (Grades 6 - 12 Only)

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.

Unit 1: La Famille et la Communauté

- Students investigate how interpersonal relationships and community networks influence personal and cultural identity within Francophone societies.
- Students compare diverse family structures, cultural traditions, and community values across the Francophone world.
- Students interpret and analyze authentic literary texts, articles, podcasts, and visual resources focused on the role of family and community.
- Students participate in spontaneous interpersonal communication regarding friendship, civic engagement, and evolving societal roles.
- Students present evidence-based cultural comparisons demonstrating understanding of Products, Practices, and Perspectives (PPP).
- Students synthesize information from multiple authentic sources to construct meaning and support presentational tasks.
- Students refine research and oral presentation skills by completing a Module d'Activité Culturelle (MAC) and a Personalized Project Reference (PPR).

Unit 2: Langue et culture

- Analyze the relationship between language and identity.
- Investigate linguistic diversity throughout the Francophone world.
- Compare language policies and language use in different Francophone communities.
- Examine the influence of globalization on language and culture.
- Interpret authentic written, audio, and audiovisual texts.
- Present cultural comparisons regarding language use and cultural identity.
- Defend opinions on contemporary linguistic and cultural issues.

- Synthesize information from multiple authentic sources.
- Develop research and presentation skills through the completion of a Module d'Activité Culturelle (MAC) and Personalized Project Reference (PPR).

Unit 3: La Vie Contemporaine

- Analyze how contemporary life reflects the values, priorities, and perspectives of Francophone communities.
- Compare educational systems, career opportunities, and daily life across diverse Francophone cultures.
- Investigate housing, transportation, consumer habits, and quality of life using authentic Francophone resources.
- Evaluate how technology, digital communication, and social media influence contemporary society and interpersonal relationships.
- Interpret and synthesize information from authentic written, audio, audiovisual, and visual sources.
- Engage in spontaneous interpersonal conversations and discussions about contemporary issues using evidence from authentic sources.
- Present and defend cultural comparisons and opinions through organized oral presentations and argumentative writing.
- Synthesize information from multiple authentic sources to support presentational speaking and writing tasks.
- Develop research and presentation skills through the completion of a Module d'Activité Culturelle (MAC) and Personalized Project Reference (PPR) in preparation for the AP French Language and Culture Course Project.

Unit 4: La science et la technologie

- Analyze how scientific discoveries and technological innovations influence individuals and societies.
- Evaluate the benefits and challenges of scientific and technological advances.
- Interpret authentic written, audio, audiovisual, and visual texts related to science and technology.
- Compare scientific innovations and technological developments across Francophone communities.
- Defend opinions on ethical and societal issues related to technology.
- Present cultural comparisons concerning science and technology.
- Synthesize information from multiple authentic sources.
- Develop research and presentation skills through the completion of a Module d'Activité Culturelle (MAC) and one Personalized Project Reference (PPR).

Unit 5:La beauté et l'esthétique

- Analyze how art, creativity, and aesthetic expression reflect cultural identity and societal values.
- Investigate the influence of visual arts, music, architecture, fashion, gastronomy, and public art throughout the Francophone world.
- Compare artistic movements, cultural traditions, and creative expression across diverse Francophone communities.
- Interpret authentic written, audio, audiovisual, and visual texts related to art and culture.
- Evaluate how artists and creative works influence society, preserve cultural heritage, and inspire social change.
- Present cultural comparisons related to artistic expression, beauty, and cultural identity.
- Defend opinions on contemporary issues involving art, cultural heritage, and artistic freedom using evidence from authentic sources.

- Synthesize information from multiple authentic sources to support interpretive, interpersonal, and presentational communication.
- Develop research, collaboration, and presentation skills through the completion of a Module d'Activité Culturelle (MAC) and one Personalized Project Reference (PPR).

Unit 6:Défis mondiaux

- Analyze global challenges and issues of social justice affecting Francophone communities.
- Investigate the causes and consequences of human rights issues, poverty, discrimination, migration, environmental sustainability, public health, and economic inequality.
- Compare how different Francophone communities respond to contemporary global challenges.
- Interpret authentic written, audio, audiovisual, and visual texts related to global issues and social justice.
- Evaluate multiple perspectives on current events and global challenges using evidence from authentic sources.
- Present cultural comparisons related to human rights, environmental sustainability, or social justice.
- Defend opinions on contemporary global issues using persuasive language and evidence from authentic resources.
- Synthesize information from multiple authentic sources to support interpretive, interpersonal, and presentational communication.
- Develop research, collaboration, and presentation skills through the completion of a Module d'Activité Culturelle (MAC) and one Personalized Project Reference (PPR).

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit 1: La Famille et la Communauté (Approx. 21 Days)

- How do families and communities influence our identity?
- What role do friendship and love play in Francophone society?
- How do relationships evolve throughout life?
- How do family structures reflect the values of a society?
- What role does the community play in an individual's life?
- How do cultural values shape human relationships?

Unit 2: Langue et culture (Approx. 21 Days)

- How does language influence cultural identity?
- Why do some languages disappear?
- How does language reflect the values of a society?
- Is French threatened by English?
- How do languages evolve over time?
- What role does language play in the integration of immigrants?
- How does the Francophonie contribute to global cultural diversity?

Unit 3: La Vie Contemporaine (Approx. 21 Days)

- How does daily life reflect the values and priorities of a society?
- How do educational systems prepare young people for their personal, professional, and civic futures?
- How does work contribute to personal well-being and quality of life?
- What role do digital media and social media play in contemporary society?

- How do our consumer habits influence society and the environment?
- How do lifestyle choices affect individual and collective well-being?
- How do travel and intercultural exchanges promote understanding among cultures?

Unit 4: La science et la technologie (Approx. 21 Days)

- How do scientific discoveries improve our quality of life?
- Do technological advances create as many challenges as they do benefits?
- What role does artificial intelligence play in our society?
- How do innovations influence the way we communicate?
- What ethical responsibilities accompany scientific advances?
- How do innovations from Francophone countries contribute to global development?
- How will science and technology shape our future?

Unit 5: La beauté et l'esthétique (Approx. 21 Days)

- What is art, and how does it reflect a culture?
- How do artists express the values and concerns of a society?
- Why do certain works of art become cultural symbols?
- How does creativity influence personal and collective identity?
- Does art always have to be beautiful to have value?
- How do societies preserve their artistic and cultural heritage?
- What role do artists play in social and cultural change?

Unit 6: Défis mondiaux (Approx. 24 Days)

- What are the major challenges facing Francophone societies today?
- How can societies promote human rights and social justice?
- How does migration transform societies and cultural identities?
- Why is it important to combat prejudice, discrimination, and inequality?
- How can citizens contribute to solving global challenges?
- What roles do governments, organizations, and individuals play in protecting the environment?
- How do young people influence social change in the Francophone world?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students.

Instruction in World Language courses prioritizes teacher-curated content, featuring authentic, real-world materials specifically selected to align with each unit's thematic learning objectives.

Educational Platforms & Technology:

- AP Classroom
- Google Classroom
- Google Workspace
- EdPuzzle
- Quizlet
- Padlet
- Kahoot!
- Quizizz
- Canva
- Flip

News & Media Outlets:

- TV5Monde (Apprendre le français)
- RFI Savoirs
- France Culture
- France 24
- Le Monde
- Le Figaro
- INA Archives
- France Inter
- RFI Journal en français facile
- Brut

Print Media & Visual Resources:

- Authentic literary texts, articles, and infographics
- Museum websites, exhibition materials, and virtual tours
- French-language comics (BD) and graphic novels

Audio & Podcast Resources:

- Podcasts from France Culture and RFI Savoirs
- Audio guides and radio interviews

Video & Documentary Resources:

- Documentaries, films, and short clips from Brut and INA Archives
- Educational videos from TV5Monde

Music & Contemporary Culture:

- Music and spoken-word performances by Stromae, Grand Corps Malade, Black M, and MC Solaar

Francophone Institutions:

- Organisation internationale de la Francophonie (OIF)
- United Nations (ONU)
- UNESCO
- UNICEF France
- Médecins Sans Frontières (MSF)
- Amnesty International France
- Human Rights Watch
- Fondation GoodPlanet

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Periodic progress checks and vocabulary benchmarks
- Collaborative discussion boards and Socratic circles
- Daily exit tickets and listening checks
- AP-style practice tasks in context
- Critical deconstruction of journalistic and textual artifacts
- Interpretation of data and infographics
- Listening Comprehension Activities
- Class discussions and partner conversations
- Short presentational speaking and writing tasks
- Teacher observation and feedback during interpersonal activities

Summative:

- Integrated reading and listening proficiency exams
- Simulated AP conversations and oral presentations
- Evidence-based argumentative essays
- Analytic acoustic and interpretive textual deconstruction assessments
- Formal unrehearsed linguistic proficiency drills and simulated exchanges
- Persuasive discursive narratives and formal argumentative compositions
- Interpretive Reading and Listening Assessment
- AP Simulated Conversation
- AP Cultural Comparison Presentation
- AP Argumentative Essay
- AP Classroom Unit Assessment
- Integrated Performance Assessment (IPA)
- Interpretive assessment using authentic print, audio, and audiovisual sources
- Integrated Performance Assessment (IPA)
- Module d'Activité Culturelle (MAC), including:
    - analysis of authentic sources
    - Products, Practices, and Perspectives (PPP)
    - Personalized Project Reference (PPR)
    - presentation
    - Project Question-and-Answer practice

Benchmark:

- Periodic AP Classroom diagnostic evaluations
- Module d'Activité Culturelle (MAC) performance tasks aligned with the AP Course Project
- Targeted AP Classroom investigative assessments
- AP Classroom Unit Assessment
- Practice AP-style Multiple-Choice Questions
- Practice AP Presentational Writing
- Practice AP Conversation

Alternative:

- Multi-modal creative projects (podcasts, infographics, videos)
- Personalized teacher conferences

- Formal digital and oral presentations, including research-based presentations and debates on contemporary issues
- Synthesis of data and creation of digital awareness campaigns or infographics
- Critical deconstruction and reflective analyses (podcast and video reflections)
- Community action proposals addressing global challenges

Suggested Strategies for Modification & Differentiation

Modifications Chart

Suggested Strategies for Multilingual Learners

- Pre-teach key vocabulary using visuals and authentic examples.
- Provide sentence frames and conversation stems to support interpersonal communication.
- Chunk authentic texts and provide guided reading questions.
- Use graphic organizers to support comprehension and cultural comparisons.
- Provide audio support and transcripts when appropriate.
- Allow opportunities for peer collaboration and flexible grouping.
- Confer individually with students to monitor progress and provide targeted feedback.

Intervention Strategies:

- Small-group instruction
- One-on-one teacher support
- Additional guided practice with authentic resources
- Scaffolded reading and listening activities
- Targeted vocabulary review
- Frequent checks for understanding
- Opportunities to revise and improve work

Modifications:

Students with Individualized Education Programs (IEPs), Section 504 Plans, English Language Learners (ELLs), and Multilingual Learners (MLs) will receive accommodations and modifications as outlined in their individualized plans and in accordance with district policies.

Possible accommodations may include:

- Extended time
- Preferential seating
- Reduced distractions
- Graphic organizers
- Guided notes
- Chunked assignments
- Visual supports
- Assistive technology
- Teacher conferencing
- Modified assessments when appropriate
- Alternative assessment formats