

**Randolph Township Schools
Randolph High School**

AP French Language and Culture

“The limits of my language means the limits of my world.”

-Ludwig Wittgenstein

World Language Department
Paula Paredes-Corbel, Supervisor

Curriculum Committee
Sylvie de Bourmont
Joy Kelsch

Curriculum Developed:
July 2018

Date of Board Approval:
September 4, 2018

**Randolph Township Schools
Department of World Languages
AP French Language and Culture**

Table of Contents

<u>Section</u>	<u>Page(s)</u>
Mission and Affirmative Action Compliance Statements – District	2
Educational Goals – District	3
Introduction	4
Curriculum Pacing Chart	5
APPENDIX A (ACTFL Proficiency Guidelines)	41
APPENDIX B (NCSSFL-ACTFL Can Do Statements)	43
APPENDIX C (The Five C's – National Standards in WL)	47
APPENDIX D (Resources)	48

Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
Department of World Languages
Advanced Placement French Language and Culture

Introduction

“All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities” (New Jersey World Language Standards).

The Randolph Department of World Languages believes that the study of a second language is an indispensable attribute of an educated person. We offer a multifaceted, comprehensive language program. The goal of the World Language department is to develop students’ communicative skills with grammar being taught in context rather than in isolation. In order to enrich and broaden students’ communicative skills, instruction will not be limited to the written curriculum, but student needs and inquiry will be addressed on an ongoing basis. The curriculum encompasses interpersonal, interpretive, and presentational communication while emphasizing the interrelationship between the language and its respective culture. Moreover, multiple language acquisition enables the individual to reflect upon and gain insight into the student’s own language and culture.

AP French Language and Culture curriculum is designed as the culmination of students’ French studies at Randolph High School. At this point, students have already learned the structures and vocabulary necessary to communicate within the intermediate range of French. In AP French, students will review and refine those grammatical structures, as well as learn new vocabulary through their exposure to authentic material, in an effort to achieve an intermediate-high range of proficiency. AP French focuses on improving the students’ ability to communicate both orally and in writing on a variety of topics, make comparisons between native language and target language and between cultures, and use the target language in real life settings. Students are required to show awareness of the products, practices and perspectives of the target cultures. This course is designed to prepare students to successfully pass the AP French Language and Culture examination. This AP French Language and Culture course is conducted exclusively in French. Students are required to speak in the target language. The course provides students with an immersion experience that expands to the home through the use of our online book component and multiple internet resources in order to help students reach fluency. This course is based on the exploration of the six AP French themes required by College Board.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Advanced Placement French Language and Culture

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
5 weeks	I	Family and Communities/La famille et la communauté
5 weeks	II	Science and Technology/La science et la technologie
6 weeks	III	Beauty and Aesthetics/La beauté et l'Esthétique
5 weeks	IV	Contemporary Life/ La vie contemporaine
5 weeks	V	Global Challenges/Les défis Mondiaux
6 weeks	VI	Personal and Public Identities/La quête de soi
4 weeks	VII	Francophone Film Unit

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP French Culture and Language
UNIT I: Family and Communities

<p>STANDARDS / GOALS: The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs.</p> <p>Interpretive: 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non - verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The composition of the family structure may vary among cultures and change over time.	<ul style="list-style-type: none"> What constitutes a family in different societies?
	Individual family members contribute to the family structure and are models for the larger community outside the home.	<ul style="list-style-type: none"> How do individuals contribute to the well-being of communities?
	Communities and a sense of belonging play an important role in the survival of indigenous peoples.	<ul style="list-style-type: none"> How does the role that families and communities assume differ in societies around the world?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Family and community structures have changed over time.</p> <p>Education impacts life choices, opportunities and success.</p>	<p>Students will be able to:</p> <p>Describe how the family structure of industrialized societies has changed over the last few centuries.</p> <p>Read and interpret a text comparing a nuclear family to a blended family.</p> <p>Discuss and evaluate their own role within their family.</p> <p>Compare and contrast francophone education systems with the American system and opportunities on both sides.</p>

<p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>Interpersonal: 7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p>Presentational: 7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</p>	<p>Members of a community have different roles and various levels of engagement in that community.</p> <p>The internet has changed social relationships.</p> <p>Gentrification is a controversial issue due to its impact on the residents of the neighborhood that has been renovated and made more affluent.</p> <p>The concept of urbanization, the link between family wealth, choice of neighborhood and public education</p> <p>Vocabulary: childhood and adolescence, friendship and love, social relationships, customs, citizenship, family, urbanism, city life, gentrification</p>	<p>Listen to and respond to questions about an audio Podcast on the value of the Baccalauréat.</p> <p>Compare and contrast the college application system in France with the United States.</p> <p>Evaluate and present in written form and to a partner their role within the school community.</p> <p>Explain, understand, and discuss differences between Francophone and American culture to better grasp communities and customs.</p> <p>Discuss the impact the internet has made on society and the way we communicate.</p> <p>Conduct a class debate about cyber bullying.</p> <p>Read and interpret information about current events.</p> <p>Write an email to a friend discussing their French AP social media group.</p> <p>Listen to and show understanding of a Podcast about gentrification.</p> <p>Discuss and infer in groups the consequences of gentrification.</p>
--	---	--

<p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Writing an essay that discusses the influences of social media on friendship. • Responding to a virtual conversation with a neighbor at the supermarket. • Completing a reading comprehension on “Histoire de ma vie” and answering multiple-choice questions. • Completing an audio comprehension portion of “le sport” and answering comprehension questions. • Sustaining a two-minute monologue on cultural comparisons involving a common holiday celebration. • E-mailing an exchange student arriving at your house next week and answering all of his/her questions. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • In class speaking activities • Total Physical Response (TPR) • Virtual conversations • Circling question technique • Authentic readings 		

- Listening activities
- Group-work
- Class discussions
- 2 minutes oral Presentations including cultural comparisons
- Self-assessment/peer assessment
- Debate: defending and argumentation skills

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP French Culture and Language
UNIT I: Family and Communities

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Unit I: Family and Communities <ul style="list-style-type: none"> • Francophone families • Community engagement • Education • Social Relationships • Urbanization • Customs 	French Resources: <i>Themes AP French Language and Culture</i> <i>D'accord 3</i> VHLCentral.com Le Petit Prince Antoine de Saint-Exupéry (relations enfants/adultes) https://www.1jour1actu.com/ - Key words (la famille nucléaire, La maison des jeunes, urbanisation, l'amitié, l'école obligatoire) http://www.tv5monde.com/ - Key words (gentrification, urbanisation, education, le Bac, les vacances scolaires) http://www.rfi.fr/ https://www.france.tv/france-2/ http://www.france24.com/en/ https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-francaise/journal-en-francais-facile www.ina.fr

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP French Language and Culture
UNIT II: Science and Technology

<p>STANDARDS / GOALS: The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs.</p> <p>Interpretive: 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non - verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Developments have improved living conditions, facilitated private and public lives and allowed for the exploration of more sophisticated technology.	<ul style="list-style-type: none"> How do developments in science and technology affect our lives?
	Innovation and discovery have been driven by needs, curiosity and the desire to control one's environment.	<ul style="list-style-type: none"> What factors have driven innovation and discovery in the fields of science and technology?
	The role of ethics in scientific advancement is a source of heated debate.	<ul style="list-style-type: none"> What role do ethics play in scientific advancement?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Societal needs have resulted in technological inventions.</p> <p>Citizens of francophone countries have made significant contributions to science and technology.</p> <p>Some inventions have allowed for further explorations and advancements.</p>	<p>Students will be able to:</p> <p>Listen to a podcast on what future cars will look like.</p> <p>React to and discuss a podcast on future cars with classmates</p> <p>Debate which inventions have most greatly impacted society.</p> <p>Research and discuss Le Concours Lépine - Association des inventeurs et fabricants français.</p>

<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>Interpersonal: 7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p>Presentation: 7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect</p>	<p>Technology has impacted societies and individual lifestyles.</p> <p>Currently topics such as cloning and the use of technology for national security are being strongly debated.</p> <p>Technology has had a great impact on modern education.</p> <p>The future of technology and space exploration are pushing the boundaries of world and cyber security.</p>	<p>Write and present about one invention Le Concours Lépine.</p> <p>Discuss in groups the use of technology in situations of moral concern and write a persuasive essay on the pros and cons.</p> <p>Predict and present how society will be impacted by scientific/technological advancements and space exploration in your lifetime.</p> <p>Read and show comprehension of an article on cloning.</p> <p>Research in groups the United Nation's position on cloning.</p> <p>Debate whether their position on the United Nation's policy on cloning.</p> <p>Research and write a persuasive essay for or against stem cell research and its application in the medical field.</p> <p>Read an article on the use of technology such as iPads and iPhones in schools.</p> <p>Debate whether technology in schools is an example of real learning tools or marketing tools.</p> <p>Watch and discuss a video on the Solar Impulse, a solar-powered aircraft and predict future advancements in solar energy research.</p>
---	---	---

<p>cultural perspectives associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>	<p>Domotics, or home automation, are control systems used in homes for comfort, security, and communication.</p> <p>Vocabulary: technology, discoveries, inventions, medical, space, engineering, communications, military advancements, moral choices, research, the future</p>	<p>Choose a societal problem and research a technological tool that could solve it.</p> <p>Present a defense of a technological invention used to solve a societal problem.</p> <p>Read, understand and discuss an article about a smart home.</p> <p>Prepare an oral presentation on how technology can help to make life easier, especially for people with physical handicaps.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Conducting a virtual conversation with a friend about a future technology. • Reading and showing comprehension of an article from <i>Le Monde</i>, “<i>Ma vie disséquée à travers mes données personnelles.</i>” • Completing a listening comprehension assessment on “Electronic Tattoo to Activate Cell Phone.” • Writing an essay about the influence of technology on print media. • Orally presenting for 2 minutes about the influence of new modes of communication on an individual's private life. • E-mailing a teacher answering his/her questions concerning the use of technology in his/her class. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • In class speaking activities • Total Physical Response (TPR) • Virtual conversations • Circling question technique • Authentic readings • Listening activities • Group-work-research-discussion • 2 minutes oral Presentation including cultural comparisons • Self-assessment/peer assessment 		

- Debate: persuasive and argumentation skills

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP French Language and Culture
Unit II: Science and Technology

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Unit II: Science and Technology <ul style="list-style-type: none"> • Technological advancements • Ethic choices • Communication • New frontiers • The future of technology 	French Resources: <i>Themes AP French Language and Culture</i> <i>D'accord 3</i> VHLCentral.com Le Petit Prince Antoine de Saint-Exupéry (réparation de l'avion) https://www.1jour1actu.com/ - Key words (la fusée Ariane, iPads, iPhones) http://www.tv5monde.com/ - Key words (Orano/Areva nuclear power, technologie du future, la domotique, programme spatial, Dassault France, Concours Lépine) http://www.rfi.fr/ https://www.france.tv/france-2/ http://www.france24.com/en/ https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-francaise/journal-en-francais-facile www.ina.fr <i>Cloner l'homme de néandertal: La folle idée de George Church</i> , article <i>La maison de demain existe déjà</i> , article <i>Ma vie disséquée à travers mes données personnelles</i> , article Le Monde

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP French Language and Culture
UNIT III: Beauty and Esthetics

<p>STANDARDS / GOALS: The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs.</p> <p>Interpretive: 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non - verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The literature, architecture and art of a culture give us perspectives as to how beauty is defined by that culture.	<ul style="list-style-type: none"> How are perceptions of beauty and creativity established?
	Ideals of beauty impact lifestyle choices, purchases, self-esteem, and create lucrative markets for personal care products, cosmetic surgery, and clothing.	<ul style="list-style-type: none"> How do ideals of beauty and aesthetics influence our daily lives?
	The arts can serve to either perpetuate or challenge cultural perspectives by reflecting the impact on society these perspectives can have.	<ul style="list-style-type: none"> How do the arts challenge and reflect cultural perspectives?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>The ideal of beauty can vary greatly among different cultures.</p> <p>The notion of beauty is used in fashion, beauty products and marketing.</p>	<p>Students will be able to:</p> <p>Explain why “beauty” cannot be universally defined.</p> <p>Write their personal definition of beauty.</p> <p>Read and show comprehension of the article, <i>De la Grèce antique à nos jours</i>” <i>La notion des canons de beauté</i>.</p> <p>Summarize the importance of the fashion and/or beauty industry to the French economy.</p> <p>Read and discuss an article on beauty and fashion in a francophone country.</p>

<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>Interpersonal: 7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p>Presentational: 7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect</p>	<p>A society's notion of beauty evolves with time.</p> <p>National heritage and the arts are important to each country. Preservation of national heritage is important to transmit a culture.</p> <p>The notion of beauty is represented in cultural products and perspectives.</p> <p>Public education has an important role in providing students access to different art forms.</p> <p>French cuisine is a form of art using creativity, nature, colors and aesthetics.</p>	<p>Write a persuasive essay on whether beauty is acquired and tailored by the culture we live in or is innate.</p> <p>Describe how and why the notion of beauty has changed through the centuries.</p> <p>Explain how media influences self-perception and consumer behavior.</p> <p>Listen to, comprehend and discuss a podcast on beauty and youth.</p> <p>Write a persuasive essay describing the inter-relationship between beauty and self-esteem.</p> <p>Watch a video for discussion on prehistoric art.</p> <p>Read and comprehend and discuss an article on Canadian National Heritage</p> <p>Debate the importance of the preservation of national heritage and the transmission of cultural values.</p> <p>Write an essay on how francophone artists have contributed to the development of a specific art form.</p> <p>Create an oral presentation on whether or not school gives them access to different art forms and the impact this has had on their lives.</p> <p>Read and discuss an article on the art of French cuisine.</p>
---	--	---

<p>cultural perspectives associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>	<p>Vocabulary: Beauty, art, impressionism, architecture, cinema theatre, dance, circus, music, advertising, fashion, culinary arts, street arts</p>	<p>Debate about whether or not culinary art is an ephemeral art form and how it is transmitted.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Conducting a virtual conversation with a friend who is purchasing concert tickets online. • Completing a reading comprehension of an excerpt from <i>Les Miserables</i>. • Completing an audio comprehension of an interview with French writer, Maryse Conde. • Writing an essay about how the arts are transformed through new technology. • Orally presenting a comparison of the Cirque du Soleil to an American Circus. • E-mailing an art teacher about the museum visited and answering his/her questions. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • In class speaking activities • Total Physical Response (TPR) • Virtual conversations • Circling question technique • Authentic readings • Listening activities • Group-work-research-discussion • 2 minutes oral Presentation including cultural comparisons • Self-assessment/peer assessment 		

- Debate: persuasive and argumentation skills

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP French Language and Culture
UNIT III: Beauty and Aesthetics

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Unit III: Beauty and Aesthetics <ul style="list-style-type: none"> • The different art forms (10) • Art and National heritage • The Arts in francophone countries • Art accessibility • Definition of Beauty through the centuries • Self-esteem and beauty criterion • Street Art • Material and immaterial art forms 	French Resources: <i>Themes AP French Language and Culture</i> <i>D'accord 3</i> VHLCentral.com Le Petit Prince Antoine de Saint-Exupéry (Dessine-moi un mouton! La rose) https://www.1jour1actu.com/ - Key words (art préhistorique, beauté, patrimoine) http://www.tv5monde.com/ - Key words (l'école du cirque, Le cirque du Soleil, Le Louvre, Le musée d'Orsay, Les petits rats de l'opéra, Festival de Cannes) http://www.rfi.fr/ https://www.france.tv/france-2/ http://www.france24.com/en/ https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-francaise/journal-en-francais-facile www.ina.fr <i>De la Grèce antique à nos jours</i> , article <i>Beauté et mode au Sénégal</i> , article <i>Collégiennes en quête de Beauté</i> , podcast <i>L'art dans la cuisine</i> , article La Grotte Chauvet, Grotte de Lascaux Les Arts et le Patrimoine au Canada

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP French Language and Culture
UNIT IV: Contemporary Life

STANDARDS / GOALS: The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs. Interpretive: 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics. 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IH.A.3 Compare and contrast the use of verbal and non - verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. 7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. 7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics. 7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The values of a culture are evidenced and communicated through its music, film, art and advertisements.	<ul style="list-style-type: none"> How do societies and individuals define quality of life?
	Changing attitudes about gender roles, leisure activities, education and religious beliefs impact a culture's products, practices and perspectives.	<ul style="list-style-type: none"> How is contemporary life influenced by cultural products, practices and perspectives?
	Migration, rising living costs, the changing structure of the family and an increasing multi-ethnic society are challenging and impacting traditional values and practices in the Spanish-speaking world.	<ul style="list-style-type: none"> What are the challenges of contemporary life?
	KNOWLEDGE	SKILLS
	Students will know: Education systems in francophone countries the world are structured differently than American schools. Requirements vary from place to place. Education systems around the world continue to adjust to meet the needs of an ever-changing work world.	Students will be able to: Describe the values of the French public education system and compare these values to those of American culture. Write an essay on the challenges that education systems in the francophone and American world are facing to adapt to the changing working world. Listen to and interpret an audio presentation concerning teenagers' internships during school vacations.

<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>Interpersonal:</p> <p>7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p>Presentational:</p> <p>7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect</p>	<p>Common leisure activities, travel destinations and sport preferences of young people in the francophone world and their similarities and differences from those in the United States.</p> <p>Poverty, homelessness and non-governmental organizations in the francophone world.</p> <p>Francophone celebrations and rites of passage and how they compare to those in the United States.</p>	<p>Read an article about choosing future professions and discuss.</p> <p>Compare and contrast leisure activities between francophone countries and the United States.</p> <p>Read and analyze an article on ice hockey in Canada</p> <p>Listen to a podcast, understand it, and speak about the 10 biggest French clichés</p> <p>Understand and debate ecotourism in Laos and other francophone countries.</p> <p>Talk about different non-governmental organizations in France and in the United States.</p> <p>Research a specific francophone NGO in groups and present to the class such as, Les Restos du Coeur, Médecins sans Frontières, Emmaüs, and La Croix Rouge.</p> <p>Watch and defend NGO's humanitarian actions depicted in a video about Médecins sans Frontières.</p> <p>Read, understand, and discuss an article about Doctors without Borders.</p> <p>Identify, then compare and contrast, important rites of passage in French and American societies.</p>
---	---	--

<p>cultural perspectives associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>	<p>The impact of marketing and advertisement in the Francophone world and in the United States.</p> <p>Vocabulary: Education, working world, vacations, leisure, sports, traveling, advertisements, housing, celebrations, rites of passage, religion, NGO.</p>	<p>Read and compare an article about francophone celebrations to American celebrations.</p> <p>Perform a two-minute oral presentation comparing and contrasting a specific celebration in their country and a francophone one.</p> <p>Evaluate the omnipresence of advertisement in today's society.</p> <p>Understand how advertisement and marketing play with all our sensibilities.</p> <p>Prepare a two-minute oral presentation about the efficacy of sale flyers, coupons, email and social media advertisements.</p> <p>Read and analyze statistics through a reading on publicity in France.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Conducting a virtual conversation with their friend to discuss the custom of sending New Year's cards. • Reading the article: "L'Ecole Nationale du cirque du Maroc." • Completing a listening comprehension activity: "Tourism versus Ecotourism." • Writing an essay on how the Baccalauréat represents a rite of passage. • Speaking about the benefits of traveling abroad and discovering different cultures. • E-mailing a friend about their trip to Tahiti, describing what they saw and answering all her/his questions. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • In class speaking activities • Total Physical Response (TPR) • Virtual conversations 		

- Circling question technique
- Authentic readings
- Listening activities
- Group-work-research-discussion
- 2 minutes oral Presentation including cultural comparisons
- Self-assessment/peer assessment
- Debate: persuasive and argumentation skills

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP French Language and Culture
UNIT IV: Contemporary Life

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Unit V: Contemporary Life <ul style="list-style-type: none"> • Education system • Working world • Poverty/ homelessness/NGO • Rite of passage/celebrations • Traveling/tourism • Sport and leisure 	French Resources: <i>Themes AP French Language and Culture</i> <i>D'accord 3</i> VHLCentral.com Le Petit Prince Antoine de Saint-Exupéry (Dessine-moi un mouton! La rose) https://www.1jour1actu.com/ http://www.tv5monde.com/ http://www.rfi.fr/ https://www.france.tv/france-2/ http://www.france24.com/en/ https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-francaise/journal-en-francais-facile www.ina.fr <i>Choisir son avenir</i> , article <i>Le Chandail de Hockey</i> , article <i>Médecine autour du Monde: Un médecin sans frontières</i> , article <i>Les prospectus publicitaires en France</i> , article

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP French Language and Culture
UNIT V: Global Challenges

STANDARDS / GOALS: The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs. Interpretive: 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics. 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IH.A.3 Compare and contrast the use of verbal and non - verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. 7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. 7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics. 7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Globalization has brought certain tensions to the forefront including terrorism, climate change, immigration, democracy, access to resources, and the refugee crisis.	<ul style="list-style-type: none"> What environmental, political, and societal issues pose challenges to societies throughout the world?
	Political and economic practices have led to unequal access to resources, human rights violations and unsustainable exploitation of natural resources.	<ul style="list-style-type: none"> What are the origins of global issues?
	Individuals, corporations and legislatures can confront global challenges through volunteerism, cooperative outreach programs, development of sustainable technology and enactment of protective laws.	<ul style="list-style-type: none"> What are the possible solutions to global challenges?
	KNOWLEDGE	SKILLS
	Students will know: A society's level of education is directly linked to its economy and quality of life.	Students will be able to: Discuss the need for education in the workforce. Read, understand, and discuss a text about microloans in developing countries to boost the economy. Understand how women's education plays a key role in the economy of developing countries.

<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>Interpersonal: 7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p>Presentational: 7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect</p>	<p>Fake news can have an impact on the financial market and the economy.</p> <p>Human activities have an impact on the environment.</p> <p>Climate change has an impact on immigration, the economy, and health.</p> <p>Non-governmental organizations are intervening in an effort to solve major disease outbreaks in developing countries and help with their medical needs.</p> <p>Political issues are triggers leading to immigration and the refugee crisis in Europe.</p>	<p>Listen to and understand a podcast on the economy.</p> <p>Write an essay about the podcast on the economy explaining the direct relationship between fake news and its impact on the economy.</p> <p>Define, write and speak about environmental problems such as global warming, the use of fossil fuels, greenhouse effect, floods, hurricanes, droughts and deforestation.</p> <p>Read a text and prepare an oral presentation on how geography and culture influence the country's economy.</p> <p>Read an article and write an essay on why and how to increase metal recycling.</p> <p>Listen to an audio recording and analyze the development of sustainable and solar energy.</p> <p>Research and debate the most pressing environmental and medical needs of developing/third-world countries. Ebola, AIDS, Cholera. NGO's involvement and medical research</p> <p>Compare and contrast immigrants versus refugees.</p> <p>Compare and contrast immigration policies in France and in the United States.</p>
---	---	---

<p>cultural perspectives associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>	<p>There are distinct differences between handicap accessibility in France and in the United States.</p> <p>There is a direct link between health and eating habits in modern society.</p> <p>Vocabulary: Immigration, refugees, UN, religions, malnutrition, diseases, health, agriculture, economy, environment, recycling, handicap, governments, conflicts</p>	<p>Read and comprehend the text: "Peut-on travailler en France avec un voile?"</p> <p>Write an essay on and discuss religious tolerance.</p> <p>Watch and share reactions to the video, "La Dame dans le train."</p> <p>Compare and contrast handicap accessibility in France and in the United States.</p> <p>Analyze the integration of disabled people into the workforce.</p> <p>Correlate the connection between health and one's eating habits.</p> <p>Read and understand a text concerning the rise of diabetes in Africa.</p> <p>Read and analyze a text about the rise of diabetes in Africa and possible solutions.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Conducting a virtual conversation with a friend about helping an NGO to clean beaches over the summer. • Reading and showing comprehension of the article, "Pour sa survie le Vanuatu apprend à s'adapter au changement climatique." • Completing a listening comprehension assessment on "Priorité Santé." • Writing an essay about the power we have as consumers to make the right choices for our own health and the environment. • Preparing a two-minute oral presentation about the factors influencing our eating habits. • Responding to an e-mail about participating in a demonstration to increase awareness of the lack of accessibility disabled people face in public places and housing projects. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p>		

- In class speaking activities
- Total Physical Response (TPR)
- Virtual conversations
- Circling question technique
- Authentic readings
- Listening activities
- Group-work-research-discussion
- 2 minutes oral Presentation including cultural comparisons
- Self-assessment/peer assessment
- Debate: persuasive and argumentation skills

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP French Language and Culture
UNIT V: Global Challenges

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Unit V: Global Challenges <ul style="list-style-type: none"> • Society/economy/education • Fake news/economy • Environment • Health/diseases/nutrition • Conflicts/Immigration • Human rights 	French Resources: <i>Themes AP French Language and Culture</i> <i>D'accord 3</i> VHLCentral.com Le Petit Prince Antoine de Saint-Exupéry (les différentes planètes et les croyances des hommes) https://www.1jour1actu.com/ http://www.tv5monde.com/ http://www.rfi.fr/ https://www.france.tv/france-2/ http://www.france24.com/en/ https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-francaise/journal-en-francais-facile www.Ina.fr <i>Peut-on travailler en France avec un voile?, article</i>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP French Language and Culture
UNIT VI: Personal and Public Identities

<p>STANDARDS / GOALS: The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs.</p> <p>Interpretive: 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non - verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	An individual's cultural identity is expressed through dress, language, religious affiliations and customs practiced.	<ul style="list-style-type: none"> How are aspects of identity expressed in various situations?
	Language and culture influence the groups with which one associates and to which one relates.	<ul style="list-style-type: none"> How do language and culture influence identity?
	Assimilation into a new culture can be a difficult and lengthy process.	<ul style="list-style-type: none"> How does one's identity develop over time?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Xenophobia is a fear or hatred of foreigners or those who are different from us. Racism is hatred or intolerance of other races.</p> <p>Not all immigrants are able to or want to assimilate into their new culture.</p> <p>The process of integrating into a new society is often full of challenges.</p>	<p>Students will be able to:</p> <p>Define and discuss racism and xenophobia.</p> <p>Describe the effects of alienation on individuals and give specific examples.</p> <p>Speak and write about the advantages and disadvantages of assimilation.</p> <p>Debate and write about the different factors preventing immigrants and/or minorities from integrating into society.</p>

<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>Interpersonal: 7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p>Presentational: 7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect</p>	<p>France's former colonial history has had a large impact on immigration into France.</p> <p>L'Organisation Internationale de la Francophonie (OIF) has a mission of promoting the French language, cultural diversity, peace, democracy and human rights.</p> <p>La laïcité, Separation of Church and State, has existed in France since the French revolution.</p> <p>Each French overseas region and department is an integral part of France but also has its own culture.</p>	<p>Read and discuss the text, "Le Racisme expliqué à ma fille."</p> <p>Listen to and summarize audio recordings on racism in order to better understand different francophone accents.</p> <p>Understand the historical background behind racism in France.</p> <p>Research and discuss the mission and structure of the OIF (L'Organisation Internationale de la Francophonie).</p> <p>Speak about the OIF's push for education and cooperation in sustainable development.</p> <p>Discuss linguistic identity and what it means to them.</p> <p>Write and speak about the concept of laicity (secularism) in France.</p> <p>Read, comprehend, and write about a text on what it means to be French, "Qu'est-ce qu'être français?"</p> <p>Prepare a two-minute oral presentation to express what is important to the development of national identity today.</p> <p>Research and discuss French overseas regions and departments.</p>
---	---	--

<p>cultural perspectives associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>	<p>Vocabulary: alienation, assimilation, identity, nationalism, patriotism, multiculturalism, beliefs, values, colonialism, custom</p>	<p>Read and discuss “La Guyanne française: un DOM à la traine?”</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Conducting a virtual conversation with a friend about an article they have to write for their school newspaper on multiculturalism. • Reading and showing comprehension of an article from “Le cœur à rire et à pleurer: Contes vrais de mon enfance.” • Completing a listening comprehension assessment on “La Bataille du made in France.” • Writing an essay about nationalism and its positive and negative expressions in today's society. • Preparing a two-minute oral presentation about tolerance and equality in a multicultural society. • Answering an e-mail discussing their participation in a multicultural celebration organized by their school. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • In class speaking activities • Total Physical Response (TPR) • Virtual conversations • Circling question technique • Authentic readings • Listening activities • Group-work-research-discussion • 2 minutes oral Presentation including cultural comparisons • Self-assessment/peer assessment 		

- Debate: persuasive and argumentation skills

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP French Language and Culture
UNIT VI: Personal and Public Identities

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Unit VI: Personal and Public Identities <ul style="list-style-type: none"> • Alienation/assimilation • French colonial history • Linguistic identity • Nationalism/Patriotism • Pluriculturalism • Department and Overseas regions 	French Resources: <i>Themes AP French Language and Culture</i> <i>D'accord 3</i> VHLCentral.com Le Petit Prince Antoine de Saint-Exupéry (les différentes planètes et les croyances des hommes) https://www.1jour1actu.com/ http://www.tv5monde.com/ http://www.rfi.fr/ https://www.france.tv/france-2/ http://www.france24.com/en/ https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-francaise/journal-en-francais-facile www.Ina.fr <i>Le Racisme expliqué à ma fille</i> , article

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP French Language and Culture
UNIT VII: Francophone Film Unit

STANDARDS / GOALS: The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs. Interpretive: 7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics. 7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IH.A.3 Compare and contrast the use of verbal and non - verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture. 7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. 7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics. 7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Life in modern francophone society presents many challenges for different individuals including racial and class divisions.	<ul style="list-style-type: none"> What is life like in the 'banlieue' (suburbs) of Paris in modern French society?
	The process of immigration and assimilation into society in Francophone countries can be a difficult transition.	<ul style="list-style-type: none"> What factors have contributed to the problems with immigration and assimilation?
	Living conditions vary greatly across class divide in many francophone countries.	<ul style="list-style-type: none"> What are the origins of some of the racial tensions and divides in modern Francophone countries?
	KNOWLEDGE	SKILLS
	Students will know: Citizens, immigrants and undocumented people in francophone countries face different challenges in modern society. Immigration has caused tension and divide in modern society. Individuals all face different challenges and have different journeys when navigating the challenges of racism, immigration and adversity.	Students will be able to: Understand, discuss and debate themes of racism, xenophobia and immigration as presented in authentic French films such as <i>Les Intouchables</i> , <i>Entre Les Murs</i> , <i>Samba</i> , <i>Au Revoir Les Enfants</i> , and <i>Monsieur Lazhar</i> . Formulate and express opinions to debate overlying themes present in selected films. Discuss the racial divide and its roots in immigration. Compare and contrast modern society as depicted in francophone films with society in the United States.

<p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>Interpersonal:</p> <p>7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p>Presentational:</p> <p>7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect</p>	<p>Friendships can overcome adversity.</p> <p>Vocabulary: racial divide, xenophobia, racism, suburban versus urban life, disabilities, social programs, immigration, survival, adversity, assimilation, deportation</p>	<p>Compare and contrast the theme of friendship across racial divide as seen throughout each film.</p> <p>Develop alternate endings to selected films while maintaining an overarching theme.</p> <p>Summarize a selected film in writing.</p> <p>Read film reviews and debate whether they agree or disagree with the critics.</p> <p>Write film reviews to share with the class.</p>
---	--	--

<p>cultural perspectives associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials</p> <p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Writing a summary or alternate ending of a selected film • Understanding check-ins of authentic French films. • Completing a listening comprehension assessment based on films. • Conducting an in class debate of film topics and themes such as racial divide, immigration challenges, and xenophobia. • Preparing a two-minute oral presentation on selected films. • Reading and discussing film reviews and giving opinions on whether they agree or disagree. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • In class speaking activities • Total Physical Response (TPR) • Circling question technique • Authentic readings • Listening activities • Group-work-research-discussion • 2 minutes oral Presentation including cultural comparisons • Self-assessment/peer assessment • Debate: persuasive and argumentation skills 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
AP French Language and Culture
UNIT VII: Francophone Film Unit

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
5 Weeks	Unit VII: Francophone Film Unit <ul style="list-style-type: none"> • Racial and social divide • Immigration challenges • Assimilation • Xenophobia • Friendship 	French Resources: <i>Themes AP French Language and Culture</i> <i>D'accord 3</i> Film <i>Les Intouchables</i> (2011) Film <i>Entre Les Murs</i> (2008) Film <i>Samba</i> (2015) Film <i>Au Revoir Les Enfants</i> (1987) Film <i>Monsieur Lazhar</i> (2012) Le Petit Prince Antoine de Saint-Exupéry https://www.1jourlactu.com/ http://www.tv5monde.com/ http://www.rfi.fr/ https://www.france.tv/france-2/ http://www.france24.com/en/ https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-francaise/journal-en-francais-facile www.Ina.fr

APPENDIX A

ACTFL Proficiency Guidelines 2012 – Intermediate Level Learners

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. They are an instrument for the evaluation of functional language ability.

SPEAKING:

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

WRITING:

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

LISTENING:

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues. Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary. Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.

READING:

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement. Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices,

and online bulletin boards and forums. These texts are non-complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary. Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

APPENDIX B

NCSSFL-ACTFL CAN DO STATEMENTS Progress Indicators for Language Learners

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. These modes of communication are defined in the National Standards for 21st Century Language Learning and organized in the checklist into the following categories:

- Interpersonal (Person-to-Person) Communication
- Presentational Speaking (Spoken Production)
- Presentational Writing (Written Production)
- Interpretive Listening
- Interpretive Reading

Ultimately, the goal for all language learners is to develop a functional use of another language for one’s personal contexts and purposes. The Can-Do Statements serve two purposes to advance this goal: for programs, the statements provide learning targets for curriculum and unit design, serving as progress indicators; for language learners, the statements provide a way to chart their progress through incremental steps. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

The more learners are engaged in their own learning process, the more intrinsically motivated they become. Research shows that the ability of language learners to set goals is linked to increased student motivation, language achievement, and growth in proficiency.

NCSSFL-ACTFL Global Can-Do Benchmarks

Interpersonal Communication:

Intermediate-High: I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

Presentational Speaking:

Intermediate-High: I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.

Presentational Writing:

Intermediate-High: I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

Interpretive Listening:

Intermediate-High: I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.

Interpretive Reading:

Intermediate-High: I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.

The full Can-Do Statements document can be found at: <http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>.

Can Do statements for unit I:

I can write an essay on the influence of social media on friendship.
I can respond to a virtual conversation with a neighbor at the supermarket.
I can read “Histoire de ma vie” and answer multiple-choice questions.
I can listen to “le sport” and answer comprehension questions.
I can sustain a two-minute monologue on cultural comparisons involving a common holiday celebration.
I can e-mail an exchange student about preparing for his/her visit.

Can Do statements for unit II:

I can have a virtual conversation with a friend about a future technology.
I can read and comprehend the article from *Le Monde*, “Ma vie disséquée à travers mes données personnelles”.
I can listen to and discuss the recording, “Electronic Tattoo to Activate Cell Phone”.
I can write an essay about the influence of technology on print media.
I can sustain a two-minute monologue about the influence of new modes of communication on an individual’s private life.
I can e-mail a teacher about the use of technology in class.

Can Do statements for unit III:

I can have a conversation about purchasing concert tickets online.
I can read and comprehend an excerpt from *Les Misérables*.
I can listen to and comprehend an interview with French writer, Maryse Conde.
I can write an essay about how the arts are transformed through new technology.
I can speak about the Cirque du Soleil and compare it to an American Circus.
I can email an art teacher about a museum visit.

Can Do statements for unit IV:

I can have a conversation on the custom of sending New Year’s cards.
I can read and comprehend “L’Ecole Nationale du cirque du Maroc.”
I can listen to and comprehend an audio recording on ecotourism.
I can write an essay on a rite of passage.
I can talk about the benefits of traveling abroad and discovering different cultures.
I can email a friend about my trip.

Can Do statements for unit V:

I can have a conversation about volunteering with an NGO.
I can read and comprehend an article on climate change.
I can listen to and comprehend an audio recording on health.
I can write about consumerism related to health and the environment.
I can sustain a two-minute monologue about my eating habits.
I can write an e-mail about the lack of accessibility for handicapped people.

Can Do statements for unit VI:

I can have a conversation about multiculturalism.
I can read and comprehend an article about childhood experiences.
I can listen to and comprehend the audio recording, “La Bataille du made in France.”
I can write an essay on nationalism and its positive and negative expressions in today’s society.
I can sustain a two-minute monologue on tolerance and equality in a multicultural society.
I can write an e-mail about a multicultural celebration.

Can Do statements for unit VII:

I can write a summary or alternate ending of a selected film
I can understand check-ins of authentic French films.
I can listen to and comprehend excerpts from films.
I can debate on the topics of racial divide, immigration challenges, and xenophobia.
I can sustain a two-minute monologue on a topic from a selected film.
I can read and discuss film reviews and give my opinion.

APPENDIX C

Standards for Foreign Language Learning in the 21st Century, 1999 & Standards for Foreign Language Learning: Preparing for the 21st Century, 1996 **National Standards in Foreign Language Education**

The 5 C's

Communication, Culture, Connections, Comparisons, Communities

Standards-based world languages education and the New Jersey standards reflect the themes in the *Standards for Foreign Language Learning in the 21st Century* (1999), known as "The Five Cs." These standards describe the "what" (content) of world languages learning and form the core of standards-based instruction in the world languages classroom.

Communication

The communication standard stresses the use of language for communication in "real life" situations. It emphasizes "what students can do with language" rather than "what they know about language." Students are asked to communicate in oral and written form, interpret oral and written messages, show cultural understanding when they communicate, and present oral and written information to various audiences for a variety of purposes.

Cultures

Cultural understanding is an important part of world languages education. Experiencing other cultures develops a better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture. Students become better able to understand other people's points of view, ways of life, and contributions to the world.

Connections

World languages instruction must be connected with other subject areas. Content from other subject areas is integrated with world language instruction through lessons that are developed around common themes.

Comparisons

Students are encouraged to compare and contrast languages and cultures. They discover patterns, make predictions, and analyze similarities and differences across languages and cultures. Students often come to understand their native language and culture better through such comparisons.

Communities

Extending learning experiences from the world language classroom to the home and multilingual and multicultural community emphasizes living in a global society. Activities may include: field trips, use of e-mail and the World Wide Web, clubs, exchange programs and cultural activities, school-to-work opportunities, and opportunities to hear speakers of other languages in the school and classroom.

<http://globalteachinglearning.com/standards/5cs.shtml>



APPENDIX D (RESOURCES)

Textbooks:

Thèmes: AP French Language and Culture, Vista Higher Learning, ISBN 978-1-68004-027-2

D'accord 3, Vista Higher Learning, ISBN 978-1-61857-865-5

VHL Supersite: <https://www.vhlcentral.com/>

Teacher Resources:

Websites:

<https://www.1jour1actu.com/>

<http://www.tv5monde.com/>

<http://www.rfi.fr/>

<https://www.france.tv/france-2/>

<http://www.france24.com/en/>

www.ina.fr

<https://tunein.com/radio/home/>