

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **ADVANCED PLACEMENT FRENCH LANGUAGE & CULTURE**

**Grade 12**

**World Languages Department**

**2019**

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**Curriculum Writing Team**

**Susanna Lavorgna-Lye**

**Department Chair**

**Shaun Liebeskind**

**Teacher**

**Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, & Assessments**

**Advanced Placement French Language & Culture**  
**Grade 12**  
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

## CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Advanced Placement French Language & Culture is designed for the highly motivated French language student who wishes to pursue an in-depth course in which all language skills – listening, speaking, reading, writing, and culture – are addressed through activities, assessments, and authentic documents, media, and literary texts. The three modes of communication – Interpersonal, Interpretive, and Presentational – as described in the 2015 ACTFL (American Council on the Teaching of Foreign Languages) World-Readiness Standards for Learning Languages are evidenced in each of the six identified curricular themes: Contemporary Life, Personal and Public Identities, Families and Communities, Science and Technology, Global Challenges, and Beauty and Aesthetics. Subthemes exist within each theme as well as across themes. These themes provide the language and content that students will use to practice the three modes of communication, and, even more specifically, the thirteen task models they will encounter on the Advanced Placement Examination.

The basic components of the course include discussions, presentations, weekly Language Lab activities, grammar overview and practice activities, authentic literary and journalistic readings, authentic French media and broadcasts, and assigned and spontaneous conversations, e-mails, and compositions. All communication and instruction, whether teacher to student, student to teacher, or student to student, is in French at all times. The student will communicate in French at an advanced level, using advanced vocabulary and syntax in oral and written presentations.

Students are encouraged to take the Advanced Placement Examination in May.

## COURSE GOALS

The following standards derive from the 2015 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages.

At the completion of this course, students will:

Interpersonal Communication (Standard 1.1)

Interact and negotiate meaning in spoken, signed, or written

	conversations to share information, reactions, feelings, and opinions.
Interpretive Communication (Standard 1.2)	Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
Presentational Communication (Standard 1.3)	Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
Cultures: Relating Cultural Products to Perspectives (Standard 2.2)	Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections: Making Connections (Standard 3.1)	Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Connections: Acquiring Information and Diverse Perspectives (Standard 3.2)	Access and evaluate information and diverse perspectives that are available through the language and its cultures.
Comparisons: Language Comparisons (Standard 4.1)	Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
Comparisons: Cultural Comparisons (Standard 4.2)	Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CCS.ELA-Literacy.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
CCS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCS.ELA-Literacy.RI.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
CCS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCS.ELA-Literacy.RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
CCS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
ISTE Creative Communicator (Standard 6)	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- their knowledge of French connects them to the world around them.
- communities differ in societies around the world.
- they can deeply understand and appreciate the products, practices, and perspectives of French-speaking cultures.
- speaking a second language connects them to societal issues around the globe.

## **COURSE ESSENTIAL QUESTIONS**

- How do political and social issues affect societies throughout the world?
- How do societies develop over time?
- How do societies and individuals define quality of life?
- How is contemporary life influenced by cultural products, practices, and perspectives?
- How do language and culture influence identity?
- How do individuals contribute to the well-being of communities?

## **COURSE KNOWLEDGE & SKILLS**

Students will know . . .

- necessary French vocabulary related to the themes of global challenges, science and technology, contemporary life, personal and public identities, family and societies, and beauty and aesthetics.
- the grammar required to discuss in French the themes of global challenges, science and technology, contemporary life, personal and public identities, family and societies, and beauty and aesthetics, including, but not limited to, the present tense, the past tense, the imperfect tense, the future tense, the conditional tense, and the subjunctive mood.
- transition words and phrases in French.

Students will be able to . . .

- engage in spoken interpersonal communication in French.
- engage in written interpersonal communication in French.
- synthesize information from a variety of authentic French audio, visual, and audiovisual resources.
- synthesize information from a variety of authentic French written and print resources.
- plan, produce, and present spoken presentational communications in French.
- plan and produce written presentational communications in French.

# COURSE SYLLABUS

**Course Name**

Advanced Placement French Language & Culture

**Level**

Advanced Placement

**Prerequisites**

Honors French IV or teacher recommendation based on outstanding performance in ACP French IV

**Materials Required**

None

**General Description of the Course**

This course follows the ACTFL (American Council on the Teaching of Foreign Languages) Guidelines and National Standards for Learning Language. This course provides the students the opportunity to follow the suggested curriculum in preparation for the Advanced Placement Examination in French Language and Culture. The students will develop their oral/aural proficiency through intensive weekly use of the Language Lab, impromptu conversations, and prepared presentations in class. Course content will reflect the six themes of the AP curriculum and exam: Contemporary Life, Personal and Public Identities, Families and Communities, Science and Technology, Global Challenges, and Beauty and Aesthetics. Students will develop and integrate the skills for impersonal writing, presentational writing, interpersonal conversation and presentational speaking into each theme. Students will be encouraged to take the Advanced Placement Examination. Students are encouraged to join the French Club. Summer work packets and other culturally specific assignments will be assigned during the summer vacation.

**Assured Assessments**

Formative Assessments:

Formative assessments can include, but are not limited to:

- Essay/letter to admissions committee of l'Institut Diambars (Unit 1)
- Simulated conversation between an American and a French exchange student (Unit 1)
- Recorded cultural comparison regarding genetically-modified foods (Unit 2)
- Formal e-mail to NASA (Unit 2)
- Oral and visual presentation on famous architectural structure in the French-speaking world (Unit 3)
- Simulated job interview for an internship post (Unit 4)
- Video related to type 2 diabetes (Unit 5)
- Oral presentation related to family (Unit 6)
- Authentic French reading and text-based questions (Unit 7)

Summative Assessments:

- Oral presentation on qualities for a friend or boyfriend/girlfriend (Unit 1)
- Context quizzes (Units 1, 2, 3, 4, 5, 6)

- Oral and visual presentation based on survey of peers and adults on digital technology (Unit 2)
- Philosophical essay related to beauty (Unit 3)
- Preparation and presentation of proposal for a foundation grant to build a new regional school (Unit 4)
- Persuasive essay related to the environment (Unit 5)
- Persuasive essay on the topic of language and identity (Unit 6)
- Capstone project (Unit 7)

### **Core Texts**

- Delfosse, Geneviève, Elaine Kurbegov, and Parthena Draggett. *Thèmes: AP French Language and Culture*. Boston: Vista, 2016. Print.
- Ladd, Richard. *AP French: Preparing for the Language and Culture Examination*. New York: Pearson, 2011. Print.

## UNIT 1

### *La famille et la communauté* (Families and Communities)

The following contexts and subthemes are recommended for this unit:

- *La structure familiale à travers le temps* (Family Structures)
- *L'enfance et l'adolescence* (Childhood and Adolescence)
- *L'amitié et l'amour* (Love and Friendship)
- *Les rapports sociaux* (Social Relationships / Age and Class)
- *Les coutumes* (Customs and Ceremonies)
- *La citoyenneté* (Citizenship)

#### Unit Goals

At the completion of this unit, students will:

ACTFL Interpretive Communication (Standard 1.2)	Interact with a variety of French texts in order to understand what is heard, read, or viewed on various topics related to families and communities.
CCS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues related to French families and communities, building on others' ideas and expressing their own clearly and persuasively.
ACTFL Interpersonal Communication (Standard 1.1) CCS.ELA-Literacy.W.11-12.4	Write an e-mail reply to a French high student wishing to study at Trumbull High School, responding to all questions posed using the appropriate style, organization, and register.
ACTFL Presentational Communication (Standard 1.3) CCS.ELA-Literacy.W.11-12.7 CCS.ELA-Literacy.SL.11-12.4	Research a volunteer organization in France or other French-speaking country, explain its work, and compare it to an organization in their own community, presenting findings to the class.
ACTFL Comparisons: Cultural Comparisons (Standard 4.2)	Read the text <i>Crèches et écoles maternelles</i> and record a two-minute cultural comparison on the similarities and differences of early childhood education in the United States and featured countries in the French-speaking world.
ACTFL Interpersonal Communication (Standard 1.1) CCS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in French in an online thread discussion on social media and its effects on friendship, building on others' ideas and expressing their own.
ACTFL Interpersonal Communication	Work effectively in small groups to discuss in

(Standard 1.1)  
CCS.ELA-Literacy.SL.11-12.1

French, and then create a written list in French on, the rights and responsibilities of citizenship, sharing lists with the class to allow for further discussion and debate.

ACTFL Interpretive Communication  
(Standard 1.2)

Read *L'Étudiant Étranger*, along with other texts, and respond to analysis questions for discussion.

ISTE Knowledge Constructor  
(Standard 3)

Apply digital tools to gather, evaluate, and use information to learn about French families and communities.

### Unit Essential Questions

- What constitutes a family in different societies?
- How do individuals contribute to the well-being of communities?
- How do the roles that families and communities assume differ in societies around the world?

### Scope and Sequence

- Vocabulary related to education, extracurricular activities, volunteer work, friendship, social relationships, love, phases of life, generations, family life and relationships, gentrification, customs and ceremonies, and expectations and responsibilities of citizenship
- Reading of article “L’Institut Diambars: Première structure de sports études” and viewing of youtube video on the same topic, with answering of comprehension questions on both sources
- Reading of article “Une jeunesse solidaire” with its accompanying graphs to explain why French youth volunteer and in what sectors
- Surveying of students’ classmates on their own volunteer activities, and discussion of the results
- Reading and responding to an e-mail asking the student to volunteer for a community association
- Research of a volunteer organization in a French-speaking country, explanation of its work, and comparison of it and an organization in the students’ own community
- Reading of *Crèches et écoles maternelles* and completion of a T-Chart of cultural comparisons, with modeling and guided instruction
- Completion of a chart focusing on life stages, influential people at each stage, and activities and interests defining that stage, with class discussion following
- Listening to and analyzing the lyrics of the song “Mes vingt ans” de Charles Aznavour, focusing on how our perspective on life changes as we age
- Reading of article “Facebook a-t-il détruit l’amitié,” with answering of comprehension questions
- Responding to an online prompt on Google Classroom asking students to state their views on social media and friendship; students will comment on at least one additional

post, explaining why they agree or disagree with the post, and will use key vocabulary to highlight speaker points and to note their agreement or disagreement.

- Reading of extracts from *Cyrano de Bergerac*, and answering of comprehension questions
- Responding to an online prompt on Google Classroom asking students to explain whether intelligence or beauty is more important in love; students will comment on at least one other post and explain why they agree or disagree with the post.
- Listening to audio “L’amitié,” and answering of comprehension questions.
- Reading of “La Saint-Valentin en Algérie” and completion of a T-Chart of cultural comparison, recording response in Language Lab
- Reading of *L’Étudiant Étranger*, and responding to comprehension questions.
- Responding to an e-mail from a French high school student who wishes to study at Trumbull High School the next year
- Creation of a dialogue between an American and a French exchange student focusing on his/her academic and social integration
- Reading of “Comment Chloé et Dimitri ont adopté une grand-mère”
- Listening to an audio selection on gentrification, and responding to comprehension questions
- Students will assume the roles of city council members, project developers, local business owners, and neighborhood residents to discuss and debate whether a historic theater should be abolished to make way for an apartment complex.
- Reading of “La cérémonie du thé” as well as viewing of two youtube videos on the Moroccan tea ceremony; students will answer comprehension questions on both the written and visual sources to include the comparisons of both.
- Reading “Le Carnaval” as well as viewing of youtube videos on the different carnival activities in the French-speaking world; students will take notes on each carnival and complete a Venn diagram noting similarities and differences, and will then record a cultural comparison in the Language Lab explaining how *carnaval* is celebrated in different places around the world.
- Creation, in small groups, of a list on the rights and responsibilities of citizenship, and discussion and comparison of students’ lists with those of the rest of the class
- Examination of statistics (i.e., graphs), and discussion of French demography and the family structure and how it is changing
- Research of the demography and family structure of another French-speaking country, and comparison of it to that of France

### **Assured Assessments**

#### Formative Assessment:

After reading an article and viewing a video on l’Institut Diambars, students will assume the role of an applicant to the school, and write an essay/letter to the admissions committee explaining their motivation for applying and why they would be a good fit. This writing will be scored using the THS School-Wide Writing Rubric and will count in the informal assessments category of the gradebook.

Students will also conduct a simulated conversation between an American and a French exchange student focusing on his/her academic and social integration. This assignment will be

graded using the THS World Languages Interpersonal Speaking Rubric and will count as a formal assessment in the gradebook.

#### Summative Assessment:

Having worked with print and audio texts on love and friendship, students will give an oral presentation explaining what qualities they look for in a friend or boyfriend/girlfriend. They will also explain which of these qualities is most important and why. Following their initial presentation, students will respond to questions from their classmates. This assignment will be graded using the THS World Languages Presentational Speaking Rubric and will count as a formal assessment in the gradebook.

Students will take a context quiz for contexts 1 and 2 (and later, for contexts 3 and 4) to include vocabulary, comprehension questions from print and audio texts, and two short essay questions. Essays will be graded using the THS School-Wide Writing Rubric. Each context quiz will count as a formal assessment in the gradebook.

#### Resources

##### Core

- Delfosse, Geneviève, Elaine Kurbegov, and Parthena Draggett. *Thèmes: AP French Language and Culture*. Boston: Vista, 2016. Print.
- Ladd, Richard. *AP French: Preparing for the Language and Culture Examination*. New York: Pearson, 2011. Print.

##### Supplemental

- *Thèmes* online resources
- Le Point du FLE. <https://www.lepointdufle.net/>. Web.
- TV5Monde. <http://www.tv5monde.com/>. Web.

#### Time Allotment

- Approximately 5 weeks

## UNIT 2

### *La science et la technologie* (Science and Technology)

The following contexts and subthemes are recommended for this unit:

- *La technologie et ses effets sur la société* (Technology and Its Effects on Society)
- *Les découvertes et les inventions* (Discoveries and Inventions)
- *Les choix moraux* (Ethics)
- *Droits d'auteur et communication* (Copyright and Communication)
- *La recherche et ses nouvelles frontières* (New Research Frontiers)
- *L'avenir de la technologie* (The Future of Technology)

#### Unit Goals

At the completion of this unit, students will:

ACTFL Interpretive Communication (Standard 1.2)	Interact with a variety of French texts in order to understand what is heard, read, or viewed on various topics related to science and technology.
CCS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues related to French science and technology, building on others' ideas and expressing their own clearly and persuasively.
ACTFL Interpersonal Communication (Standard 1.1)	Write an e-mail to NASA explaining why they would be a good candidate for a mission to Mars.
CCS.ELA-Literacy.W.11-12.4	Write an organized and coherent essay in French explaining their position on the following topic: Vacation Unplugged? For or against?
ACTFL Presentational Communication (Standard 1.3) CCS.ELA-Literacy.W.11-12.4	Survey peers and adults on their use of technology and social media, and summarize their findings in an oral presentation in French with visual supports.
CCS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in French in an online debate on a current technology issue (e.g., Does the Internet make us more or less social), building on others' ideas and expressing their own clearly and persuasively.
CCS.ELA-Literacy.W.11-12.6	Use technology to produce a rebuttal argument to an online debate after reading multiple media sources in response to ongoing feedback, including new arguments or information.

CCS.ELA-Literacy.SL.11-12.5  
ISTE Knowledge Constructor  
(Standard 3)

Use digital technology to create a one-minute car commercial in French featuring the ideal car; the car can be an existing car, or one of their own design, but the commercial should clearly indicate why the car is ideal.

ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)  
ACTFL Comparisons: Cultural Comparisons (Standard 4.2)

Compare attitudes toward and usage of genetically-modified foods both within various French-speaking countries and the United States.

### Unit Essential Questions

- How do developments in science and technology affect our lives?
- What factors have driven innovation and discovery in the fields of science and technology?
- What role does ethics play in scientific advancement?

### Scope and Sequence

- Vocabulary related to technology, including terms associated with scientists, scientific research, the digital world, social networks, and problems and challenges with progress and research
- Discussion of one's relationship with science and technology and whether scientific progress and technology bring us further together or apart
- Reading and discussion of "Smartphones: plus on est accro, moins on réussit ses études"
- Viewing and discussion of slideshow: "Les pratiques numériques médiatiques des jeunes (mars 2012)"
- Discussion of students' own practices to those presented in the slideshow
- Reading and discussion of "Le smartphone et la triche"
- Viewing and discussion of "Pour ou contre le portable à l'école (1jour1actu)"
- Discussion and activities related to songs "Prière cathodique (Mes Aïeux)" and "Mon précieux (Soprano)": Does the Internet and social media make us less social? Are we substituting virtual interactions for personal ones?
- Responding to discussion questions on both songs (including comparisons) on Google Classroom, commenting on at least one classmate's post to explain agreement or disagreement
- Oral presentation: How can we use smartphones and other technologies and still maintain balance in our lives? (Guidelines for usage and rationale may be presented.)
- Listening to audio "Jusqu' où Facebook peut aller dans l'intrusion?" and responding to comprehension questions
- Discussion of pros and cons of social networks
- Persuasive essay: Vacation Unplugged: For or against?
- Reading of "Un jeune Camerounais invente le Cardiopad," and responding to related textbook questions
- Reading of "De la Terre à la Lune," and responding to related textbook questions
- Listening to audio "À quoi ressemblera la voiture du futur?" and responding to comprehension questions

- Creation of a one-minute commercial featuring the ideal car
- Reading “Vérone Mankou fait coup double!” and completion of T-Chart for cultural comparison and recording of response in Language Lab
- Reading of “L’éthique du développement durable” and responding to related textbook questions
- Listening to audio “Les jeux vidéo rendent-ils violent ?” and responding to comprehension questions
- Viewing of two Youtube videos on GMOs (Genetically-Modified Organisms), with notes, and responses to comprehension questions
- Reading of “Les OGM, qu’est-ce que c’est?” and completion of T-Chart for cultural comparison and recording of response in Language Lab
- Reading of “Le droit d’auteur,” and responding to related comprehension questions
- Listening to audio “Données personnelles et réseaux sociaux,” and responding to related comprehension questions
- Discussion of what can be done to protect one’s personal data
- Completion of Venn diagram comparing efforts to protect personal data in Europe and the United States
- Reading of “Chacun son portable,” and completion of T-Chart for cultural comparison and recording of response in Language Lab
- Interpretation of data charts and responding to comprehension questions on research and development in Canada and climate change

### **Assured Assessments**

#### Formative Assessment:

Students will prepare and record a cultural comparison in the Language Lab regarding the usage of and attitudes toward genetically-modified foods in a French-speaking country and the United States. This assignment will be graded using the THS World Language Presentational Rubric and will count as a formal assessment in the gradebook.

Students will also write a formal e-mail to NASA explaining why they would be a good candidate for a mission to Mars. This assignment will be graded using the THS School-Wide Writing Rubric and will count as a formal assessment in the gradebook.

#### Summative Assessment:

Students will create a survey instrument on digital technology and social media usage that they will use to survey at least five peers and five adults. Students will create a visual presentation such as a PowerPoint to summarize the results and explain the existence of generational differences or lack thereof. They will use this visual support to orally explain their findings to the class. At the end of their presentation, students will respond to questions from their classmates. The presentation will be assessed using the THS World Languages Presentational Speaking Rubric with added visual component, and will count as a grade in the formal assessments category of the gradebook.

Students will take a context quiz for contexts 1 and 2 (and later, for contexts 3 and 4) to include vocabulary, comprehension questions from print and audio texts, and two short essay questions. Essays will be graded using the THS School-Wide Writing Rubric. Each context quiz will count as a formal assessment in the gradebook.

## Resources

### Core

- Delfosse, Geneviève, Elaine Kurbegov, and Parthena Draggett. *Thèmes: AP French Language and Culture*. Boston: Vista, 2016. Print.
- Ladd, Richard. *AP French: Preparing for the Language and Culture Examination*. New York: Pearson, 2011. Print.

### Supplemental

- *Thèmes* online resources
- Le Point du FLE. <https://www.lepointdufle.net/>. Web.
- TV5Monde. <http://www.tv5monde.com/>. Web.

### **Time Allotment**

- Approximately 5 weeks

## UNIT 3

### *L'esthétique (Beauty and Aesthetics)*

The following contexts and subthemes are recommended for this unit:

- *Le beau* (Ideals of Beauty)
- *Le patrimoine* (Cultural Heritage)
- *L'architecture* (Architecture)
- *Les arts littéraires* (Literary Arts)
- *La mode et le design* (Fashion and Design)
- *Les arts visuels* (Visual Arts)
- *La musique et les arts du spectacle* (Music and the Performing Arts)

### Unit Goals

At the completion of this unit, students will:

ACTFL Interpretive Communication (Standard 1.2)	Interact with a variety of French texts in order to understand what is heard, read, or viewed on various topics related to beauty and aesthetics.
CCS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues related to French beauty and aesthetics, building on others' ideas and expressing their own clearly and persuasively.
CCS.ELA-Literacy.SL.11-12.4	Develop a questionnaire and survey peers and adults on what beauty means to them, the role they think the media plays in defining standards of beauty, and how that image affects self-esteem (Any common themes? Any generational differences?), and discuss survey results in small groups.
ACTFL Interpersonal Communication (Standard 1.1)	Debate the question "Should society give a person a second chance once the person has served his/her jail time, or adopt the viewpoint of Inspector Javert (once a criminal, always a criminal)?"
CCS.ELA-Literacy.RL.11-12.1 CCS.ELA-Literacy.RL.11-12.2 CCS.ELA-Literacy.RL.11-12.10	Write a well-organized analytical essay in French citing evidence from multiple texts to explain the relationship between a given definition of beauty and self-esteem.
ISTE Knowledge Constructor	Use digital tools to research, prepare, and present

(Standard 3)	in French an oral and visual presentation on a famous architectural structure from the French-speaking world and the architect who created it.
ACTFL Presentational Communication (Standard 1.3)	Prepare and deliver an oral and visual presentation in French on what beauty/the beautiful is to them (e.g., nature, art, music, etc.) and why.
ACTFL Comparisons: Cultural Comparisons (Standard 4.2)	Prepare and record a cultural comparison in the Language Lab examining the factors that determine the concept of beauty in the United States and a French-speaking country.

### Unit Essential Questions

- How are perceptions of beauty and creativity established?
- How do ideals of beauty and aesthetics influence daily life?
- How do the arts both challenge and reflect cultural perspectives?

### Scope and Sequence

- Vocabulary related to beauty, fashion, self-image, literary arts, visual arts, and the performing arts
- Introductory reading on the evolving notion of beauty: “De la Grèce antique à nos jours’: la notion des canons de beauté dans l’histoire” and responding to related comprehension questions
- Development of a questionnaire and surveying of peers and adults on what beauty means to them (Any common themes? Any generational differences? What role does the media play in defining what is beautiful? How does the image of beauty projected by the media affect our self-image and self-esteem?), and discussion of survey results in small groups
- Oral and visual presentation: How do you define beauty?
- Writing in French of a persuasive essay on what parents can do to help their children develop positive self-esteem
- Viewing of two Youtube videos on the development of positive self-esteem and responding to related comprehension questions to include comparison of both videos
- Listening to audio “Collégiennes en quête de beauté,” and responding to related comprehension questions
- Viewing of Youtube videos on beauty and fashion in several French-speaking countries, and answering of related comprehension questions; this activity will help prepare students for a later cultural comparison activity.
- Reading of “Beauté et mode au Sénégal” and completion of T-Chart for cultural comparison and recording of response in Language Lab
- Reading of “Les arts et le patrimoine au Canada” and answering of related comprehension questions
- Reading of “Ma langue grand-maternelle,” and responding to related comprehension questions
- Viewing of Youtube video on André Makine, and answering of related comprehension questions

- Reading of extract of *Les Misérables* and answering of related comprehension questions.
- Viewing of French cartoon *Les Misérables* to inspire the following discussion/debate: Should society give a person a second chance once the person has served his/her jail time or adopt the viewpoint of Inspector Javert (once a criminal, always a criminal)?
- Listening to audio “Interview avec Maryse Condé,” and responding to related comprehension questions
- Responding on Google Classroom to the Maryse Condé quote “Il n’y a pas de différences fondamentales entre les Antilles et puis l’Afrique et puis l’Amérique et puis l’Europe. Ce sont des êtres humains qui vivent . . . et qui essaient de trouver un peu de paix, de bonheur et d’affection. Donc finalement, le monde est un,” explaining what Condé meant and why students agree or disagree with her position; students will also comment on at least one other student post, explaining their agreement or disagreement with that post.
- Reading of extracts of *Une si longue lettre*, and responding to related comprehension questions
- Oral presentation on a famous architectural structure in the French-speaking world, the architect who created it, and the importance of the work in local culture and internationally
- Viewing of *Le Petit Cyrano*, and responding to related comprehension questions
- Viewing of the performance of the song “Belle” from the musical *Notre Dame de Paris*, and responding to analytical and ethical questions based on the performance and song lyrics

## Assured Assessments

### Formative Assessment:

Students will prepare and deliver an oral and visual presentation on a famous architectural structure in the French-speaking world, the architect who created it, and the importance of the work in local culture and internationally. The presentation will be assessed using the THS World Language Presentational Speaking Rubric, and will count as a grade in the formal assessments category of the gradebook.

### Summative Assessment:

Students will complete a philosophical essay in which they analyze the question: How is beauty defined and what role does this definition play in the construct of positive or negative self-esteem? The writing will be assessed using the THS School-Wide Writing Rubric, and will count as a grade in the formal assessments category of the gradebook.

Students will take a context quiz for contexts 1 and 2 (and later, for contexts 3 and 4) to include vocabulary, comprehension questions from print and audio texts, and two short essay questions. Essays will be graded using the THS School-Wide Writing Rubric. Each context quiz will count as a formal assessment in the gradebook.

## Resources

### Core

- Delfosse, Geneviève, Elaine Kurbegov, and Parthena Draggett. *Thèmes: AP French Language and Culture*. Boston: Vista, 2016. Print.

- Ladd, Richard. *AP French: Preparing for the Language and Culture Examination*. New York: Pearson, 2011. Print.

#### Supplemental

- *Thèmes* online resources
- Le Point du FLE. <https://www.lepointdufle.net/>. Web.
- TV5Monde. <http://www.tv5monde.com/>. Web.

#### **Time Allotment**

- Approximately 5 weeks

## UNIT 4

### *La vie contemporaine (Contemporary Life)*

The following contexts and subthemes are recommended for this unit:

- *L'éducation et le monde du travail* (Education and Career)
- *Les fêtes et les rites de passage* (Holidays, Celebrations, and Rites of Passage)
- *Le logement* (Housing and Shelter)
- *Les voyages* (Travel, and Tourism)
- *La publicité et le marketing* (Advertising and Marketing)
- *Les loisirs et le sport* (Sports and Leisure)

### Unit Goals

At the completion of this unit, students will:

ACTFL Interpretive Communication (Standard 1.2)	Interact with a variety of French texts in order to understand what is heard, read, or viewed on various topics related to beauty and aesthetics.
CCS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues related to French contemporary life, building on others' ideas and expressing their own clearly and persuasively.
CCS.ELA-Literacy.W.11-12.4	Write an organized, coherent e-mail in the formal register expressing their internship in an internship opportunity, and why they are qualified for that position.
ACTFL Interpersonal Communication (Standard 1.1)	Role-play in French a job interview for an internship.
ACTFL Presentational Communication (Standard 1.3) CCS.ELA-Literacy.SL.11-12.4	Complete an oral presentation to convince the audience (a philanthropic foundation) to fund their proposal for a new school addressing 21 <sup>st</sup> -century needs and encouraging cultural and economic diversity.
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1) ACTFL Cultures: Relating Cultural Products to Perspectives (Standards 2.2) ACTFL Connections: Making Connections (Standard 3.1) ACTFL Connections: Acquiring Information and Diverse Perspectives	Complete a presentational speaking cultural comparison of factors motivating travel to destinations in the French-speaking world and the United States, speaking for two minutes and recording themselves in the Language Lab.

(Standard 3.2)  
ACTFL Comparisons: Cultural  
Comparisons (Standard 4.2)

ACTFL Interpretive Communication  
(Standard 1.2)

View the short film *Le chandail de hockey* and discuss the role that language and identity played in how French Canadians and English Canadians viewed one another in the 1940s and prior to the Quiet Revolution.

ISTE Knowledge Constructor  
(Standard 3)  
ISTE Creative Communicator  
(Standard 6)

Use various digital tools to create a thirty-second to one-minute commercial for a product incorporating one or more of the marketing strategies in the text “Tous sous influence.”

### Unit Essential Questions

- How do societies and individuals define quality of life?
- How is contemporary life influenced by cultural products, practices, and perspectives?
- What are the challenges to contemporary life?

### Scope and Sequence

- Student reflection on who the student is and where the student wants to go
- Vocabulary related to education, occupations, the working world, tourism, recipes, sports, and advertising
- Reading of “Juniors indépendants,” and answering of related comprehension questions.
- Writing of an e-mail applying for an internship
- Reading of “École nationale du cirque du Maroc,” and answering of related comprehension questions
- Listening to audio “Vacances de Noël,” and responding to related comprehension questions
- Reading of “Recette: Gumbo au poulet et à l’andouille,” and answering of related comprehension questions
- Oral presentation: Present a food from a French-speaking region. Explain the recipe and any associated traditions. Bring in a tasting portion for the class.
- Watching of the cartoon *Le chandail de hockey*, and answering of related comprehension questions
- Reading of “Le chandail de hockey,” and answering of related comprehension questions
- Writing of an e-mail to Eaton’s explaining that you received the wrong hockey jersey and asking for an equitable solution; students will use the original 1940s catalogue page as a reference.
- Reading of “Salut les parents,” and answering of related comprehension questions
- Viewing of video on MSF (Doctors without Borders), and answering of related comprehension questions
- Reading of “Un médecin sans frontières,” and answering of related comprehension questions

- Creation of a poster highlighting the work of MSF (Doctors without Borders) to raise money for this organization at school
- Listening to audio “Tourisme et écotourisme au Laos,” and answering of related comprehension questions.
- Oral presentation: How does traveling enrich the quality of one’s life?
- Viewing of videos on Tahiti, Madagascar, and Réunion, reading of “Tahiti,” completion of T-Chart for cultural comparison on factors motivating tourism, and recording of response in Language Lab
- Reading of “Tous sous influence,” and answering of related comprehension questions
- Creation (with a partner or in small groups) of a thirty-second to one-minute commercial for a product to show to the class; student will assess the marketing strategies and stereotypes used in the commercial based on the article “Tous sous influence,” and participate in feedback to classmates
- Use of the graphs from “L’économie d’énergie chez soi” and “La fête des mères et la fête des pères” to answer comprehension questions

### **Assured Assessments**

#### **Formative Assessment:**

Students will participate in a simulated job interview for an internship post. They will express their interest in the position, their qualifications, and how this internship will help them in their future plans. Students will incorporate unit vocabulary, use appropriate cultural content, and utilize the formal register. The conversation will be graded using the THS World Languages Interpersonal Speaking Rubric and will count as a formal assessment in the gradebook.

#### **Summative Assessment:**

In small groups, students will prepare and present a proposal for a foundation grant to build a new regional school that will provide opportunities to students that may not exist in their local community. The presentation should include the focus of the school, educational philosophy, how the school will prepare students for further study or the world of work, and recruitment efforts to include a diverse student population. The conversation will be graded using the THS World Languages Presentational Speaking Rubric and will count as a formal assessment in the gradebook.

Students will take a context quiz for contexts 1 and 2 (and later, for contexts 3 and 4) to include vocabulary, comprehension questions from print and audio texts, and two short essay questions. Essays will be graded using the THS School-Wide Writing Rubric. Each context quiz will count as a formal assessment in the gradebook.

### **Resources**

#### Core

- Delfosse, Geneviève, Elaine Kurbegov, and Parthena Draggett. *Thèmes: AP French Language and Culture*. Boston: Vista, 2016. Print.
- Ladd, Richard. *AP French: Preparing for the Language and Culture Examination*. New York: Pearson, 2011. Print.

### Supplemental

- *Thèmes* online resources
- Le Point du FLE. <https://www.lepointdufle.net/>. Web.
- TV5Monde. <http://www.tv5monde.com/>. Web.

### **Time Allotment**

- Approximately 5 weeks

## UNIT 5

### *Les défis mondiaux (Global Challenges)*

The following contexts and subthemes are recommended for this unit:

- *L'économie* (The Economy)
- *La tolérance* (Tolerance)
- *L'environnement* (The Environment)
- *L'alimentation et la santé* (Food, Nutrition, and Health)
- *Les droits de l'être humain* (Human Rights)
- *La paix et la guerre* (War and Peace)

#### Unit Goals

At the completion of this unit, students will:

ACTFL Interpretive Communication (Standard 1.2)	Interact with a variety of French texts in order to understand what is heard, read, or viewed on various topics related to global challenges.
CCS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues related to French global challenges, building on others' ideas and expressing their own clearly and persuasively.
CCS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to answer the question "Should religion be limited to the private sphere or does it have a public role to play?"
ACTFL Presentational Communication (Standard 1.3)	Create and present a video for a French-speaking African country exploring the link between diet, obesity, and type 2 diabetes, and how to avoid contracting the disease.
ISTE Knowledge Constructor (Standard 3)	Apply digital tools to gather, evaluate, and use information to learn about global challenges.
ISTE Knowledge Constructor (Standard 3) ISTE Creative Communicator (Standard 6)	Create and present an ad/awareness campaign against hate focused on a marginalized group in society.
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	Examine, compare, and reflect on the factors influencing eating habits in the United States and a

ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2)  
ACTFL Comparisons: Cultural Comparisons (Standard 4.2)

French-speaking country, recording a cultural comparison in the Language Lab on the same topic.

CCS.ELA-Literacy.W.11-12.2  
CCS.ELA-Literacy.W.11-12.4

Write a well-organized and developed persuasive essay in French exploring the advantages and disadvantages of organic food and agriculture.

### Unit Essential Questions

- What environmental, political, and social issues pose challenges to societies throughout the world?
- What are the origins of those issues?
- What are possible solutions to those challenges?

### Scope and Sequence

- Vocabulary related to the economy, the environment, health and nutrition, human rights, and war and peace
- Student reflection on his/her interest in global challenges and background knowledge
- Listening to audio “Comprendre l’impact d’une mauvaise nouvelle,” and answering of related comprehension questions
- Reading of “L’homme qui plantait les arbres,” and answering of related comprehension questions
- Reading of “Des sacs des platsiques transformés” and completion of T-Chart for cultural comparison and recording of response in Language Lab
- Reading of “Test Nutrition: Quel(le) mangeur(se) êtes-vous?” and answering of related comprehension questions
- Taking of nutrition quiz and discussion of results in small groups
- Oral presentation on unhealthy eating habits, the consequences, and what can be done to change the latter
- Viewing of Youtube video on organic products, and answering of related comprehension questions
- Listening to audio “Priorité santé,” and answering of related comprehension questions
- Reading of “Le diabète: nouveau fléau africain” and completion of T-Chart for cultural comparison and recording of response in Language Lab
- Viewing of Youtube video on diabetes and completion of chart on causes and consequences
- Reading of “Peut-on travailler en France avec une voile?” and answering of related comprehension questions
- Viewing of Youtube videos on the notion of secularism in France and Quebec and completion of a related Venn diagram
- Discussion/Debate: Should religion be limited to the private sphere or does it have a public role to play?
- Presentational essay: What is religious tolerance in your opinion? Why is it important in today’s world? What can be done to encourage it?

- Oral presentation: With a partner or in small groups, create an ad/awareness campaign against hate focused on a marginalized group in society.
- Listening to audio “La tolérance selon Kim Thúy,” and answering of related comprehension questions
- Reading of “Najat Vallaud-Belkacem” and completion of T-Chart for cultural comparison and recording of response in Language Lab
- Reading of “La cour européenne des droits de l’homme” and “Les activités de l’ONU” and use of the data in the charts and graphs to answer comprehension questions
- Listening to and analyzing the song “Je suis français,” with a focus on what the song says about identity and inclusion
- Viewing of “La dame dans le tram” and answering of related comprehension questions

### **Assured Assessments**

#### Formative Assessment:

Students will create a video whose target audience lives in a French-speaking African country to explain the link between diet, obesity, and type 2 diabetes, and how to avoid contracting the disease.

#### Summative Assessment:

Students will write a persuasive essay related to the environment, incorporating chapter vocabulary and the subjunctive mood in writing about the advantages and disadvantages of organic foods and agriculture, using three authentic sources. The presentation will be assessed using the Advanced Placement Presentational Writing Rubric, and will count as a grade in the formal assessments category of the gradebook. Mastery will be determined by accurate use of vocabulary, clarity and organization with purpose and audience, and appropriate use of grammar.

Students will take a context quiz for contexts 1 and 2 (and later, for contexts 3 and 4) to include vocabulary, comprehension questions from print and audio texts, and two short essay questions. Essays will be graded using the THS School-Wide Writing Rubric. Each context quiz will count as a formal assessment in the gradebook.

### **Resources**

#### Core

- Delfosse, Geneviève, Elaine Kurbegov, and Parthena Draggett. *Thèmes: AP French Language and Culture*. Boston: Vista, 2016. Print.
- Ladd, Richard. *AP French: Preparing for the Language and Culture Examination*. New York: Pearson, 2011. Print.

#### Supplemental

- *Thèmes* online resources
- Le Point du FLE. <https://www.lepointdufle.net/>. Web.
- TV5Monde. <http://www.tv5monde.com/>. Web.

### **Time Allotment**

- Approximately 5 weeks

## UNIT 6

### *La quête de soi (Personal and Public Identities)*

The following contexts and subthemes are recommended for this unit:

- *L'aliénation et l'assimilation* (Alienation and Assimilation)
- *Le nationalisme et le patriotisme* (Nationalism and Patriotism)
- *Le pluriculturalisme* (Multiculturalism)
- *L'identité linguistique* (Language and Identity)
- *La sexualité* (Sexuality)
- *Les croyances et les systèmes de valeurs* (Societal Beliefs and Personal Values)

### Unit Goals

At the completion of this unit, students will:

ACTFL Interpretive Communication (Standard 1.2)	Interact with a variety of French texts in order to understand what is heard, read, or viewed on various topics related to personal and public identities.
CCS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues related to French personal and public identities, building on others' ideas and expressing their own clearly and persuasively.
ACTFL Interpersonal Communication (Standard 1.1) ACTFL Interpretive Communication (Standard 1.2) CCS.ELA-Literacy.RI.11-12.1 CCS.ELA-Literacy.RI.11-12.4 CCS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to answer the following questions on French identity: Why are the French so attached to the notion that they are descendants of the Gauls? How has this notion been challenged by France's recent history?
ACTFL Presentational Communication (Standard 1.3) CCS.ELA-Literacy.W.11-12.7	Prepare and deliver an oral presentation on their family's story in America, focusing on immigration challenges, successes, and still-practiced cultural traditions, if any.
ISTE Knowledge Constructor (Standard 3)	Apply digital tools to gather, evaluate, and use information to learn about personal and public identities.
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1) ACTFL Comparisons: Cultural	Prepare and record a cultural comparison in the Language Lab, examining the factors that determine and cement national identity in the United States

Comparisons (Standard 4.2)	and a French-speaking country.
ACTFL Interpretive Communication (Standard 1.2)	View the film <i>La haine</i> and respond to film analysis questions for discussion.
CCS.ELA-Literacy.W.11-12.2 CCS.ELA-Literacy.W.11-12.5	Write a persuasive essay in French on the topic of language and identity.

### Unit Essential Questions

- How are aspects of identity expressed in various situations?
- How do language and culture influence identity?
- How does one's identity develop over time?

### Scope and Sequence

- Vocabulary related to changes in society, social tendencies, religious convictions, and problems and solutions
- Reading of “L’homme qui te ressemble,” and answering of related comprehension questions
- Reading of “Le racisme expliqué à ma fille,” and answering of related comprehension questions
- Viewing of Youtube video on the various waves of immigration to France and completion of an advance organizer focusing on where each wave came from, why they came, their contributions to French society, and the challenges of intergration and assimilation.
- Listening to audio “Le racisme: mode d’emploi,” and answering of related comprehension questions
- Oral presentation on a minority group in a French-speaking country and their assimilation/integration experience
- Viewing the film *La haine*, and responding to film analysis and discussion questions
- Reading of “La Guyane française: un DOM à la traîne” and completion of T-Chart for cultural comparison and recording of response in Language Lab
- Reading of “L’Organisation internationale de la Francophonie,” and answering of related comprehension questions
- Viewing of music videos of Diam, Grand Corps Malade, and La Fouine and analysis of the role of slang and ancestral culture in the songs
- Listening to the audio “Expressions autour de la mode in Côte d’Ivoire,” and responding to related comprehension questions
- Reading of “L’occitan a le vent en poupe” and completion of T-Chart for cultural comparison and recording of response in Language Lab
- Viewing Youtube video on language and identity
- Reading of “La Bretagne celtique,” and responding to related comprehension questions
- Google Classroom discussion: Why do Astérix et Obélix appeal to readers and viewers around the world? Give your opinion and respond to at least one other post explaining your agreement or disagreement.

- Discussion on French identity: Why are the French so attached to the notion that they are descendants of the Gauls? How has this notion been challenged by France’s recent history?
- Listening to audio “La bataille du Made in France,” and responding to related comprehension questions
- Reading of “Le Panthéon” and completion of T-Chart for cultural comparison and recording of response in Language Lab
- Reading of “Le coeur à rire et à pleurer,” and responding to related comprehension questions
- Listening to audio “Entrevue avec Calixthe Beyala sur la francophonie,” and answering of related comprehension questions
- Reading of the graphs “Les trois valeurs primordiales des citoyens selon les moins de 35 ans” and “Le mixité dans l’enseignement supérieur en France,” and answering of the corresponding comprehension questions

### **Assured Assessments**

#### Formative Assessment:

Students will complete an oral presentation on the story of their family in America in which they will discuss the challenges their family faced as immigrants, the successes they have enjoyed, and any cultural traditions from the old country they still practice. Students will have the option of preparing a fictional presentation if they do not wish to talk about their own family. The presentation will be graded using the THS Presentational Speaking Rubric and will count in the formal assessments category of the gradebook.

#### Summative Assessment:

Students will write a persuasive essay on the topic of language and identity: In what ways does the language a person uses reflect his/her identity? Students should refer to the print, visual, and audio texts studied in class as well as their own experiences. Some factors to consider in the language one uses are: beliefs and values, social milieu, geographic location, cultural or family influences, and the image one wishes to project. The writing will be assessed using the THS School-Wide Writing Rubric, and will count as a grade in the formal assessments category of the gradebook.

Students will take a context quiz for contexts 1 and 2 (and later, for contexts 3 and 4) to include vocabulary, comprehension questions from print and audio texts, and two short essay questions. Essays will be graded using the THS School-Wide Writing Rubric. Each context quiz will count as a formal assessment in the gradebook.

### **Resources**

#### Core

- Delfosse, Geneviève, Elaine Kurbegov, and Parthena Draggett. *Thèmes: AP French Language and Culture*. Boston: Vista, 2016. Print.
- Ladd, Richard. *AP French: Preparing for the Language and Culture Examination*. New York: Pearson, 2011. Print.

#### Supplemental

- *Thèmes* online resources
- Le Point du FLE. <https://www.lepointdufle.net/>. Web.
- TV5Monde. <http://www.tv5monde.com/>. Web.

**Time Allotment**

- Approximately 5 weeks

## UNIT 7

### Passion Project: Senior Capstone

#### Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a specific thesis of students' choice.
CCS.ELA-Literacy.RI.11-12.10	Read authentic French articles addressing students' individual thesis questions.
ACTFL Connections: Acquiring Information and Diverse Perspectives (Standard 3.2) CCS.ELA-Literacy.W.11-12.7	Acquire information on individual topics of choice in order to present information, concepts, and ideas to the entire class.
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1) ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2) ACTFL Comparisons: Language Comparisons (Standard 4.1) CCS.ELA-Literacy.SL.11-12.4 CCS.ELA-Literacy.SL.11-12.5	Demonstrate an understanding of the relationships between the products, practices, and perspectives of French culture and United States culture in relation to their individual topics of choice.

#### Unit Essential Questions

- How does one's passion relate to oneself, to what we have learned in class, and to Francophone cultures?

#### Scope and Sequence

- Completion of Capstone Project Brainstorming Sheet
- Vocabulary specific to Capstone Project topic
- Reading and text-based questions related to French information sources
- Completion of note-taking and feedback sheets for each Capstone Project presentation

#### Assured Assessments

Formative Assessment:

Students will read at least one authentic French article related to their individual Capstone Project topics, including completing reading questions to check for understanding. Students' work will count in the informal assessments category of the gradebook.

### Summative Assessment:

Choosing a topic he/she is passionate about related to the themes of the course, each student will research and create a presentation based on how the topic relates to the products, practices, and perspectives of their chosen Francophone culture. Students will be assessed using the THS World Languages Presentational Speaking Rubric, and the presentation will count as a double grade in the formal assessments category of the gradebook.

### Resources

#### Core

- Delfosse, Geneviève, Elaine Kurbegov, and Parthena Draggett. *Thèmes: AP French Language and Culture*. Boston: Vista, 2016. Print.
- Ladd, Richard. *AP French: Preparing for the Language and Culture Examination*. New York: Pearson, 2011. Print.

#### Supplemental

- *Thèmes* online resources
- Le Point du FLE. <https://www.lepointdufle.net/>. Web.
- TV5Monde. <http://www.tv5monde.com/>. Web.

### Time Allotment

- Approximately 4 weeks

## COURSE CREDIT

One credit in World Languages  
One class period daily for a full year

## PREREQUISITES

Honors French IV or teacher recommendation based on outstanding performance in ACP French IV

## TEACHER RESOURCES

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

*7 jours sur la planète*. <http://www.tv5monde.com/cms/chaine-francophone/info/p-1914-7-jours-sur-la-planete.htm>. Web.

Angelini, Eileen M., et al. *AP French Language and Culture All Access*. Piscataway, NJ: Research & Education Association, 2012. Print.

*Apprendre le français*. <https://apprendre.tv5monde.com/fr>. Web.

Bâ, Mariama. *Une si longue lettre*. Monaco: Groupe Privat/Le Rocher, 2005. Print. [literature]

*Bonjour de France*. <https://www.bonjourdefrance.com/>. Web.

Coffman Crocker, Mary E. *Schaum's Outlines: French Grammar*. 5<sup>th</sup> ed. New York: McGraw-Hill, 2009. Print.

College Board. *AP French Language and Culture: Course and Exam Description*. <https://apcentral.collegeboard.org/courses/ap-french-language-and-culture?course=ap-french-language-and-culture>. Web.

*Columbia French Language Exercises*. <http://www.columbia.edu/~ab410/drills.html>. Web.

*Conjuguemos*. <https://conjuguemos.com>. Web.

*Enseigner le français*. <https://enseigner.tv5monde.com/fiches-pedagogiques-fle>. Web.

*Le Figaro*. <http://www.lefigaro.fr>. Web.

Fischer, Wolfgang, and Anne-Marie Le Plouhinec. *Mastering French Vocabulary*. Hauppauge, NY: Barron's, 2005. Print.

*FluentU*. <https://www.fluentu.com/>. Web.

*Le français dans le monde*. <http://www.fdlm.org/>. Web.

*French Resources.* <https://french-resources.org/>. Web.

Giono, Jean. *L'homme qui plantait des arbres*. Skokie, IL: Schoenhofs, 2002. Print. [literature]

Ladd, Richard. *Allons au-delà!: La langue et les cultures du monde francophone*. New York: Pearson, 2012. Print.

*Le Monde.* <https://www.lemonde.fr/>. Web.

*La Presse.* <https://www.lapresse.ca/>. Web.

*RFI.* <https://savoirs.rfi.fr/fr/apprendre-enseigner/langue-francaise/les-mots-de-lactualite>. Web.

Sturges, Hale II, Linda Cregg Nielsen, and Henry L. Herbst. *Une Fois Pour Toutes: Une révision des structures essentielles de la langue française*. 3<sup>rd</sup> ed. New York: Longman, 2008. Print.

*Tex's French Grammar.* <https://www.laits.utexas.edu/tex/>. Web.

Zwanziger, Elizabeth and Brittany Selden. *APprenons*. Freeport, ME: Wayside, 2013. Print.

## **ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School World Languages Interpersonal Speaking Rubric
- Trumbull High School World Languages Presentational Speaking Rubric

## Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Respond X_____	<ul style="list-style-type: none"> <li>• Demonstrates exceptional understanding of text by:               <ul style="list-style-type: none"> <li>○ Clearly identifying the purpose of the text</li> <li>○ Providing initial reaction richly supported by text</li> <li>○ Providing a perceptive interpretation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of text by:               <ul style="list-style-type: none"> <li>○ Identifying the fundamental purpose of the text</li> <li>○ Providing initial reaction supported by text</li> <li>○ Providing a clear/straightforward interpretation of the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates general understanding of text by:               <ul style="list-style-type: none"> <li>○ Partially identifying the purpose of the text</li> <li>○ Providing initial reaction supported by text</li> <li>○ Providing a superficial interpretation of the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited or no understanding of text by:               <ul style="list-style-type: none"> <li>○ Not identifying the purpose of the text</li> <li>○ Providing initial reaction not supported by text</li> <li>○ Providing an interpretation not supported by the text</li> </ul> </li> </ul>
Interpret X_____	<ul style="list-style-type: none"> <li>• Demonstrates exceptional interpretation of text by:               <ul style="list-style-type: none"> <li>○ Extensively reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>○ Constructing insightful and perceptive ideas about the text</li> <li>○ Actively raising critical questions and exploring multiple interpretations of the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to interpret text by:               <ul style="list-style-type: none"> <li>○ Reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>○ Summarizing main ideas of text</li> <li>○ Actively interpreting text by raising questions and looking for answers in text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates general ability to interpret text by:               <ul style="list-style-type: none"> <li>○ Guided reflection and/or revision of initial understanding</li> <li>○ Summarizing some of the main ideas of text</li> <li>○ Guided interpretation of text by locating answers to given questions in text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited ability to interpret text as evidenced by:               <ul style="list-style-type: none"> <li>○ Struggle to implement guided reflection and/or revision of initial understanding</li> <li>○ Struggle to summarize any main ideas of text</li> <li>○ Struggle to answer questions by locating responses in text</li> </ul> </li> </ul>
Connect X_____	<ul style="list-style-type: none"> <li>• Demonstrates perceptive connections               <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates specific connections               <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates general connections               <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to make connections               <ul style="list-style-type: none"> <li>○ text-to-text</li> <li>○ text-to-self</li> <li>○ text-to-world</li> </ul> </li> </ul>
Evaluate X_____	<ul style="list-style-type: none"> <li>• Demonstrates insightful evaluation of text by one or more of the following:               <ul style="list-style-type: none"> <li>○ Critical analysis to create a conclusion supported by the text</li> <li>○ Perceptive judgments about the quality of the text</li> <li>○ Synthesis of text</li> <li>○ Expression of a personal opinion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an evaluation of text by one or more of the following:               <ul style="list-style-type: none"> <li>○ Critical analysis to form a conclusion from the text</li> <li>○ Thoughtful judgments about the quality of the text</li> <li>○ Evaluation of text to express personal opinion(s)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a general evaluation of text by one or more of the following:               <ul style="list-style-type: none"> <li>○ Formulation of a superficial conclusion from the text</li> <li>○ Assessment of the quality of the text</li> <li>○ Use of text to express personal opinion(s)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a struggle to evaluate text by one or more of the following:               <ul style="list-style-type: none"> <li>○ Formulation of a conclusion from the text</li> <li>○ Assessment of the quality of the text</li> <li>○ Use of text to express personal opinion(s)</li> </ul> </li> </ul>

## Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> <li>• Establishes and maintains a clear purpose</li> <li>• Demonstrates an insightful understanding of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and maintains a purpose</li> <li>• Demonstrates an accurate awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes a purpose</li> <li>• Demonstrates an awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>• Does not establish a clear purpose</li> <li>• Demonstrates limited/no awareness of audience and task</li> </ul>
Organization X_____	<ul style="list-style-type: none"> <li>• Reflects sophisticated organization throughout</li> <li>• Demonstrates logical progression of ideas</li> <li>• Maintains a clear focus</li> <li>• Utilizes effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects organization throughout</li> <li>• Demonstrates logical progression of ideas</li> <li>• Maintains a focus</li> <li>• Utilizes transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects some organization throughout</li> <li>• Demonstrates logical progression of ideas at times</li> <li>• Maintains a vague focus</li> <li>• May utilize some ineffective transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects little/no organization</li> <li>• Lacks logical progression of ideas</li> <li>• Maintains little/no focus</li> <li>• Utilizes ineffective or no transitions</li> </ul>
Content X_____	<ul style="list-style-type: none"> <li>• Is accurate, explicit, and vivid</li> <li>• Exhibits ideas that are highly developed and enhanced by specific details and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Is accurate and relevant</li> <li>• Exhibits ideas that are developed and supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>• May contain some inaccuracies</li> <li>• Exhibits ideas that are partially supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Is inaccurate and unclear</li> <li>• Exhibits limited/no ideas supported by specific details and examples</li> </ul>
Use of Language X_____	<ul style="list-style-type: none"> <li>• Demonstrates excellent use of language</li> <li>• Demonstrates a highly effective use of standard writing that enhances communication</li> <li>• Contains few or no errors. Errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates competent use of language</li> <li>• Demonstrates effective use of standard writing conventions</li> <li>• Contains few errors. Most errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates use of language</li> <li>• Demonstrates use of standard writing conventions</li> <li>• Contains errors that detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited competency in use of language</li> <li>• Demonstrates limited use of standard writing conventions</li> <li>• Contains errors that make it difficult to determine meaning</li> </ul>

## Trumbull High School World Languages Interpersonal Speaking Rubric

	<b>4 Exemplary</b>	<b>3 Goal</b>	<b>2 Working Towards Goal</b>	<b>1 / 0 Needs Support</b>
<b>Vocabulary</b> concentrates on: chapter-related, situationally appropriate words, phrases, expressions	Broad range of topic-related vocabulary and expressions, showing advanced, highly effective use of vocabulary	Appropriate, accurate, and effective use of topic-related vocabulary and expressions	Some appropriate and competent use of topic-related vocabulary and expressions	Limited competency and use of topic- related vocabulary and expressions OR Interference from another language
<b>Task</b> concentrates on: fulfillment, elaboration, appropriate context	Insightfully fulfills the task with vivid details	Fulfills the task and performed what was asked	Fulfills tasks with fewer details than what was asked	Fulfills the task with few to no details
<b>Delivery</b> concentrates on: fluency, timing, pronunciation	Pronunciation and intonation are excellent. Student speaks clearly.  Confident ease of expression throughout.	Pronunciation is effective. Student speaks clearly.  Mostly confident ease of expression throughout.	Pronunciation is adequate. Student speaks with hesitation but with some clarity.  Some confident ease of expression throughout.	Pronunciation is inadequate and/or incorrect.  Limited ease of expression throughout.
<b>Comprehensibility</b> concentrates on: clarity of message	Can be easily understood by the listener; the message is clear	Can be understood by the listener; the message is mostly clear	Can be somewhat understood; the message is partially clear	Can be understood only with great effort; the message is not clear
<b>Language Use and Structure</b> concentrates on: grammar, accuracy, syntax	Demonstrates a highly effective use of standard speaking practices that enhances communication.	Demonstrates effective use of standard speaking practices.  Errors do not detract from communicative meaning.	Demonstrates some appropriate use of standard speaking practices.  Errors detract from communicative meaning.	Demonstrates limited use of standard speaking practices.  Contains errors that make it very difficult to determine communicative meaning.
<b>Other</b>  _____				

## Trumbull High School World Languages Presentational Speaking Rubric

	<b>4 Exemplary</b>	<b>3 Goal</b>	<b>2 Working Towards Goal</b>	<b>1 / 0 Needs Support</b>
<b>Purpose</b> concentrates on: task requirements	Establishes and maintains a clear purpose; Demonstrates an insightful understanding of audience and task	Establishes and maintains a purpose; Demonstrates an accurate awareness of audience and task	Establishes a purpose; Demonstrates an awareness of audience and task	Does not establish a clear purpose; Demonstrates limited/no awareness of audience and task
<b>Topic Development</b> concentrates on: thoroughness, organization, accuracy	Relevant, accurate, well developed, well organized, and richly detailed	Relevant, accurate, organized, and detailed	Somewhat irrelevant, limited accuracy, some organization, and limited details	Irrelevant, inaccurate, and lacks organization and details
<b>Language Use and Structure</b> concentrates on: target language, vocabulary, grammar	Highly effective use and control of level-appropriate structures	Effective use of level-appropriate structures	Some use of level-appropriate structures	Limited or no use of simple structures
<b>Delivery</b> concentrates on: comprehensibility and overall public speaking skills	Articulate expression, pronunciation, and intonation; Clear voice, engaging presence	Ease of expression; Mostly accurate pronunciation and intonation; Clear voice	Some hesitation; Some inaccurate pronunciation and intonation	Much hesitation; Little to no fluency
<b>Other</b>  _____				

**May add Visual Communication for fifth category of evaluation for presentations.**