



OHIO Communication Learning Standard: K-12 World Languages

Communication: Communicate in languages other than English, both in person and via technology.

A. Interpretive Communication (Reading, Listening/Viewing)

- Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recording messages; personal anecdotes; and narratives in the language.
- They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children's stories and classical literary texts.
- Learners derive meaning through the use of listening, viewing and reading strategies.
- Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.

B. Interpersonal Communication (Speaking/Signing, Listening/Viewing, Reading and Writing)

- Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways.
- Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

C. Presentational Communication (Speaking/Signing and Writing)

- Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes.
- Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression.
- Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity to the active negotiation of meaning exists.

OHIO Cultures Learning Standard: K-12 World Languages

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

Intermediate-High Proficiency Range: Communication

Functions: Can communicate by understanding and creating personal meaning. Can understand, ask and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the "here and now."

Contexts/Content: Able to communicate in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.

(ODE Standards Alignment Tool for Communication, 2014)

Intermediate-High Proficiency Range: Cultures

Cultural Awareness: Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

(ODE Standards Alignment Tool for Communication, 2014)

Current textbook resource:

Themes, Vista Higher Learning 2015

Advanced Placement French Language and Culture Syllabus

Bexley High School 2014-2015

"A community of learners becoming productive global citizens and leaders."

Class: French
Instructor: Mr. Kozy
Contact: david.kozy@bexleyschools.org
School Phone: (614) 231-4591
Room: 4306
Planning: 4th period
Office Hours: Mon- Thurs., second half of lunch
(please use sign-up sheet in room)

Course Information:

The AP French Language and Culture course is a college level course equivalent to a third year college course, **conducted entirely in French**, which prepares students to communicate proficiently through three modes (interpretive, presentational, and interpersonal) as described in the ACTFL Performance Guidelines for K-12 learners and the Ohio World Language Standards.

This course emphasizes the five domains of learning found in the ACTFL World-Readiness Standards for Language Learners: Communication, Cultures, Connections, Comparisons, and Communities. These 5 domains of learning involve the skills of listening, speaking, reading, writing, and developing cultural awareness appropriate to this level of coursework.

This course is open to all interested students who have completed French 4 Honors and are expected to take the AP French Language and Culture Exam at the end of this course. Students who are enrolled in this course should already have a good command of the grammar and considerable competence in listening, reading, speaking and writing. When communicating, students in the AP French Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (connections), make comparisons between the native language and the target language and between cultures (comparisons), and use the target language in real-life settings (communities).

This course uses **only authentic materials** and resources from francophone websites and publications. These materials come from a variety of sources which include but are not limited to newspapers, songs, websites, blogs, podcasts, magazines, social media, and literary works.

Work outside of class will consist of reading preparation, online activities, exercises and vocabulary study, as well as writing. Writing assignments will develop from manageable essays on simple topics to timed essays in class on AP style subjects.

Course Objectives:

By the end of this course, the successful AP French Language student will be able to:

- Demonstrate strong communication skills in the interpersonal, presentational, and interpretive modes.
- Understand spoken French that is intended for natives in a variety of settings, types of discourses, topics and registers.
- Understand written French of a variety of authentic Francophone texts including newspapers, magazines, visual graphics, and literary texts.
- Speak French with accuracy and fluency using appropriate pronunciation and intonation in presentational and interpersonal settings.
- Express ideas accurately and fluently in written French with appropriate register in interpretive and presentational settings *without the use of a dictionary*.
- Demonstrate and understanding of the six principal course themes and sub-themes.
- Demonstrate and understanding of the products, practices, and perspectives of the target cultures including but not limited to: France, DOM-TOM, Belgium, Canada, Haiti, Louisiana, Madagascar, Burkina Faso, etc.
- Demonstrate comparisons within the target languages and cultures.
- Use the French language in real-life settings.
- Develop a wide-ranging French vocabulary and mastery of grammatical structures.

Course Design:

- **This course is conducted 100% in French by both the teacher and students.**
- Authentic materials are selected according to the topics or sub-topics in a unit of study.

Interpretative Mode of Communication – Reading

- Students will read a variety of authentic literature, news articles, websites, poems, song lyrics, and essays from the Francophone world.
- Students will participate in pre-reading activities to activate prior knowledge, vocabulary and structures.
- Students will analyze literary and stylistic elements in order to understand the message of the text.
- Students will interpret the text, share their opinions and support their point of view with information from the text.
- Students will develop knowledge on topics for future use in comparisons in presentational speaking and writing activities.

Interpretative Mode of Communication – Listening

- Students will analyze francophone songs, movie excerpts, and commercials to highlight the current unit of study.
- Students will watch and interpret visual/audio media from the francophone world.

Interpersonal Mode of Communication – Writing

- Students will post and respond to comments relating to the unit theme on blogs, social media websites, messaging technology, and hand written notes.
- Students will reply to email correspondence using standard, formal French and informal French appropriately depending on the context.

Interpersonal Mode of Communication – Speaking

- Students will use digital recorders to record their responses to various prompts, targeting the various themes selected according to the topics in the unit of study.
- Students will participate in group conversations where thematic conversation prompts are used to elicit short paired/group exchanges.
- Students will perform improvised “skits” based on a thematic prompt.
- Students will debate various issues stemming from the thematic units studied.
- All in-class group assignments or projects/presentations will be conducted in French.
- All in-class formal, informal, and spontaneous conversations, lessons, activities, directions will be done in French.

Presentational Mode of Communication – Writing

- Students will read/hear sources and will use them to illustrate their point view in a formal essay format on a current sub-theme being studied.
- Students will prepare a variety of shorter presentations on Francophone culture and countries.
- Students will engage in in-class timed writing assignments in order to express their thoughts, opinions, or comparisons in preparation of the AP exam.
- Students will keep a diary in which they record their thoughts on the week’s events, issues, and readings.

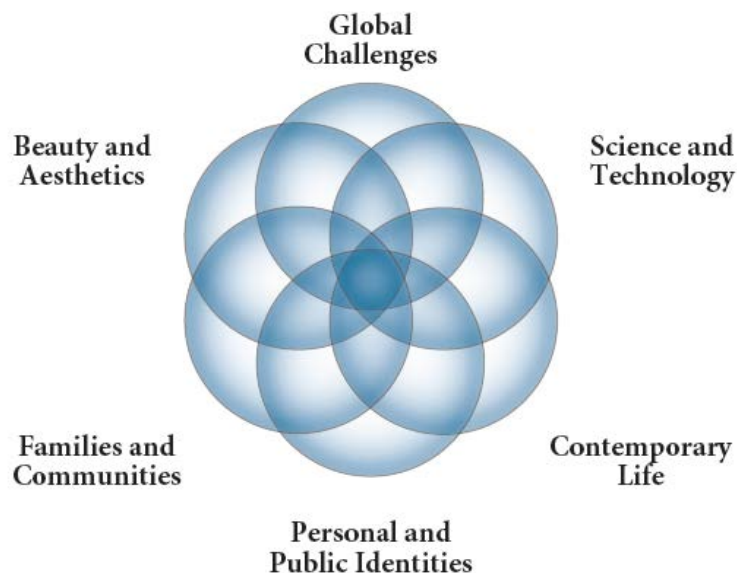
Presentational Mode of Communication – Speaking

- Students will prepare multimedia presentations on cultural topics that they will present orally to the class.
- Students will present oral summaries of related content from audio/video and print sources such as those found in the new, Preparing for the AP French examination by Ladd.

Course Themes:

The six themes will be addressed via lessons on sub-themes / topics. A unit may include from two to five of the six themes. The recycling of themes will reinforce the connections of all themes.

- Contemporary Life/ La vie contemporaine
- Families and Communities/ La famille et la communauté
- Global Challenges/ Les défis mondiaux
- Science and Technology/ La science et la technologie
- Personal and Public Identities/ La quête de soi
- Beauty and Aesthetics/ L'esthétique



Course Materials :

Primary Textbooks:

Title: Allons au-delà

Publisher: Pearson

Author: Ladd

Date: 2012

Title: AP French: Preparing for the Language and Culture Examination

Publisher: Pearson

Author: Ladd

Date: 2012

Title: Une Fois Pour Toutes

Publisher: Addison Wesley Longman

Author: Sturges

Date: 1992

Other Print and Online Resources:

- The following resources may or may not be used in class; however, they are available for students to use in order to independently strengthen their language skills.

**** Students! If you know of or find any websites, materials, articles, movies, songs, books, artists, current event issues, etc. that you find interesting and relevant to class, please share them with me!****

1. Liens culturels / journaux/ magazines

- Civilisation Française: Cortland - <http://web.cortland.edu/flteach/civ/>
- Activités culturelles en FR - <http://culturebox.france3.fr/#/all>
- Culture à la une - <http://www.culture.fr/fr/sections>
- L'avis des jeunes sur la société - http://www.lemonde.fr/week-end/visuel/2011/06/10/vie-de-jeunes-a-l-age-ou-tout-oscille_1534639_1477893.html
- Espace Apprendre - <http://www.canalacademie.com/apprendre/index.php>
- Site européen par thème
- <http://www.europarl.europa.eu/news/archive/search.do;jsessionid=69CB359E34EE24B34848B86A2B072D0A.node2?!language=fr>
- Espace Français - <http://www.espacefrancais.com/home.php>
- En première Page dans les journaux - <http://www.newseum.org/todaysfrontpages/flash/>
- RTBelge-Société (vidéos) - <http://www.rtb.be/info/societe>
- Magazine France-Amérique - <http://www.france-amerique.com/>
- Journal "Le Monde" - <http://www.lemonde.fr/>

2. Sites divers

- Un nuage de mots - <http://www.wordle.net/>
- Dictionnaire TV5 - <http://dictionnaire.tv5.org/dictionnaires.asp?Action=1&mot=symbole&che=1>
- Word reference: excellent dictionnaire Fr -An - <http://www.wordreference.com/>
- Synonyme - <http://www.synonyms-fr.com/>
- Verbix - Conjugaisons des verbes - <http://www.verbix.com/languages/french.shtml>

3. Written Interpretative communication: Littérature et textes actuels

- Articles actuels en ligne par thèmes - <http://www.internetactuel.be/>
- Wiki: Reading Resources for French Teachers - <http://readingresources4frenchteachers.wikispaces.com/home>
- Ebook en français - <http://www.litteratureaudio.com/>
- Maupassant : Oeuvres - <http://maupassant.free.fr/>
- La poésie 1 - http://poesie.webnet.fr/home/pages/liens_utiles_poesie.html
- Poème à écouter - <http://wheatoncollege.edu/academic/academicdept/French/ViveVoix/>
- Le club des poètes - <http://www.poesie.net/framot2.htm>
- Littérature audio-vidéo - <http://www3.unileon.es/dp/dfm/flenet/culturecours.htm>
- Les Proverbes - <http://www0.hku.hk/french/dcmScreen/lang2043/proverbs.htm>

- Etiquette du Savoir Vivre en France - <http://www0.hku.hk/french/dcmScreen/lang2043/etiquette.htm>
- RAFT project - <http://www.readingquest.org/strat/raft.html>

4. Written interpretative communication: audio

- France 2 - <http://www.france2.fr/>
- TF1 - <http://www.tf1.fr/>
- Télévision Suisse Romande - <http://www.tsr.ch/info/>
- Courtes vidéos sur l'info TSR - <http://www.tsr.ch/video/info/>
- Radio France Internationale - <http://www.rfi.fr/>
- TV5 - <http://www.tv5.org/>
- Radio Télévision Belge - <http://www.rtb.be/info/monde>
- 7 jours sur la planète - <http://www.tv5.org/TV5Site/7-jours/>
- Sites de chansons - <http://platea.pntic.mec.es/~cvera/hotpot/chansons/index.htm>
- Site chansons 2 - <http://www.lepointdufle.net/chansons.htm>
- Lyrics Training - <http://lyricstraining.com/>
- Podcast : one thing in a French Day - <http://onethinginafrenchday.podbean.com/>
- Podcast facile: la France bis - <http://www.lafrancebis.com/>
- Radio Canada - <http://www.radio-canada.ca/>

5. Vocabulaire

- Par thème: Middlebury - <http://cr.middlebury.edu/public/french/Lexique/>
- Voc: University Texas - <http://www.laits.utexas.edu/fi/>
- Listes de sites de voc - <http://www.ph-ludwigsburg.de/html/2b-frnz-s-01/overmann/baf3/3r.htm>

6. Grammaire

- Univeristé du Texas - <http://www.laits.utexas.edu/tex/gr/index.html>
- TV5 Jeu interactif grammaire - <http://www.tv5.org/cms/chaine-francophone/lf/Tous-les-dossiers-et-les-publications-LF/Jeux-de-lettres-interactifs-grammaire/p-9446-Jeux-de-lettres-interactifs-grammaire.htm>

AP French Exam Information 2014-2015:

AP French Language and Culture Exam Structure

AP FRENCH LANGUAGE AND CULTURE EXAM: 3 HOURS

Assessment Overview

Exam questions are based on the six learning objectives and assess all themes. As much as possible, students read and listen to authentic texts from the francophone world throughout the exam.

Format of Assessment

Section I: Multiple Choice | 65 Questions | ~ 95 Minutes |
50% of Exam Score

Part A: 30 questions

- Interpretive Communication: Print Texts

Part B: 35 Questions

- Interpretive Communication: Print and Audio Texts (combined)
- Interpretive Communication: Audio Texts

Section II: Free Response | 8 Prompts | ~ 80 Minutes |
50% of Exam Score

- Interpersonal Writing: Email Reply (1 prompt)
- Presentational Writing: Persuasive Essay (1 prompt)
- Interpersonal Speaking: Simulated Conversation (5 prompts)
- Presentational Speaking: Cultural Comparison (1 prompt)

EXAM QUESTION TYPES

Note: On the AP French Language and Culture Exam, all directions, questions, and texts are presented in French.

Multiple-Choice Section

Part A:

Print Texts

Students respond to questions based on a variety of authentic print materials, including:

- Journalistic Texts
- Literary Texts
- Announcements
- Advertisements
- Letters
- Maps
- Tables

Part B:

Print and Audio Texts

Students respond to a variety of authentic audio texts*, including:

- Interviews
- Podcasts
- Public Service Announcements
- Conversations
- Brief Presentations

Audio Texts

Students respond to questions based on audio texts* that are paired with print materials.

*Note: All audio texts are played twice.

Free-Response Section

Interpersonal Writing: Email Reply (15 minutes)

Students read and respond to an email message.

Presentational Writing: Persuasive Essay (55 minutes: 15 minutes to examine texts and 40 minutes to write)

Students examine three authentic texts (article, table or graphic, audio text), then have 40 minutes to organize and write a persuasive essay in response to a prompt. In their essays they must present and defend their own viewpoint using information from all three sources.

Interpersonal Speaking: Simulated Conversation (2 minutes 40 seconds: 1 minute to preview and 20 seconds each for five prompts)

Students have one minute to preview a conversation, including an outline of each turn in the conversation, and then respond to five prompts.

Presentational Speaking: Cultural Comparison (6 minutes: 4 minutes to prepare and 2 minutes to present)

Students respond to a prompt by giving a presentation in which they compare cultural features of their own community to those found in an area of the French-speaking world with which they are familiar.

*****AP French Language and Culture Exam will be Tuesday, May 12 2015**
in afternoon at 12:00PM***

Course Planner:

The course will use a thematic approach, incorporating subject, grammatical topics, reading, and production around a central idea and overarching questions. The instructor reserves the right to select from amongst the offered topics/activities according to the needs, interests, and prior experiences of the students.

Unit Theme: Global Challenges (<i>Les défis mondiaux</i>)		Unit Sub-Themes : Diversity Issues (<i>La tolérance</i>), Economic Issues (<i>L'économie</i>), Environmental Issues (<i>L'environnement</i>), Health Issues (<i>La santé</i>), Human Rights (<i>Les droits de l'être humain</i>), Nutritional and Food Safety (<i>L'alimentation</i>), Peace and War (<i>La paix et la guerre</i>)	
Standards Present in Unit : <ul style="list-style-type: none">• Interpretive Communication- Reading• Interpretive Communication- Listening/Viewing• Interpersonal Communication- Speaking/Listening• Interpersonal Communication- Reading/Writing• Presentational Communication- Speaking• Presentational Communication- Writing• Cultural Standard- Gain/Use knowledge of target cultures			
Unit Objectives: <ul style="list-style-type: none">• Reflect on global challenges and share what they already know about theme from other course work and experiences.• Use three modes of communication extensively (interpersonal, interpretive, and presentational).• Read, listen to, and view authentic materials from a variety of sources throughout the French-speaking world and make comparisons with their own culture and experiences.• Progress through a variety of learning and assessment activities that will target communication modes.		Essential Questions: <ul style="list-style-type: none">• What environmental, political, and social issues propose challenges to societies throughout the world, in particular Francophone societies?• What are the origins of those issues?• What are the possible solutions to those challenges?	
Activities: Students will...: <ul style="list-style-type: none">• interpret literary and non-literary written passages from Francophone sources.• interpret audio/visual passages.• engage in debate to express their opinions.• study vocabulary on global issues.• present cultural comparisons.	Suggested Materials/Resources: <ul style="list-style-type: none">• Texts/audio from “Allons au-delà !”• Various articles on the presence of les Roms in France and xenophobia.• Texts/audio from “AP French Preparing for AP Exam”• L’Homme qui plantait des arbres (Giono)• Respire (Mickey 3D)• Complete any related listening and internet activities from Sept Jours sur la Planète.• Additional related print/audio texts from authentic Francophone sources.		Assessment(s): <ul style="list-style-type: none">• Interpersonal- Spoken: Class oral debate around the topic “Faut-il expulser les Roms?”• Presentational- Written: Cultural comparison between attitudes towards the environment.• Presentational- Written/Speaking: Written poem outlining methods to improve our recycling and promote environment.• Interpretive- Listening/Reading: Studying message in song “Green Washing” by French band Tryo.• Assessment(s) from “Allons au-delà!”

Unit Theme: Science and Technology (<i>La science et la technologie</i>)	Unit Sub-Themes : Current research topics (<i>La recherche et ses nouvelles frontières</i>), Discoveries and Inventions (<i>Les découvertes et les inventions</i>), Ethical Questions (<i>Les choix moraux</i>), Future Technologies (<i>L’avenir de la technologie</i>), Intellectual Property (<i>La propriété intellectuelle</i>), The New Media (<i>Les nouveaux moyens de communication</i>), Social Impact of Technology (<i>La technologie et ses effets sur la société</i>)	
Standards Present in Unit : <ul style="list-style-type: none">• Interpretive Communication- Reading• Interpretive Communication- Listening/Viewing• Interpersonal Communication- Speaking/Listening• Interpersonal Communication- Reading/Writing• Presentational Communication- Speaking• Presentational Communication- Writing• Cultural Standard- Gain/Use knowledge of target cultures		
Unit Objectives: <ul style="list-style-type: none">• Reflect on elements of science and technology and share what they already know about theme from other course work and experiences.• Use three modes of communication extensively (interpersonal, interpretive, and presentational).• Read, listen to, and view authentic materials form a variety of sources throughout the French-speaking world and make comparisons with their own culture and experiences.• Progress through a variety of learning and assessment activities that will target communication modes.	Essential Questions: <ul style="list-style-type: none">• 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 do ethics play in scientific advancement?	
Activities: Students will...: <ul style="list-style-type: none">• interpret literary and non-literary written passages from Francophone sources.• interpret audio/visual passages.• study vocabulary on science and technology.• use social media to follow and interact with Francophone speakers.• engage in debate to express their opinions.• present cultural comparisons.	Suggested Materials/Resources: <ul style="list-style-type: none">• Texts/audio from “Allons au-delà !”• <i>La Fin des livres</i> by Robia and Uzanne• Texts/audio from “AP French Preparing for AP Exam”• Interpret videos and articles about le Concours Lepine.• Interpret and discuss video from “C’est pas sorcier.”• Interpret and discuss blog Internet et le Piratage• Complete any related listening and internet activities from Sept Jours sur la Planète.• Additional related print/audio texts from authentic Francophone sources.	Assessment(s): <ul style="list-style-type: none">• Interpersonal Spoken- Written: Debate• Interpretive- Written: Analysis of text <i>La Fin des livres</i> by Robia and Uzanne.• Interpersonal- Spoken: Presentation and debate in the style of <i>La Fin des livres</i> where students present the future of various contemporary technologies.• Presentation- Written/Spoken: Student will select and attempt to persuade class that one specific French invention in the most important.• Interpretive- Written: Respond to an e-mail article from a

		<p>representative of the Concours Lepine.</p> <ul style="list-style-type: none">• Assessment(s) from “Allons au- delà!”
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Unit Theme: Contemporary Life (<i>La vie contemporaine</i>)	Unit Sub-Themes : Advertising and Marketing (<i>La publicité et le marketing</i>), Education (<i>L'éducation et l'enseignement</i>), Housing and Shelter (<i>Le logement</i>), Leisure and Sports (<i>Les loisirs et le sport</i>), Professions (<i>Le monde du travail</i>), Rites of Passage(<i>Les rites de passage</i>), Travel (<i>Les voyages</i>)	
Standards Present in Unit : <ul style="list-style-type: none">• Interpretive Communication- Reading• Interpretive Communication- Listening/Viewing• Interpersonal Communication- Speaking/Listening• Interpersonal Communication- Reading/Writing• Presentational Communication- Speaking• Presentational Communication- Writing• Cultural Standard- Gain/Use knowledge of target cultures		
Unit Objectives: <ul style="list-style-type: none">• Reflect on aspects of contemporary life and share what they already know about theme from other course work and experiences.• Use three modes of communication extensively (interpersonal, interpretive, and presentational).• Read, listen to, and view authentic materials from a variety of sources throughout the French-speaking world and make comparisons with their own culture and experiences.• Progress through a variety of learning and assessment activities that will target communication modes.	Essential Questions: <ul style="list-style-type: none">• How do societies and individuals define the quality of life?• How is contemporary life influenced by cultural products, practices, and perspectives?• What are the challenges of contemporary life?	
Activities: Students will...: <ul style="list-style-type: none">• interpret literary and non-literary written passages from Francophone sources.• interpret audio/visual passages.• engage in debate to express their opinions.• study vocabulary on contemporary life.• present cultural comparisons.• prepare a CV and digital CV video.	Suggested Materials/Resources: <ul style="list-style-type: none">• Texts/audio from “Allons au-delà !”• Texts/audio from “AP French Preparing for AP Exam”• Selected reading about the Bac, and the education system in France and Canada.• Excerpts from « Entre les murs » and « Avoir et Être »• Complete any related listening and internet activities from Sept Jours sur la Planète.• Additional related print/audio texts from authentic Francophone sources.	Assessment(s): <ul style="list-style-type: none">• Presentational- Spoken: CV Vodcast• Interpersonal- Speaking: Students will complete several conversation dirigées along the context of contemporary life.• Interpretive- Listening: Students will show understanding of content and message from film “Avoir et Être.”• Presentation- Spoken: Cultural comparison between experiences at primary schools in France compared to the USA.• Assessment(s) from “Allons au-delà!”

Unit Theme: Personal and Public Identities (<i>La quête de soi</i>)	Unit Sub-Themes : Alienation and Assimilation (<i>L'aliénation et l'assimilation</i>), Beliefs and Values (<i>Les croyances et les systèmes de valeur</i>), Gender and Sexuality (<i>La sexualité</i>), Language and Identity (<i>L'identité linguistique</i>), Multiculturalism (<i>Le pluriculturalisme</i>), Nationalism and Patriotism (<i>Le nationalisme et le patriotisme</i>)		
<u>Standards Present in Unit :</u> <ul style="list-style-type: none">• Interpretive Communication- Reading• Interpretive Communication- Listening/Viewing• Interpersonal Communication- Speaking/Listening• Interpersonal Communication- Reading/Writing• Presentational Communication- Speaking• Presentational Communication- Writing• Cultural Standard- Gain/Use knowledge of target cultures			
<u>Unit Objectives:</u> <ul style="list-style-type: none">• Reflect on aspects of personal and public identities and share what they already know about theme from other course work and experiences.• Use three modes of communication extensively (interpersonal, interpretive, and presentational).• Read, listen to, and view authentic materials from a variety of sources throughout the French-speaking world and make comparisons with their own culture and experiences.• Progress through a variety of learning and assessment activities that will target communication modes.		<u>Essential Questions:</u> <ul style="list-style-type: none">• How are the aspects of identity expressed in various situations?• How do language and culture influence identity?• How does one's identity develop over time?	
<u>Activities:</u> Students will...: <ul style="list-style-type: none">• interpret literary and non-literary written passages from Francophone sources.• interpret audio/visual passages.• engage in debate to express their opinions.• study vocabulary on personal and public identities.• present cultural comparisons.	<u>Suggested Materials/Resources:</u> <ul style="list-style-type: none">• Texts/audio from "Allons au-delà !"• Texts/audio from "AP French Preparing for AP Exam"• Watch the film "Les Intouchables."• Read/study LeMonde article « En quête de la nationalité française, «l'examen d'une vie». »• Read/study excerpt from Assia Djébar's « Il n'y a pas d'exil. »• Interpret/discuss the video "Comment lutter contre la discrimination en Alsace."• Complete any related listening and internet activities from Sept Jours sur la Planète.• Additional related print/audio texts from authentic Francophone sources.		<u>Assessment(s):</u> <ul style="list-style-type: none">• Presentational- Written: Persuasive Essay• Presentational- Oral/Written Presentation on forms of discrimination in Francophone countries• Interpretive- Listening: Students will demonstrate understanding of content, message, and character development in the film "Les Intouchables."• Interpretive- Reading: Students will be presented with a variety of articles, media on the context and personal and public identities and will answer multiple choice/free response questions on the message, vocabulary, and content.• Assessment(s) from "Allons au-delà!"

Unit Theme: Families and Communities (<i>La famille et la communauté</i>)	Unit Sub-Themes : Age and Class (<i>Les rapports sociaux</i>), Childhood and Adolescence (<i>L'enfance et l'adolescence</i>), Citizenship(<i>La citoyenneté</i>), Customs and Ceremonies (<i>Les coutumes</i>), Family Structures (<i>La famille</i>), Friendship and Love (<i>L'amitié et l'amour</i>)		
Standards Present in Unit : <ul style="list-style-type: none">• Interpretive Communication- Reading• Interpretive Communication- Listening/Viewing• Interpersonal Communication- Speaking/Listening• Interpersonal Communication- Reading/Writing• Presentational Communication- Speaking• Presentational Communication- Writing• Cultural Standard- Gain/Use knowledge of target cultures			
Unit Objectives: <ul style="list-style-type: none">• Reflect on one's own knowledge of families and communities in the United States and abroad and share what they already know about theme from other course work and experiences.• Use three modes of communication extensively (interpersonal, interpretive, and presentational).• Read, listen to, and view authentic materials from a variety of sources throughout the French-speaking world and make comparisons with their own culture and experiences.• Progress through a variety of learning and assessment activities that will target communication modes.		Essential Questions: <ul style="list-style-type: none">• 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?	
Activities: Students will...: <ul style="list-style-type: none">• interpret literary and non-literary written passages from Francophone sources.• interpret audio/visual passages.• engage in debate to express their opinions.• study vocabulary on families and communities.• present cultural comparisons.	Suggested Materials/Resources: <ul style="list-style-type: none">• Texts/audio from "Allons au-delà !"• Texts/audio from "AP French Preparing for AP Exam"• Watch the film « Le Papillon.»• Watch clips from the film "Tanguy"• Analyze song Papoutai by Stromae.• Complete any related listening and internet activities from Sept Jours sur la Planète.• Additional related print/audio texts from authentic Francophone sources.		Assessment(s): <ul style="list-style-type: none">• Presentational- Written/Spoken: Cultural comparison between attitudes and perspectives towards family and community in the United States as opposed to other Francophone countries.• Interpretive- Audio: Students will demonstrate understanding of the film "Le Papillon" and the complexities of being a single mother and how other community members play a nurturing role.• Interpretive- Written/Audio: Students will analyze the message of the song "Papoutai" and several articles surrounding the song.• Interpersonal- Spoken: Debate on whether the song "Papoutai" appropriately addresses the issue of lack of fathers in modern day society.

		<ul style="list-style-type: none">• Assessment(s) from “Allons au-delà!”
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Unit Theme: Beauty and Aesthetics (<i>L'esthétique</i>)	Unit Sub-Themes : Architecture (<i>L'architecture</i>), Contributions to World Artistic Heritage (<i>Le patrimoine</i>), Ideals of Beauty (<i>Le beau</i>), Literature (<i>Les arts littéraires</i>), Music (<i>La musique</i>), Performing Arts (<i>Les arts du spectacle</i>), Visual Arts (<i>Les arts visuels</i>)	
Standards Present in Unit : <ul style="list-style-type: none">• Interpretive Communication- Reading• Interpretive Communication- Listening/Viewing• Interpersonal Communication- Speaking/Listening• Interpersonal Communication- Reading/Writing• Presentational Communication- Speaking• Presentational Communication- Writing• Cultural Standard- Gain/Use knowledge of target cultures		
Unit Objectives: <ul style="list-style-type: none">• Reflect on elements of beauty and aesthetics and share what they already know about theme from other course work and experiences.• Use three modes of communication extensively (interpersonal, interpretive, and presentational).• Read, listen to, and view authentic materials from a variety of sources throughout the French-speaking world and make comparisons with their own culture and experiences.• Progress through a variety of learning and assessment activities that will target communication modes.		Essential Questions: <ul style="list-style-type: none">• How are perceptions of beauty and creativity established?• How do the ideals of beauty and aesthetics influence daily life?• How do the arts both challenge and reflect cultural perspectives?
Activities: Students will...: <ul style="list-style-type: none">• interpret literary and non-literary written passages from Francophone sources.• interpret audio/visual passages.• engage in debate to express their opinions.• study vocabulary on global issues.• present cultural comparisons.	Suggested Materials/Resources: <ul style="list-style-type: none">• Texts/audio from “Allons au-delà !”• Texts/audio from “AP French Preparing for AP Exam”• Watch film « La Vie en rose », French bio-pic on Édith Piaf.• Read several articles around the concept “le beau” and what it is.• Read several articles discussing common artwork in various Francophone countries.• Complete any related listening and internet activities from Sept Jours sur la Planète.• Additional related print/audio texts from authentic Francophone sources.	Assessment(s): <ul style="list-style-type: none">• Assessment(s) from “Allons au-delà!”• Presentational- Spoken: Students will give presentation on the idea of “What is beauty?” in their own opinions and where do they see beauty that others typically would not.• Presentational- Written: Persuasive essay where they must persuade class that an object is art while the rest of the world might not typically see it as art.• Interpretive- Listening: Students will demonstrate understanding of the film “La Vie en rose.”