

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

AP French Language and Culture

Curriculum Writing Committee: Shannon Maino

Grade Level: 12

Date of Board Approval: _____2021_____

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Planned Instruction

Grade Distribution:

Speaking Assessments (4-6 per MP)	30%
Writing Assessments (4 per MP)	25%
Listening and Reading Assessments (4-6 per MP)	20%
Knowledge-Based Assessments (varies)	15%
Class Participation/Classwork (varies)	10%

Course Description:

Advanced Placement French is a course intended for those students who have successfully completed French 4. AP French is conducted almost entirely in French and students are encouraged to practice French on a consistent basis with both teachers and peers. At the advanced placement level students will review and refine grammatical constructions and learn and apply new vocabulary that will emphasize both written and oral communication so students may increase their levels of proficiency in each of the language skills: listening, speaking, reading, writing and culture. As students work through the three modes of communication – Interpersonal, Interpretive and Presentational, students will become more proficient in their ability to read and understand various literary genres, participate in conversations, understand directed questions, read newspapers, magazines and Internet articles, and deliver oral and written presentations in a logical and convincing manner utilizing appropriate vocabulary and grammatical constructions. Those students who elect to pursue AP French should have had a strong foundation in grammar as well as being competent in the areas of reading, listening comprehension, speaking, and writing. Technology is integrated whenever appropriate to support and enhance learning. Students must also be open to the exploration and understanding of different cultures in relevant and fascinating contexts. Students should be directed toward an understanding of the culture of the target language in relationship to their own viewpoint and should be able to use the target language in real life settings (Global Challenges, Families and Communities, Beauty and Aesthetics, Science and Technology, Contemporary Life). The ultimate goal is that students will be able to communicate, read, and write in a natural and accurate manner.

Time/Credit for the Course: Full Year, 180 days, meeting 1 period per day

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Curriculum Map

Goals:

Unit 1 (30 days of MP 1)

Understanding of:

- Tolerance
- Environmental Issues
- Health
- Human Rights and Politics
- Food
- War and Peace
- Usage of present tense and imperative forms of regular/irregular verbs
- Comprehension of gender and agreement of nouns and articles
- Usage of the recent past, passé compose, and past participle agreement in compound tenses
- Thematic vocabulary usage – prepositions and transition words and thematic vocabulary in regard to world problems
- Cultural differences

Unit 2 (30 days, 15 days of MP 1 and 15 days of MP 2)

Understanding of:

- Innovations and Inventions
- Science and Ethics
- Access to Technology and Intellectual Property
- Effects of technology on self and society
- Publicity and its effects on consumers
- Usage and formation of adjectives and adverbs
- Comparison of past tenses including the imperfect and passé simple
- Usage of future, future antérieur, conditional and conditional past tenses
- Thematic vocabulary usage in regard to science, technology, and everyday life
- Cultural differences

Units 3 & 4 (60 days, 30 days of MP 2 and 30 days of MP 3)

Understanding of:

- Rites of passage
- Patriotism and nationalism
- Education Communities
- National and ethnic Identities
- Beliefs and Value Systems

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- Alienation and Assimilation
- Sports and Leisure
- Language and Identity
- Usage of possessive and demonstrative adjectives
- Usage of the subjunctive verb tense
- Thematic Vocabulary usage in regard to contemporary life and personal and public identities
- Cultural differences

Units 5 & 6 (60 days, 15 days of MP 3 and 45 days of MP 4)

Understanding of:

- Family structure
- Childhood and Adolescence
- Customs and Heritage
- Friendship and Love
- Architecture
- Visual and Performing Arts
- Usage of relative pronouns
- Review of prepositions and conjunctions
- Negative words usage
- Thematic Vocabulary in regard to family and community as well as beauty and esthetics
- Cultural differences

*Students will also be completing the AP French Language and Culture exam during this quarter.

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BIG IDEAS USED IN ALL UNITS

Big Idea # 1: Communicate in Languages other than English

Essential Questions:

- How can we use the second language we know to exchange information from another person?

Concepts:

- Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends.
- Vocabulary and cultural knowledge to “survive” in the language.
- Strategies to keep a conversation going beyond simple Question/Answer.

Competencies:

- Initiate, sustain, and close a conversation about a person or event.
- Ask and answer questions about their daily lives.
- Share personal reactions to ideas in authentic texts.

Big Idea #2: Gain Knowledge and Understanding of Other Cultures

Essential Questions:

- How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?

Concepts:

- Social interactions, practices, and perspectives; Students know abstract practices of the culture such as economic or political dispositions.
- Social interactions, practices, and perspectives; Students know how to scan authentic materials (newspapers, articles, websites, magazines, TV) for practices and perspectives of the culture.

Competencies:

- Select and analyze a piece of literature or other art form from the culture.
- Research and discuss how the target culture views social relationships based upon age, education, social status.
- Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found.

Big Idea #3: Connect with other disciplines and Acquire information

Essential Questions:

- How does second language learning reinforce and expand interdisciplinary studies?
- What print and non-print resources are available to help us connect with another language and culture?

Concepts:

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- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

Competencies:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

Big Idea #4: Develop Insight into the nature of Language and culture

Essential Questions:

- How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?

Concepts:

- Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English.
- Cultural topics that deal with society, community norms to compare with one's own.

Competencies:

- Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary.
- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions).

Big Idea #5: Connect with other disciplines and Acquire information

Essential Questions:

- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?

Concepts:

- Community events, performances, exhibits that relate to the target culture.
- Careers where language and cultural competence are important.

Competencies:

- Name local, national, and global opportunities where language skills are used.
- Interview in person or electronically native speakers about school life, social and political issues.

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Textbook and Supplemental Resources:

Allons au-delà: La Langue et les Cultures du Monde Francophone

Textbook ISBN #: 978-0-13-317953-8

Textbook Publisher & Year of Publication: Pearson, 2012

PRINT AND NON-PRINT RESOURCES

- Une Fois pour Toutes: Troisième Édition
- AP French: Preparing for the AP French Language and Culture Exam
- CollegeBoard released AP exams and audio prompts
- AP Classroom videos and progress checks
- Chez Nous, Magazine

SUGGESTED INTERNET SITES:

- a) <http://www.tv5monde.com>
- b) <http://www.lefigaro.fr>
- c) <http://www.leparisien.fr>
- d) <https://www.lemonde.fr/>
- e) <http://www.newsmap.jp>
- f) <https://savoirs.rfi.fr/en>
- g) <https://www.laits.utexas.edu/fi/>
- h) <https://www.lawlessfrench.com/>
- i) www.collegeboard.org/ap
- j) www.conjugeumos.com
- k) <https://maryglasgowplus.com>
- l) <http://www.newseum.org/todaysfrontpages/>
- m) <http://ici.radio-canada.ca>

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Curriculum Plan

Unit: 1 Les Défis Mondiaux

Time Range in Days: 30

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K
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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Overview:

Students will be able to address the following questions: What environmental, political, and social issues pose challenges to societies throughout the world? What current political issues are there and how do they impact a society? How does your own health (including life-threatening) issues affect you and how does that compare to another society's point of view about these same issues?

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection. (DOK level 1)
3. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
4. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
5. Students will be able to identify current political and social issues and their impacts on society as well as discuss their health and compare health systems/points of view about health-related topics as it relates to the Francophone world. (DOK level 3)
6. Students will be able to debate about immigration and intolerance within societies. (DOK level 3)

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Core Activities and Corresponding Instructional Methods:

1. Discussion of parts of the AP French Language and Culture exam.
2. Discussion of summer work.
3. Integrate academic and content grammar and vocabulary activities.
 - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
4. Recall, recognize, and construct phrases using the present tense of regular/irregular verbs (Une Fois pour Toutes, 3rd edit., p. 10-16).
5. Recall, recognize, and construct phrases using the imperative forms of regular/irregular verbs (Une Fois pour Toutes, 3rd edit., p. 16-18).
6. Use the recent past, passé compose and past participle agreement in compound tenses (Une Fois pour Toutes, 3rd edit., p.25-47).
7. Connect background knowledge of gender of nouns and articles in order to perfect grammatical structures in writing assignments (Une Fois pour Toutes, 3rd edit., p. 1-10).
8. Analyze literature (Allons au-délà).
 - Small group/independent reading, collaborative learning
 - One will be chosen from the following list:
 - a. Chapitre 1: La Tolérance
 - *Les Bijoux de la Castafiore* – Hergé
 - *Le racism expliqué à ma fille* – Tahar Ben Jelloun
 - b. Chapitre 2: L'environnement
 - *Soyez polis* – Jacques Prévert
 - c. Chapitre 3: La Santé
 - *Le dernier espoir* – Véronique Tadjo
 - d. Chapitre 4: Les droits de l'être humain
 - *Du contrat social* – Jean-Jacques Rousseau
 - *La déclaration des droits de l'homme et du citoyen*
 - e. Chapitre 5: L'alimentation
 - *Le ventre de Paris*- Emile Zola
 - *Rêves amers* – Maryse Condé
 - f. Chapitre 6: La paix et la guerre
 - *Le dormeur du val*- Arthur Rimbaud
 - *Liberté* – Paul Éluard
 - *Familiale* –Jacques Prévert
 - *La Lettre de Guy Môquet* – Guy Môquet
9. Apply concepts and vocabulary to create formal writing assignments.
 - Thematic vocabulary will come from teacher-selected vocabulary as well as input from students taken from current events assignments and readings.
 - Prompts will be chosen from selected chapters of Allons au-délà and AP French

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10. Use context clues to respond to real-life situation writing prompts.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French
11. Synthesize and use context clues to be able to respond to oral prompts and conversations.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French
 - Students will also research and participate in an oral debate topic
12. Compare cultures through in-class and out-of-class activities.

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, guiding questions, vocabulary and grammar quizzes, current event discussions and discussions of Chez Nous articles.

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

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Curriculum Plan

Unit: 2 La Science et la Technologie

Time Range in Days: 30

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K
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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Overview:

Students will be able to compare and contrast how science and technology has advanced from when they were younger until now. They will focus on the following questions throughout this unit: What factors have driven innovation and discovery in the fields of science and technology? What is the students' current level of interest/knowledge about technology and how does that lead to current ethical issues surrounding emerging technologies? What impact does social media play on a society?

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection. (DOK level 1)
3. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
4. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
5. Students will be able to create and analyze a technological invention and describe how it has impacted society. (DOK level 4)

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6. Students will be able to investigate and draw conclusions in regard to the implications of emerging technologies and the ethics related to these technologies. (DOK level 3)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities.
 - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Recall, recognize, and construct phrases using adjectives and adverbs (Une Fois pour Toutes, 3rd edit., p. 163-180).
3. Recall, recognize and construct phrases using the passé composé and the imparfait together to create cohesive past tense sentences (Une Fois pour Toutes, 3rd edit., p. 37-47).
4. Recall, recognize, and construct phrases using future, future antérieur, conditional, and conditional past (Une Fois pour Toutes, 3rd edit., p. 52-65).
5. Analyze literature (Allons au-delà).
Small group/independent reading, collaborative learning
 - One will be chosen from the following list:
 - a. Chapitre 7 – Les découvertes, les inventions et la recherche
 - *La lance de l'hyène*, Birago Diop
 - *Un appareil qui retranscrit du texte en braille consacré au Concours Lépine*
 - b. Chapitre 8 – Nouveaux moyens de communication, l'avenir de la technologie
 - *La fin des livres*, Albert Robida et Octave Uzanne
 - *La mauvaise surprise Kindle*
 - c. Chapitre 9 – La technologie et ses effets sur la société; les choix moraux
 - *Acide sulfurique*, Amélie Nothomb
 - *Tricher au bac comme un geek*
 - d. Chapitre 10 – La publicité et le marketing
 - *99 francs*, Frédéric Beigbeder
 - *Apple introduit le blocage des publicités dans Safari*

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6. Apply concepts and vocabulary to create formal writing assignments.
 - Thematic vocabulary will come from teacher-selected vocabulary as well as input from students taken from current events assignments and readings.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French
7. Use context clues to respond to real-life situation writing prompts.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French
8. Synthesize and use context clues to be able to respond to oral prompts and conversations.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French
 - How advertising affects our daily lives/activities
 - Presentation about an invention that assists us in daily activities now and how it has changed over the years
9. Compare cultures through in-class and out-of-class activities.

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, guiding questions, vocabulary and grammar quizzes, current event discussions and discussions of Chez Nous articles.

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

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Curriculum Plan

Unit: 3 La vie contemporaine

Time Range in Days: 30

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K
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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Overview:

Students will be able to decipher a society's and individual's definition of quality of life and how it is influenced on a daily basis. They will focus on the following questions throughout this unit: What are the challenges of contemporary life? How does the variety of contemporary life aspects (job, housing, sports, leisure, rites of passage) compare to the students' own life? What rites of passage affect different cultural groups and how does it influence daily activities?

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection (DOK level 1)
3. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
4. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
5. Students will be able to compare and contrast the challenges of contemporary life. (DOK level 2)
6. Students will be able to develop a logical argument about how rites of passage in a community affect the cultural group. (DOK level 3)

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Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Recall and distinguish between possessive and demonstrative adjectives (Une Fois Pour Toutes, 3rd edit., p. 105-115).
3. Recall and use the subjunctive verb tense (Une Fois Pour Toutes, 3rd edit., p. 73-85).
4. Analyze literature (Allons au-delà).
Small group/independent reading, collaborative learning
 - One will be chosen from the following list:
 - a. Chapitre 11 – Le logement
 - *Les petits enfants du siècle*, Christiane Rochefort
 - *L'enfance*, Nathalie Sarraute
 - *Qui sont les SDF?*
 - b. Chapitre 12 – Les loisirs et le sport
 - *Le chandail*, Roch Carrier
 - *Les pom-pom girls, nouvelle passion française?*
 - c. Chapitre 13 - Le monde du travail
 - *Le secret de Maître Cornille*, Alphonse Daudet
 - *Voyage au bout du RER*
 - d. Chapitre 14 – Les rites de passage
 - *Le pagne noir*, Bernard Dadié
 - *“Allô maman, j’ai décroché mon bac...”*
 - e. Chapitre 15 – Les voyages
 - *Lettres persanes*, Montesquieu
 - *Le Tour du monde en 80 jours*, Jules Verne
5. Apply concepts and vocabulary to create formal writing assignments.
 - Thematic vocabulary will come from teacher-selected vocabulary as well as input from students taken from current events assignments and readings.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French
6. Use context clues to respond to real-life situation writing prompts.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French

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7. Synthesize and use context clues to be able to respond to oral prompts and conversations.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French
 - Cultural Comparison on rites of passage
8. Compare cultures through in-class and out-of-class activities.

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, guiding questions, vocabulary and grammar quizzes, current event discussions and discussions of Chez Nous articles.

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

Curriculum Plan

Unit: 4 La quête de soi

Time Range in Days: 30

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K
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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Overview:

Students will be able to describe how aspects of identity are expressed in various situations and how they “fit in” this world and how one’s identity develops over time. They will focus on the following questions throughout this unit: How do language and culture influence identity? How does the role of value systems develop throughout time and how does it affect the identity of a people? What are some stereotypes of various cultures and how have they evolved over time?

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection (DOK level 1)
3. Students will be able to determine the author’s purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
4. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
5. Students will be able to classify value systems of a society and how those values impact one’s identity. (DOK level 2)
6. Students will be able to draw a conclusion about how language and culture influence and shape the identity of individuals as well as nations. (DOK level 3)

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Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
 - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Recall indicative tenses (Une Fois pour Toutes, 3rd edit., p. 10, 25-28, 37-42, 51-63).
3. Recall and use the subjunctive and past subjunctive verb tense (Une Fois Pour Toutes, 3rd edit., p. 73-85).
4. Analyze literature (Allons au-delà).
Small group/independent reading, collaborative learning
 - One will be chosen from the following list:
 - a. Chapitre 16 – L'aliénation et l'assimilation
 - *Vincento*, Gabrielle Roy
 - *Béni ou le paradis privé*, Azouz Bégag
 - *Immigration – Ces étrangers, élèves modèles*
 - b. Chapitre 17 – Les croyances et les systèmes de valeurs
 - *Aux champs*, Guy de Maupassant
 - *Béni ou le paradis privé*, Azouz Bégag
 - c. Chapitre 18 – La langue et l'identité
 - *Schizophrénie linguistique*, Jean Arcenaux
 - *Faut-il simplifier l'orthographe?*
 - d. Chapitre 19 – Le nationalisme et le patriotisme
 - *La dernière classe*, Alphonse Daudet
 - *La République, ses symboles et ses emblèmes*
5. Apply concepts and vocabulary to create formal writing assignments.
 - Thematic vocabulary will come from teacher-selected vocabulary as well as input from students taken from current events assignments and readings.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French
6. Use context clues to respond to real-life situation writing prompts.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French
7. Synthesize and use context clues to be able to respond to oral prompts and conversations.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French

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8. Compare cultures through in-class and out-of-class activities.

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, guiding questions, vocabulary and grammar quizzes, current event discussions and discussions of Chez Nous articles.

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

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Curriculum Plan

Unit: 5 La famille et la communauté

Time Range in Days: 30

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K
[Downloads/PACore%20ELA%206-12_March%202014%20\(2\).pdf](#)

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Overview:

Students will be able to differentiate between the roles that families and communities assume in societies around the world. They will focus on the following questions throughout this unit: How do individuals contribute to the well-being of communities? How does love and friendship affect our outlook on our world and how does it compare to other societies around the world? How do customs in society develop and how does that change our roles within our families/communities?

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection. (DOK level 1)
3. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
4. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
5. Students will be able to compare their own ideas of what a family is to that of other Francophone nations. (DOK level 2)

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6. Students will be able to apply their knowledge of family structures and be able to describe how an individual contributes to the well-being of a community. (DOK level 3, DOK level 4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities.
 - Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Recognize and use relative pronouns (Une Fois pour Toutes, 3rd edit., p. 133-144).
3. Review usage of prepositions and conjunctions (Une Fois pour Toutes, 3rd edit., p. 183-202).
4. Analyze literature (Allons au-delà).
Small group/independent reading, collaborative learning
 - One will be chosen from the following list:
 - a. Chapitre 20 – Les rapports sociaux
 - *La parure*, Guy de Maupassant
 - *Le Gone de Chaâba*, Azouz Bégag
 - b. Chapitre 21 – L'enfance et l'adolescence
 - *Le Petit Nicolas "On a eu l'inspecteur"*, Sempé et Goscinny
 - c. Chapitre 22 – Les coutumes
 - *Le mariage de Manon*, Marcel Pagnol
 - *La Foire de la Sainte-Catherine*
 - d. Chapitre 23 – La famille
 - *Cendrillon*, Charles Perrault
 - *Des enfants adoptés qui s'adaptent bien*
 - e. Chapitre 24 – L'amitié et l'amour
 - *La légende de Tristan et Iseult*
 - *Pour toi mon amour*, Jacques Prévert
5. Apply concepts and vocabulary to create formal writing assignments.
 - Thematic vocabulary will come from teacher-selected vocabulary as well as input from students taken from current events assignments and readings.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French.

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6. Use context clues to respond to real-life situation writing prompts.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French
7. Synthesize and use context clues to be able to respond to oral prompts and conversations.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French
8. Compare cultures through in-class and out-of-class activities.
 - Students will explore fairy tales and discuss the structure and compare it to their own culture

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, guiding questions, vocabulary and grammar quizzes, current event discussions and discussions of Chez Nous articles.

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

Curriculum Plan

Unit: 6 L'esthétique

Time Range in Days: 30

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K
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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Overview:

Students will be able to explain how the arts both challenge and reflect cultural perspectives in daily life. They will focus on the following questions throughout this unit: How do ideals of beauty and aesthetics influence daily life? What is art and what role does it play in a society? What role does beauty and aesthetics play in the heritage of a society?

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection. (DOK level 1)
3. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
4. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
5. Students will be able to debate about perceptions of beauty and how these perceptions and creativity have been established. (DOK level 3, DOK level 4)

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Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities.
 - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Recall, recognize, and construct phrases using negative words and phrases (Une Fois pour Toutes, 3rd edit., p. 149-159).
3. Analyze literature (Allons au-delà).
Small group/independent reading, collaborative learning
 - One will be chosen from the following list:
 - a. Chapitre 25 – Le patrimoine
 - *L'Épitaphe de Villon ou "Ballade des pendus"*, François Villon
 - *Mignonne, allons voir si la rose*, Pierre de Ronsard
 - *Le Corbeau et le Renard*, Jean de La Fontaine
 - *Il pleure dans mon cœur*, Paul Verlaine
 - *La Réunion, perle de l'humanité*
 - b. Chapitre 26 – L'architecture, les arts visuels, le beau
 - *Comment Wang-Fô fut sauvé*, Marguerite Yourcenar
 - *Pour faire le portrait d'un oiseau*, Jacques Prévert
 - c. Chapitre 27 – La Musique
 - *Moderato cantabile*, Maruerite Duras
 - *Marion Cotillard: Piaf réincarné*
 - e. Chapitre 28 – Les arts du spectacle
 - *La Farce de Maître Pathelin*
 - *Mémorables, Misérables*
4. Apply concepts and vocabulary to create formal writing assignments.
 - Thematic vocabulary will come from teacher-selected vocabulary as well as input from students taken from current events assignments and readings.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French
5. Use context clues to respond to real-life situation writing prompts.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French

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6. Synthesize and use context clues to be able to respond to oral prompts and conversations.
 - Prompts will be chosen from selected chapters of Allons au-delà and AP French
7. Compare cultures through in-class and out-of-class activities.

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, informal writing assignments, guiding questions, vocabulary and grammar quizzes, current event discussions and discussions of Chez Nous articles.

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments