

# **Madison Public Schools**

## **AP French**

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## Course Overview

### Description

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

### Goals

The AP French Language and Culture course is structured around six themes: • Beauty and Aesthetics • Contemporary Life • Families and Communities • Global Challenges • Personal and Public Identities • Science and Technology. The themes facilitate the integration of language, content, and culture and promote the use of the language in a variety of contexts. The themes may be combined, as they are interrelated. The AP French Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the three modes of communication described in the ACTFL Performance Descriptors for Language Learners. Students are expected to: • Engage in spoken interpersonal communication; • Engage in written interpersonal communication; • Synthesize information from a variety of authentic audio, visual, and audiovisual resources; • Synthesize information from a variety of authentic written and print resources; • Plan, produce, and present spoken presentational communications; and • Plan and produce written presentational communications.

This course aims to improve students' proficiency in

- spoken interpersonal communication through class discussions of readings and films, through oral interviews and conversations with one another, and with visiting French speakers.
- written interpersonal communication through emails, interactive blogs and letter writing.
- interpretive communication through the viewing and discussion of films, podcasts, instructions, and presentation of music. They will compare and contrast through the viewing and analysis of short stories and films.
- synthesizing information by answering comprehension questions, by discussing their personal reactions, and through formal essays which may incorporate new vocabulary.
- spoken presentational communication through oral presentations and role plays.
- Written presentational communication through formal essays that synthesize authentic listening and reading sources.
- Understanding the products, practices and perspectives of francophone cultures. They will conduct research and present their findings to the class.

<b>Materials</b>
<p>Core: Delfosse, Geneviève, Kurbegov, Eliane, Dragget, Parthenal, <i>Thèmes: AP French Language and Culture</i>, Vista Higher Learning, 2015.</p> <p>Supplemental:  <a href="https://docs.google.com/document/d/1aMu2nzAiRv0yCGPU8WFDvxSQHQ2Oei-pm7SlaPw2TfM/edit?copiedFromTrash">https://docs.google.com/document/d/1aMu2nzAiRv0yCGPU8WFDvxSQHQ2Oei-pm7SlaPw2TfM/edit?copiedFromTrash</a></p>
<b>Resources</b>
<p><a href="#">Suggested activities and resources page</a></p>
<b>Benchmark Assessments</b>
<p>Benchmark assessments are given at the end of each unit and focus on specific presentational tasks required on the AP Exam. They will include any multiple choice activity related to the unit themes and any Interpersonal Writing, either Email reply or Argumentative Essay or Interpersonal speaking either directed conversation or Cultural comparison. All assessments are graded according to the AP Scoring rubrics</p>
<p><b><u>Modifications and Adaptations for Special Needs Learners</u></b>          (Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)</p>

<b>Unit 1 Overview</b>
<p>Unit Title: Families and Communities</p>
<p>Unit Summary:          The sub-theme of focus is <i>Childhood and Adolescence</i>. In addition, throughout the unit this theme will broaden to include the sub-theme <i>Family</i> during the final week of the unit, when students have the opportunity to choose one of the other sub-themes to explore independently; they then present the results of the investigation to the class.</p>
<p>Suggested Pacing: 13 lessons</p>
<b>Learning Targets</b>
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> <li>• A part les cours traditionnels à l'école, quels genres d'expériences contribuent à l'éducation d'un enfant? (Apart from traditional academic classes, what type of experiences contribute to the education of a child?)</li> <li>• Quelles sont les caractéristiques générales d'une famille? (What are the general characteristics of a family?)</li> </ul>
<p>Unit Enduring Understandings:</p>

- Children and adolescents are influenced by numerous experiences as they grow, apart from traditional schooling.
- The family is the principal organization of individuals in a society
- A family can have many outward appearances which vary with the culture, but a unifying characteristic is its importance in the life of a person.

## Evidence of Learning

**Formative Assessments:** Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the Families & Communities theme provided on the College Board AP Central website

**Summative Assessments:**

- Interpersonal writing. Students write an email to the Institut Diambars as if they are a young Senegalese soccer player. In the email they present their qualifications and apply to be accepted in the Institute.
- Presentational speaking / Cultural comparison. Students will prepare an oral presentation in which they will respond to the following question: What is the attitude of people toward social interaction and volunteering?
- Presentational writing. Students will write an essay in which they will discuss the manner in which academic and extracurricular activities contribute to the well-being of a young person
- Interpersonal speaking: Students will engage in a directed conversation.

**Alternative Assessment:**

- Research and presentational writing. Students will choose a francophone country at the beginning of the year. In this unit, they will research statistics on different types of families in the country of their choice. They will write a paragraph in which they will compare the situation with that of their community.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Understand how various forms of education can contribute to the development of an individual	Content: Students will read about a school in Senegal dedicated to the development of young soccer players Skills: Reading for meaning Vocabulary development Grammatical function: infinitives requiring à or de.	Multiple choice items check the comprehension of key readings and audio selections  Short answer questions ask students to recall details from the readings  Analysis questions prompt students to demonstrate knowledge acquired in the article  A cultural comparison question prompts students to write a short paragraph Synthesizing their personal experience with what they	7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.  7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.  7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.  7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.	7 lessons

		have learned and to discuss culture in a similar way to how they will need to discuss it on the AP exam	CRP1. Act as a responsible and contributing citizen and employee  CRP4. Communicate clearly and effectively and with reason.	
Describe how volunteering among young French people is becoming increasingly prevalent	Content: Students will interpret a graph showing what areas attract student volunteers.  Skills: Compare and contrast multiple categories of volunteer organizations  Pull key information from informational texts.	Short answer questions check reading comprehension.  An email responding to a volunteer organization demonstrates understanding of the written word and main ideas.  Oral presentation about volunteer organizations demonstrates knowledge and the ability to communicate.	7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.  7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.  7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.	2 lessons
Describe various family structures in French culture	Content: Students will interpret a chart from INSEE showing the percentage of different types of couples residing in France according to family structure  Skills: Gathering information to draw inferences  Presenting data orally and in written form	A written paragraph comparing the French situation with that of another francophone country	7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.  7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.  7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.	1 lesson
Reflect on the importance of education in France and its mission today	Content: "Entre les murs--Interview du réalisateur"  Skill: Listening comprehension  Analysis and synthesis of audio content	A written paragraph describing how children in the film learn from extracurricular activities	7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.  7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.  7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.	1 lessons
Interpret a film based on the theme of love and commitment	Content: Short film "On s'embrasse?"  Skill: audio and visual interpretation	Written short answer comprehension questions  Oral interpretation with a partner	7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.  7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.  7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.	2 lessons

			<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	
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Unit 2 Overview
Unit Title: Science and Technology
<p>Unit Summary:</p> <p>This unit will focus on <i>Discoveries and Inventions</i>. In order to broaden the theme, the students will also explore the sub-theme <i>Future Technologies</i>.</p>
Suggested Pacing: 16 lessons
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> <li>• Quelles conditions favorisent ou empêchent la découverte de nouvelles inventions? (What conditions encourage or prevent the discovery of new inventions?)</li> <li>• Quelles sont les technologies de l'avenir et pourquoi doit-on les développer? (What are some technologies of the future and why should we develop them?)</li> </ul>
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Technological globalization is the future of scientific progress</li> <li>• Our own experiences color our philosophies about the morality of new technologies</li> </ul>
Evidence of Learning
<p><b>Formative Assessments:</b> Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the Families &amp; Communities theme provided on the College Board AP Central website</p> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Interpersonal speaking/cultural comparison. Students will work in groups to do research about NASA and CNES.</li> </ul>

- Interpersonal writing. Students will compose an email to the director of NASA about the living on Mars project.
- Presentational writing. Students will write an essay in which they will explore one issue from the sub theme of discoveries and inventions
- Interpersonal speaking: Directed conversation

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>	<b>Pacing</b>
Read and comprehend a scientific article and be able to discuss it.	<p>Content: Students will read "Un jeune Camerounais invente le Cardiopad"</p> <p>Skills: Reading for meaning Vocabulary development</p>	<p>Multiple choice items to check the comprehension of key readings and audio selections</p> <p>Short answer questions which ask students to recall details from the readings</p> <p>Analysis questions which prompt students to demonstrate knowledge acquired in the article</p> <p>A cultural comparison question prompting students to write a short paragraph Synthesizing their personal experience with what they have learned and to discuss culture in a similar way to how they will need to discuss it on the AP exam</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p>	7 lessons
Read an excerpt from French literature for comprehension	<p>Content: Excerpt from Jules Verne's De la Terre à la Lune</p> <p>Skills: Vocabulary acquisition Reading for meaning</p> <p>Writing a response to a request for information</p>	<p>Short answer questions check reading comprehension.</p> <p>A written analysis of the text</p> <p>Oral presentation about the conquest of space, based on students' research</p> <p>E-mail to NASA about a project to colonize Mars</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.</p>	3 lessons

Understand an audio selection	<p>Content: Students will hear a podcast about the “Car of the Future”</p> <p>Skills: Gathering information to draw inferences</p> <p>Presenting data orally and in written form</p>	<p>Multiple choice comprehension questions</p> <p>Oral discussion in small groups</p> <p>Written synthesis of podcast and answer questions about it</p>	<p>7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p> <p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources..</p>	2 lessons
Interpret a graph showing scientific data	<p>Content: “Les secteurs responsables” taken from <i>Science et avenir</i></p> <p>Skill: Listening comprehension</p> <p>Analysis and synthesis of audio content</p>	Students work together to analyze the graph and answer questions about it.	<p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	2 lessons
Interpet a film based on the theme of Science and Technology	<p>Content: Short film “Découverte: Le Solar Impulse”</p> <p>Skill: audio and visual interpretation</p>	<p>Written short answer comprehension questions</p> <p>Internet research project about a Francophone inventor. Oral presentation to the class.</p>	<p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1AL.B2 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.</p> <p>7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.</p>	2 lessons



Unit 3 Overview
Unit Title: Beauty and Aesthetics
Unit Summary: The two sub-themes in this unit will be <i>Literature</i> and <i>Architecture</i> . Students will also have the opportunity to choose another AP sub-theme to explore independently.
Suggested Pacing: 16 lessons
Learning Targets
Unit Essential Questions: <ul style="list-style-type: none"> <li>• A quoi sert la littérature dans le monde contemporain? (What is the function of literature in the modern world?)</li> <li>• Quelles influences une oeuvre littéraire peut-elle avoir sur l'individu et la société? (What influences might a literary work have on the individual or on society?)</li> <li>• La beauté est-elle une caractéristique de l'architecture ou est-elle une affaire de goût? (Is beauty an intrinsic characteristic of architecture or is it a matter of taste?)</li> </ul>
Unit Enduring Understandings: <ul style="list-style-type: none"> <li>• An appreciation of literature is important in our cultural understanding and our worldview.</li> <li>• Literary works influence the way we approach each other and our society in general.</li> <li>• Architecture should be appreciated both in terms of form and function.</li> </ul>
Evidence of Learning
<p><b>Formative Assessments:</b> Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website</p> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Summative assessment: Interpersonal writing. Students write an email to Andrei Makine based on an interview they have read.</li> <li>• Presentational speaking : Students will prepare an expose in which they will present an excerpt from either <i>Les Misérables</i> or another novel they have read.</li> <li>• Presentational writing: Students will write an essay based on the question: “Why do authors write fiction? What function does it serve?”</li> <li>• Interpersonal speaking: Students will engage in a directed conversation.</li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Research and presentational writing: Students will research an architect from their chosen francophone country and discuss his or her works.</li> </ul>

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards (NJSLS)</b>	<b>Pacing</b>
Compare and contrast language and literature between France and Russia.	<p>Content: An interview with a French language writer of Russian origin.</p> <p>Skills: Reading for meaning Vocabulary development Comparison and contrasting two opposing ideas.</p>	<p>Multiple choice items check the comprehension of key readings and audio selections</p> <p>Short answer questions ask students to recall details from the readings</p> <p>Analysis questions prompt students to demonstrate knowledge acquired in the article</p> <p>A cultural comparison question prompts students to write a short paragraph Synthesizing their personal experience with what they have learned and to discuss culture in a similar way to how they will need to discuss it on the AP exam</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p>	7 lessons
Analyze an excerpt from French literature and apply it to their own lives	<p>Content: Excerpt from <i>Les Misérables</i></p> <p>Skills: Reading for meaning and pleasure. Learning strategies for deriving meaning from unfamiliar content. Developing the ability to express complex concepts. Grammatical structure: the passive voice.</p>	<p>Short answer questions check reading comprehension.</p> <p>Pair/share: finding examples in the text which illustrate a variety of themes.</p> <p>Oral discussion about these themes.</p> <p>Oral expose about one theme from <i>Les Mis</i>, comparing it with another novel they have read.</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p> <p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	3 lessons
Interpret an oral interview with a French author on the subject of personal identity and the evolution of literary characters.	<p>Content: A radio interview with a writer from Guadeloupe</p> <p>Skills: Gathering information to draw</p>	<p>Small group responses to comprehension questions</p> <p>In pairs, draw inferences and synthesize a quote from the author.</p>	<p>7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.</p> <p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue</p>	2 lessons

	<p>inferences based on audio material. Making cultural comparisons. Synthesizing material presented by audio.</p>	<p>Internet research and oral presentation comparing and contrasting the work of two authors</p>	<p>showing cultural perspectives associated with the target culture(s) and another world culture.</p> <p>7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p> <p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.</p>	
<p>Respond orally to questions in an informal setting</p>	<p>Content: Conversation</p> <p>Skill: applying new vocabulary and structures to oral production</p>	<p>Brief recorded conversation with a partner about architectural components of our region that they find beautiful.</p>	<p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p> <p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	<p>1 lesson</p>
<p>Research French architects and describe their work</p>	<p>Content: Internet based research about a French-speaking architect and distinct styles.</p> <p>Skill: Research, Internet use. Persuasive writing</p>	<p>Written persuasive essay based on research.</p>	<p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</p> <p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p>	<p>2 lessons</p>
<p>Interpret a film based on the theme of beauty and aesthetics</p>	<p>Content: Short film "<i>Le Petit Cyrano</i>"</p> <p>Skill: audio and visual interpretation</p>	<p>Written short answer comprehension questions</p> <p>Oral interpretation with a partner</p>	<p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p>	<p>1 lessons</p>

			7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture	
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## Unit 4 Overview

Unit Title: Contemporary Life

Unit Summary: The sub-theme is *Travel*. In order to broaden the focus and to make a connection with the previous sub-theme of Architecture, students will also spend a few days on the sub-theme of *Housing and Shelter*. The students also have the opportunity to choose one of the other AP sub-themes to explore independently and present to the class.

Suggested Pacing: 14 lessons

## Learning Targets

Unit Essential Questions:

- Comment les voyages influencent-ils notre façon de voir le monde? (How does travel influence the way we see the world?)
- En quoi les logements reflètent-ils les besoins de la société? (In what way do our forms of housing reflect the needs of our society?)

Unit Enduring Understandings:

- Travel opens a new world to people with a spirit of adventure and a curiosity about the world.
- The ability to interact with people in their own language and with cultural sensitivity gives the traveler a tremendous advantage in learning about the world and making connections.
- The way we live, specifically our housing, reflects a great deal about the societal standards we have created.

## Evidence of Learning

**Formative Assessments:** Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website

**Summative Assessments:**

- Interpersonal writing: Email: After researching a city or region in their adopted francophone country, students compose an email to a friend living there telling them about their trip
- Presentational writing: An essay answering the question: Does one learn more from personal experience than via academic context?
- Interpersonal speaking: In pairs, students research a particular country and discuss, based on evidence, whether ecotourism would thrive there.
- Presentational speaking: Oral presentation about how travel has enhanced the student's life.

- Interpersonal speaking: Directed conversation

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>	<b>Pacing</b>
Write about a trip they have taken, with specific details	<p>Content: An article describing a couple's recent trip to Burgundy</p> <p>Skill: Ability to include pertinent information and use appropriate vocabulary and structures</p>	Composing an informative email.	<p>7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.</p> <p>7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1 AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p>	3 lessons
Comprehend the transcript of an online chat	<p>Content: Chat between a few Internet users and a young French doctor</p> <p>Skills: Vocabulary expansion Cultural awareness Personal expression</p>	Presentational writing: Essay responding to the organization Doctors without Borders	<p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.</p> <p>7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.</p> <p>7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with</p>	2 lessons

			peers and experts synthesizing information from multiple sources.	
Comprehend an audio clip	<p>Content: Audio clip "Tourisme et Ecotourisme en Laos" (RFI)</p> <p>Skills: Aural comprehension Vocabulary acquisition Oral presentation</p>	Pair work doing research on Laos and the feasibility of sustainable ecotourism there.	<p>7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.</p> <p>7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</p>	2 lessons
Present an opinion orally	<p>Content: Based on personal experience</p> <p>Skill: Use of new vocabulary Practice using grammatical structures properly Oral presentation</p>	Oral presentation	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	3 lessons
Engage in a conversation Interpret a graph	<p>Content: A graph showing the results of a survey asking French people why they decided to make home-improvements</p> <p>Skills: Analysis of data Oral response Collaborating with a partner</p>	Interpersonal speaking assessment	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.</p>	2 lessons
Interpret a film based on the theme of travel			<p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.</p> <p>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education</p>	2 lessons

Unit 5 Overview
Unit Title: Global Challenges
<p>Unit Summary:</p> <p>The main sub-theme of focus in this unit is <i>Diversity Issues</i>. In order to broaden the theme students will also spend a few days on the sub-theme of <i>Human Rights</i>. During the final week of the unit, students will have the opportunity to choose one of the other AP sub-themes to explore independently, and present the results of their investigation to the class.</p>
Suggested Pacing: 18 lessons
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> <li>• Comment les membres d'une société peuvent-ils encourager la tolérance? (How can the members of a community encourage tolerance?)</li> <li>• Comment la société protège-t-elle les droits de l'être humaine? (How can a society protect the human rights of its individuals?)</li> </ul>
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Tolerance toward others must be learned by example beginning when children are very young.</li> <li>• Responsible members of a society must cooperate to protect the rights of all.</li> </ul>
Evidence of Learning
<p><b>Formative Assessments:</b> Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website</p> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Presentational speaking. Students will choose a member of their community to elect as a candidate for office, based on their human rights record.</li> <li>• Presentational writing. Students will write an essay in which they will explain their view of religious tolerance.</li> <li>• Interpersonal speaking: Students will engage in a directed conversation based on a graph showing different human-rights violations.</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Research and presentational writing. Students will research diversity in the province of Quebec and compare it to their own community in essay form.</li> <li>• Students will speak on the topic of obstacles faced by women in their community and those in predominantly Muslim societies.</li> </ul>

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>	<b>Pacing</b>
Comprehend a radio podcast about access to public places for the handicapped	<p>Content: Radio interview about handicap accessibility in France</p> <p>Skills: Listening for comprehension Vocabulary development</p>	<p>Multiple choice items check the comprehension of key readings and audio selections</p> <p>Short answer questions ask students to recall details from the selection</p> <p>Analysis questions prompt students to demonstrate knowledge acquired in the podcast</p> <p>A cultural comparison question prompts students to speak on the subject and make a cultural comparison</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p>	4 lessons
Describe the controversy surrounding the wearing of headscarves by Muslim women	<p>Content: A website addressing the Muslim community</p> <p>Skills: Interpreting a document. Analyzing material in order to compare and contrast.</p> <p>Pull key information from informational texts.</p>	An essay that demonstrates understanding of the written word and main ideas.	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	4 lessons
Conduct research and present findings based on comprehension of an audio selection	<p>Content: Skills: Gathering information to draw inferences</p> <p>Presenting data in written form</p>	An essay comparing the efforts to promote cultural diversity in Quebec with that of the United States.	<p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</p> <p>7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p> <p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.</p>	3 lessons



Interpret factual information and present it orally	<p>Content: A text giving information about three important women in the francophone world.</p> <p>Skill: reading comprehension</p> <p>Analysis and synthesis of content</p>	An oral presentation comparing how various women have surmounted obstacles to gain powerful positions in politics	<p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.</p>	4 lessons
Engage in a conversation based on unfamiliar material	<p>Content: A document from the European Court of the Rights of Man</p> <p>Skills: Interpreting and analyzing a graph showing human rights violations</p>	Students work in pairs to analyze the graph and answer questions	<p>7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p> <p>7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education</p>	3 lessons

## Unit 6 Overview

Unit Title: Personal and Public Identities

Unit Summary:

The sub-theme of focus for this unit is *Alienation and Assimilation*. This theme is closely tied in with the *Diversity Issues* sub-theme of Unit 5 above. Students will also spend a few days on the sub-theme *Beliefs and Values*. During the final week of the unit, the students have the opportunity to choose one of the other AP sub-themes to explore independently and present the results of their investigation to the class.

Suggested Pacing: 12 lessons

## Learning Targets

### Unit Essential Questions:

- Quels sont les effets du racisme et de l'aliénation sur la société? (What are the effects of racism and alienation on individuals in a society?)
- Comment peut-on fusionner des groupes d'individus aux identités diverses et plurielles en une unité sociale cohésive? (How can one mix diverse individuals into one cohesive social unit?)

### Unit Enduring Understandings:

- Racism (which leads to alienation) is toxic for the individuals in a society.
- With great effort, a group of diverse individuals can form a cohesive society based on shared values.

## Evidence of Learning

**Formative Assessments:** Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website

### Summative Assessments:

#### Interpersonal writing

- Interpersonal writing. Students write an email giving advice to a person coming to their community from abroad as to how that person can best adapt.
- Presentational speaking / Cultural comparison. Students will prepare an oral presentation in which they will respond to the following question: Students will research a minority group in a francophone country. They will prepare an oral report on the topic and present it to the class.
- Presentational writing. Students will write an essay in which they will compare two quotations and discuss how they apply to the message of a poem they will have studied.
- Interpersonal writing: Students will choose a "racist" incident from history, (or the present) and compose an article to a local newspaper describing it in detail.
- Interpersonal speaking: Students will engage in a directed conversation (topic: values of today's youth.).
- Interpersonal speaking: students will work in pairs to analyze a table and answer questions.
- Research and presentational writing: In this unit, they will discuss the behavior of introverted vs. extroverted people. They will write a paragraph in which they will present their point of view and defend their position.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Read and interpret a poem	Content: " <i>L'homme qui te ressemble.</i> "	Assessment based on pronunciation (poem recital, recorded)	7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.	2 lessons

	<p>Skill: perfecting French pronunciation</p> <p>Comparison of two philosophical points of view</p>	<p>Comparative essay relating two interpretations of the poem</p>	<p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</p>	
<p>Read and comprehend a dialogue format dealing with a sensitive topic</p>	<p>Content: <i>“Le racisme expliqué à ma fille.”</i></p> <p>Skills: New vocabulary comprehension and acquisition</p> <p>Accurately relating events in chronological narrative format</p> <p>Analyzing events and interpreting for the reader</p>	<p>Students will compose a letter giving advice about a racial incident in the form of a news article.</p>	<p>7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.</p> <p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>7.1 AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	<p>3 lessons</p>
<p>Comprehend and react to a podcast</p>	<p>Content: <i>“Le racisme: mode d’emploi.”</i></p> <p>Skills: Listening comprehension</p> <p>Analyzing audio material, comparing it to other materials they have read or heard</p>	<p>Students will compose and present an oral report on a minority group in a French speaking country.</p>	<p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	<p>3 lessons</p>

			Social Studies Standard 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture	
Interpret a graph or table and present their findings	Content: <i>“Les moins de 35 ans.”</i> RFI Table  Skills: Analysis and interpretation	Students will work in pairs to discuss findings and answer questions	7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.  7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests. 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies. 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.  7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.	2 lessons
Comprehend audio material with visual cues	Content: <i>“Rien à dire,”</i> short film  Skill: Interpreting visual and audio material	An essay addressing the question: what should be our reaction to introverted people who have little to say?	7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.  7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.	2 lessons

Unit 7 Overview
Unit Title: Practice for the AP Exam
Unit Summary: Students will spend most of the month of April (after spring break) and into May practicing for the AP exam. They will take two full exams over the course of three weeks, which gives them time to go over and analyze weak points and recognize strengths.
Suggested Pacing: 12 lessons

## Learning Targets

Unit Essential Questions:

- How can I best prepare for the AP French Exam?

Unit Enduring Understandings:

- Practice makes perfect

## Evidence of Learning

**Formative Assessments:** Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website

**Summative Assessments:**

- Reading and Listening comprehension (Interpretive reading and listening)
- E-mail (Interpersonal writing)
- Essay (Presentational writing)
- Directed conversation (Interpersonal speaking)
- Cultural Comparison (Presentational speaking)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Score successfully on the AP French language and culture exam	<p>Content: 6 AP themes and various sub-themes</p> <p>Skills: Interpretive reading and listening Interpersonal writing Presentational writing Interpersonal speaking Presentational speaking</p>	<p>Practice Exam, AP College Board 2011</p> <p>Practice exam, “Thèmes”</p>	<p>7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1 AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.</p> <p>7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people,</p>	12 lessons

			<p>places, and events from the target culture(s) with the United States.</p> <p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.</p> <p>7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.</p> <p>7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p> <p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.</p> <p>7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</p> <p>7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.</p> <p>7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p> <p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over</p>	
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			<p>time, and compare with changing perspectives in one's own culture.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	
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Unit 8 Overview	
Unit Title: The French Cinéma	
<p>Unit Summary: This unit will take place after the AP Exam. Students will first learn about the history of French Indochina, as background for the film “<i>Indochine</i>.”</p> <p>They will then choose from a list of Classic French films and watch, analyze, and critique the film in an oral presentation to the class.</p>	
Suggested Pacing: 12 lessons	
Learning Targets	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> <li>What is the history of French colonization in the far East and how has it impacted American involvement?</li> <li>What is the influence of the French (and francophone) cinema?</li> </ul>	
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> <li>The colonial period in French Indochina had a lasting effect on subsequent American actions in the region.</li> <li>French and francophone cinema is a valuable cultural contribution and lends itself perfectly to the continuation of the study of the French language.</li> </ul>	
Evidence of Learning	
<p><b>Formative Assessments:</b> Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website</p> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Presentational speaking on topic assigned by teacher</li> </ul>	

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>	<b>Pacing</b>
Comprehend, analyze and critique audio and visual material (film)	<p>Content: French language movies (list changes annually)</p> <p>Skills: Listening comprehension Ability to summarize in context (orally) Ability to critique (orally)</p>	Oral (and slideshow) presentation of film	<p>7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.</p> <p>7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	12 lessons