NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Advanced Placement
French Language and Culture

August 2011

Approved by the Board of Education
October 11, 2011
New Milford Board of Education
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Author of Course Guide
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New Milford’s Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.
Advanced Placement French Language and Culture

The Advanced Placement French Language and Culture course is offered to students who wish to continue to study the French language beyond the fourth year honors level course. It is equivalent to a third-year college level conversation and composition class, and it is for students who have a strong desire to further develop the four, basic world language skills: listening, reading, writing, and speaking.

The AP French Language and Culture course is designed to expand students' knowledge of vocabulary while reviewing and refining the main concepts of grammar and syntax that have been taught in previous years. It is an intensive study of the French language, accompanied by study of its associated cultures, with a focus on proficiency of advanced language skills.

The course is organized around themes, as suggested by the College Board, which are presented with accompanying authentic print and audio materials. These materials, which include many extracts from francophone literature, are meant to promote the use of language in a variety of interesting, meaningful contexts as necessary to prepare for the Advanced Placement French examination which the College Board completely restructured in 2011.

The exam, which is now called the Advanced Placement French Language and Culture Examination, continues to assess students' cumulative overall proficiency in the language, but it no longer assesses any specific elements of the French language. The exam assesses students' overall proficiencies with seven types of assessments, including assessments of the interpersonal, interpretive, and presentational modes of communication. The cultural element is found within the authentic print and audio texts on the exam and is included in the presentational speaking part of the exam.
## PACING GUIDE

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<td>2</td>
<td>Le Petit Prince</td>
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<td>Les Jeux Sont Faits</td>
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<td>36-37</td>
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**Note - The schedule for the Advanced Placement Exams in May is set by the College Board. The first eight units need to be covered by the time of the exam in May. School closings before the exam would modify the length of time spent on the individual units. The Advanced Placement French Language and Culture Exam tests the students on their overall ability to comprehend the French language and to express themselves in the language. It does not test on any specific content and consequently units can be cut short and not directly affect the students' results on the AP exam.**
# Identify Desired Results

**Standards for Foreign Language Learning from the American Council for the Teaching of Foreign Languages**

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2: Students understand and interpret written and spoken language on a variety of topics.
- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

## Enduring Understandings

- There are many types of verbal and non-verbal communication.
- Proficiencies in the interpersonal, interpretive, and presentational modes of communication are necessary.
- Any and every type of reading and listening practice in the language can help advance skills.
- Any topic may be presented on the AP exam; there is no specific content for the exam.

## Essential Questions

- How do we communicate?
- How should one prepare for the AP French Language and Culture Exam?
- What types of authentic materials exist in a language?

## Expected Performances

**What students should know and be able to do**

- Interpersonal writing proficiency will be assessed on the AP exam by writing an e-mail.
- Interpersonal oral proficiency will be assessed on the AP exam by participating in a simulated conversation in the language lab.
- Interpretive communication will be assessed on the AP exam in three ways using print and audio texts.
- Presentational written communication will be assessed on the AP exam by writing a persuasive essay based upon three sources.
• Presentational oral communication will be assessed on the AP exam by recording a spoken response to a prompt on a cultural topic.

Students will be able to do the following:
• Verbalize the connection between writing for the CAPT exam and writing for the AP French Language and Culture exam
• List reading strategies to enhance understanding:
  Make connections to other subjects
  Practice reading skills by looking for the following:
  ▪ Topic sentences
  ▪ Main ideas
  ▪ Lists of supporting details
  ▪ Text organization
  ▪ Point of view
  ▪ Purpose of the text
  ▪ Intended audience
  Rely on what one knows
  Make comparisons
  Make inferences and draw conclusions
  Use pre-reading, reading, and post-reading strategies
  Use common sense
• List listening strategies to enhance understanding.
  Determine the audio type
  Determine the main idea / theme of the text
  Listen several times
  Apply the reading format to listening: pre-listening, listening, post-listening
  Read the questions first
  Listen to authentic spoken French as often as possible
  Focus and take notes

<table>
<thead>
<tr>
<th>Character Attributes</th>
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<tbody>
<tr>
<td>• Perseverance</td>
</tr>
<tr>
<td>• Respect</td>
</tr>
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</table>

**Develop Teaching and Learning Plan**

Teaching Strategies:
• Teacher communicates almost entirely in French within the classroom.
• Teacher facilitates a class discussion of the definition of "communication" and various examples of "communication."
• Teacher facilitates a class discussion of the variety of methods available to prepare for the AP exam and of what students have already done to prepare for the exam.
• Teacher presents Power Point presentation of the elements of the AP French Language and Culture exam and its scoring.
• Teacher divides the class into groups to discuss reading and listening strategies and then leads class discussion to create reading and listening strategy guidelines.
• Teacher assigns reading in AP FRENCH review workbook that summarizes parts of the AP exam and strategies for taking the exam.
• Teacher presents examples of various types of print and audio texts to the class and asks students to find other examples on-line.
• Teacher gives students a list of transition words that help decipher meaning within texts.
• Teacher assigns an abbreviated example of each type of assessment found on the AP exam and evaluates each student on his/her performances.

Learning Activities:
• Students will participate in class discussions.
• Students will complete AP performance assessment tasks from AP FRENCH workbook.
• Students will find examples of print texts and share them with the class giving examples of how reading strategies can be used to interpret the text.
• Students will go on-line to read and complete some of the exercises about how to read French-language newspapers. 
  http://globegate.utm.edu/french/globegate_mirror/infos.html

Assessments

<table>
<thead>
<tr>
<th>Performance Task</th>
<th>Other Evidence</th>
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</thead>
<tbody>
<tr>
<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
</tr>
<tr>
<td>Participation in class discussion and responses</td>
<td></td>
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<tr>
<td>Vocabulary quizzes</td>
<td></td>
</tr>
<tr>
<td>Responses to homework assignments</td>
<td></td>
</tr>
</tbody>
</table>

Suggested Resources

• Goyette, Robert, ed. Sélection (Readers' Digest - Canada - monthly). Montreal, Canada: Reader's Digest, Print.
**New Milford Public Schools**

<table>
<thead>
<tr>
<th>Committee Member: Barbara C. Polley</th>
<th>Course/Subject: AP French Language and Culture</th>
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</thead>
<tbody>
<tr>
<td>Unit 2: Le Petit Prince</td>
<td>Grade Level: 9-12 # of Weeks: 3-4</td>
</tr>
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</table>

### Identify Desired Results

**Standards for Foreign Language Learning from the American Council for the Teaching of Foreign Languages**

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2: Students understand and interpret written and spoken language on a variety of topics.
- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

### Enduring Understandings

**Generalizations of desired understanding via essential questions**

- Le Petit Prince can be read as a children's book or as an adult book and is full of symbolism and philosophical contexts.
- Travel is invaluable.
- Courage is defined and exemplified in many different ways.

### Essential Questions

- How do children and adults differ?
- How can one relate Le Petit Prince to the six themes of the AP French Language and Culture Exam?
- What is the value of travel?
- Does one see more clearly with the heart or with the mind?
- How would you describe the "ideal friend?"
- What is "courage?"

### Expected Performances

**What students should know and be able to do**

**Students will know the following:**

- Vocabulary from Le Petit Prince
- Vocabulary of opinion
- Planets visited by the Little Prince

**Students will be able to do the following:**

- Summarize the chapters of Le Petit Prince using vocabulary from the book
- Discuss the differences between adults and children and relate the differences to Le Petit Prince
Discuss the idea and importance of travel and relate it to *Le Petit Prince*
Discuss how travel can help one appreciate one’s home
Discuss the following quote from *Le Petit Prince*. "On ne voit bien qu'avec le cœur. L'important est invisible aux yeux." (One only sees well with the heart. What is important is invisible to the eyes."
Find examples of the six themes (and the sub-themes) of the AP French Language and Culture Exam within *Le Petit Prince*.  
  - Identity – beliefs, multiculturalism
  - Family and Community – childhood, family, love
  - Contemporary Life – work, travel
  - Global Challenges – tolerance, health, human rights
  - Science and Technology – discoveries
  - Beauty and Esthetics – beauty

Character Attributes

- Courage
- Respect

**Develop Teaching and Learning Plan**

**Teaching Strategies:**

- Teacher communicates almost entirely within the classroom in French.
- Teacher distributes *Le Petit Prince* readers before the end of the school year to French IV honors level students who intend to take the AP course the following fall in order to give students enough time to be able to read the book carefully.
- Before the end of the previous school year, teacher distributes questions to accompany each chapter of *Le Petit Prince* to students who intend to take the AP course the following fall.
- Teacher asks students to write a paragraph entitled "Moi" (Me) to be followed by class discussion centered around whether or not students chose to describe themselves as "une grande personne" (a big person - an adult).
- Teacher facilitates class discussion of the ideal friend.
- Teacher presents Power Point presentation or print text about Antoine de St. Exupery, the author of *Le Petit Prince*.
- Teacher shares film clips and/or audio extracts of *Le Petit Prince*.
- Teacher uses Power Point presentation or print text to introduce Jean-Baptiste Tati-Loutarde and his poem “Baobab.” Teacher also introduces general information about francophone writing from Africa.
- Teacher creates and records students on an interpersonal speaking activity in the AP format dealing with *Le Petit Prince*.
- Teacher creates an interpersonal writing activity in the AP format dealing with *Le Petit Prince*.
- Teacher facilitates discussion of the meaning of courage.
- Teacher assigns reading exercise AP French which is about Antoine de St. Exupery, writer of *Le Petit Prince*. 
Learning Activities:
- Students will participate in class discussions in French.
- Students will create descriptions of the "ami idéal" (perfect friend) in small groups and then the groups will share their thoughts with the class as a whole.
- Students will use reading strategies to decipher text about St. Exupery.
- Students will extract examples of courage shown in Le Petit Prince.
- Students will read and extract meaning from the poem “Baobab" by Jean-Baptiste Tatip/Loutarde and relate the content to Le Petit Prince.
- Students will participate in “Think, Pair, Share” and find examples of the six themes of the AP exam within Le Petit Prince.
- Students will complete AP French workbook and teacher created assignments as direct practice for the AP exam.

Assessments
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<thead>
<tr>
<th>Performance Task</th>
<th>Other Evidence</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal:</strong> To create an e-mail response, in the proper French format, which answers a given set of questions</td>
<td>Participation in class discussion and responses</td>
</tr>
<tr>
<td><strong>Role:</strong> Tutor</td>
<td>Vocabulary translation quizzes</td>
</tr>
<tr>
<td><strong>Audience:</strong> Students</td>
<td>Responses to homework assignments</td>
</tr>
<tr>
<td><strong>Situation:</strong> A student has read Le Petit Prince and has questions about the meaning and symbolism in the book.</td>
<td>Reading comprehension quizzes of sets of chapters</td>
</tr>
<tr>
<td><strong>Product:</strong> An e-mail (as per one of the seven types of assessments on the AP exam)</td>
<td>Composition: &quot;L'ami Idéal&quot;</td>
</tr>
<tr>
<td><strong>Standards for Success:</strong> Correct use of the French format for informal communication, accurate use and variety of language structures, variety of vocabulary, appropriate and complete responses to questions</td>
<td>Unit test</td>
</tr>
</tbody>
</table>

Suggested Resources
- CD - Le Petit Prince - interpreted by Gérard Philipe
# Identify Desired Results

**Standards for Foreign Language Learning from the American Council for the Teaching of Foreign Languages**

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
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- 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## Enduring Understandings

**Generalizations of desired understanding via essential questions**

(Students will understand that…)

- French is spoken as a national or major language on six continents.
- Language is constantly changing.
- The varieties of French around the world may vary by accent, vocabulary, and syntax.
- “La francophonie” designates all those who speak French.

## Essential Questions

**Inquiry used to explore generalizations**

- How extensive is the use and study of French in the world?
- How and why do the dialects of French vary around the world?
- How and why is French spoken in France?

## Expected Performances

**What students should know and be able to do**

- Names and locations of at least ten francophone countries
- Correct use of prepositions with geographic names
- Detailed information about at least one francophone country other than France
- Vocabulary of opinion, weather, and geographical formations

- Explain various influences of language change
- Discuss the general development of Latin into the Romance languages
Give examples of francophone countries which exhibit different reasons as to why French is spoken there
Create a commercial about a francophone region
Apply their knowledge of French verb tenses to write a biography of a given character

<table>
<thead>
<tr>
<th>Character Attributes</th>
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<tbody>
<tr>
<td>Cooperation</td>
</tr>
<tr>
<td>Respect</td>
</tr>
</tbody>
</table>

**Develop Teaching and Learning Plan**

**Teaching Strategies:**
- Teacher presents students with a world map and asks them to identify areas where French is spoken.
- Teacher elicits student responses as to why French is spoken in countries other than France.
- Teacher presents Power Point or text article emphasizing the extent of the use of French in the world.
- Teacher presents Power Point or text article to introduce the variety of cultures associated with the French language.
- Teacher assigns Canadian French vocabulary and asks students to compare and contrast the list with the standard French translations.
- Teacher assigns readings about francophone regions and countries.
- Teacher assigns exercises from the AP French workbook linked to unit topic.
- Teacher searches for and asks students to complete any listening and Internet activities from “Sept Jours Sur la Planète” that correspond to this unit.
- Teacher searches for current events or articles that correspond to this unit and shares them with the students.

**Learning Activities:**
- Students will be challenged to try to create the longest list of francophone countries.
- Students will discuss “La Langue Française et la Francophonie.”
- Students will be given examples of Parisian and Quebecois French and asked to compare and contrast.
- Students will participate in class discussions in French.
- Students will discuss how slang expressions in English have changed over their lifetime and relate this change to language change over centuries.
- Students will research a francophone region or country and create a “virtual” tour of the country as part of an advertising campaign.
- Students will create a postcard from a francophone region and then write a note on it to a friend.
- Students will practice AP exam-type questions using teacher selected exercises from the AP French workbook.
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<td><strong>Performance Task</strong></td>
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<tr>
<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
</tr>
<tr>
<td><strong>Goal</strong>: Create a commercial about a francophone region or country.</td>
</tr>
<tr>
<td><strong>Role</strong>: Advertising executive</td>
</tr>
<tr>
<td><strong>Audience</strong>: Potential travelers</td>
</tr>
<tr>
<td><strong>Situation</strong>: A francophone tourist board has hired you to create a commercial to entice visitors to come and help the economy.</td>
</tr>
<tr>
<td><strong>Product</strong>: A commercial</td>
</tr>
<tr>
<td><strong>Standards for Success</strong>: Accurate use and variety of language structures, information about the region/country, and visual appeal</td>
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</tbody>
</table>

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## New Milford Public Schools

<table>
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<tr>
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<th>Course/Subject: AP French Language and Culture</th>
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<tbody>
<tr>
<td>Barbara C. Polley</td>
<td>Grade Level: 9-12</td>
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<td>Unit 4: Personal and Public Identity</td>
<td># of Weeks: 4</td>
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### Identify Desired Results

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### Enduring Understandings

| Generalizations of desired understanding via essential questions (Students will understand that…)

- Much of one's identity is influenced by one's community, but one also has the freedom to choose one's own path.  
- The typical adjective-noun structure of English is noun-adjective in French although there are some exceptions, and the order may change meaning.  
- In French, adjectives must agree in number and gender with the nouns they modify.  
- Every noun and pronoun in French is marked for gender, including those for inanimate objects. |

### Essential Questions

| Inquiry used to explore generalizations

- What are some of the facets of one's identity?  
- How does one's identity develop and change over time?  
- How is life divided into stages? |
### Expected Performances
What students should know and be able to do

Students will know the following:
- Translations of given vocabulary: religion, descriptive adjectives, emotions
- Eighteen main French adjectives whose placement is before the modified noun
- Adjectives of nationality
- Complete rules of French adjective agreement
- Forms of the French passé composé and imperfect tenses

Students will be able to do the following:
- Describe a person in detail
- Name and characterize the different stages of life and give examples of how they may vary across cultures
- Show proper form of a given adjective to agree with any given noun
- Narrate an event in the past using the correct verb tenses

### Character Attributes
- Cooperation
- Respect

### Develop Teaching and Learning Plan

#### Teaching Strategies:
- Teacher communicates almost entirely within the classroom in French.
- Teacher elicits list of elements included in defining someone’s identity.
- Teacher has students self-evaluate their character and then facilitates discussion about the results.
- Teacher assigns “Le Portrait” by Yves Thériault, a Québécois writer, and introduces general information about French-Canadian literature.
- Teacher asks students to examine use of adjectives and of passé compose and imperfect tenses in “Le Portrait” as an introduction to grammar review.
- Teacher assigns exercises to review nouns and adjectives and their agreement.
- Teacher assigns an extract from Lettres Persanes, by Montesquieu and asks students to relate it to current unit and to Le Petit Prince. This is followed by a speaking exercise about how appearances can be deceiving.
  "À me voir, on pourrait croire que je suis ________________, mais en réalité, je suis ________________." (To look at me, one could think that I’m ________, but in reality, I am __________.)
- Teacher reads French fable “Histoire de L’éléphant” to the class and asks questions to check for comprehension.
- Teacher elicits “moral” of the above story and then guides students in listening comprehension of stereotypic descriptions of various provinces of France.
- Teacher assigns some readings and comprehension questions associated with the identity unit.
- Teacher assigns workbook exercises linked to this unit from AP French as practice for the AP exam.
Teacher searches for and asks students to complete any listening and Internet activities from “Sept Jours sur la Planète” that correspond to this unit.
Teacher searches for current events or articles that correspond to this unit and shares them with the students.

**Learning Activities:**
- Students will participate in class discussions in French.
- Students will complete “self-test” of character entitled, “Avez-vous Bon Caractère?”
- Students will read “Le Portrait” and from the information in the story, create a biography of “Oncle Jean” using descriptive adjectives and the passé compose and imperfect tenses along with their imagination.
- Students will complete AP French workbook and teacher created assignments as practice for the AP exam.
- Students will extract meaning from assigned texts using reading and listening strategies and assigned exercises.
- Students will reinforce proficiency with French nouns and adjectives by completing assigned exercises.

**Assessments**

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<td>Participation in class discussions and responses to oral questioning</td>
</tr>
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</table>

- Weekly vocabulary quizzes
- Responses to homework assignments
- Grammar test on adjective placement and agreement
- “Oncle Jean” biography using passé compose and imperfect verb tenses

**Suggested Resources**

- Goyette, Robert, ed. *Sélection (Readers’ Digest - Canada - monthly)*. Montreal, Canada: Reader’s Digest, Print.
New Milford Public Schools

Committee Member: Barbara C. Polley
Unit 5: Family and Community

Course/Subject: AP French Language and Culture
Grade Level: 9-12
# of Weeks: 4

### Identify Desired Results

**Common Core State Standards**

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<tr>
<th>Desired Results</th>
<th>Common Core State Standards</th>
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<tbody>
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<td>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</td>
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<td>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</td>
</tr>
<tr>
<td>2.1</td>
<td>Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</td>
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<td>3.1</td>
<td>Students reinforce and further their knowledge of other disciplines through the foreign language.</td>
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### Enduring Understandings

*Generalizations of desired understanding via essential questions (Students will understand that…)*

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<tr>
<th>Essential Questions</th>
<th>Inquiry used to explore generalizations</th>
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<tbody>
<tr>
<td>&quot;Family&quot; can be defined in many ways.</td>
<td>Why does the definition and role of family vary in different societies?</td>
</tr>
<tr>
<td>&quot;Community&quot; can be defined in many ways.</td>
<td>How do individuals help define a community?</td>
</tr>
<tr>
<td>Childhood, adolescence, and adulthood are life stages whose divisions vary between cultures.</td>
<td>How do the French and English languages vary in marking gender?</td>
</tr>
<tr>
<td>Every noun and pronoun in French is marked for gender.</td>
<td></td>
</tr>
</tbody>
</table>

### Expected Performances

*What students should know and be able to do*

- Vocabulary associated with family, friendships, stages of life, holidays, chores, toys, and games
- How to choose the correct personal pronoun to replace a noun
- How to choose the correct possessive pronoun to replace a noun
When and how relative pronouns are used to connect clauses

Students will be able to do the following:
- Describe their family
- Discuss their idea of what constitutes a family
- Describe and discuss customs and ceremonies of their own culture and some of those of France and other francophone regions

### Character Attribute

- Community

---

**Develop Teaching and Learning Plan**

**Teaching Strategies:**
- Teacher communicates almost entirely within the classroom in French.
- Teacher asks a student to volunteer to facilitate discussion of the definition of a “family”… and how it can vary.
- Teacher divides class into pairs to interview each other about their families.
- Teacher asks a student to volunteer to facilitate discussion of the definition of “friendship” and “love.”
- Teacher assigns and directs discussion of “De l'amitié,” an essay by Michel de Montaigne.
- Teacher asks students to read and extract information from text about families and marriage in francophone regions.
- Teacher reads and guides discussion of “La Déclinaison d’une Vie,” a poem by Jeanne Saucier from Louisiana.
- Teacher uses Power Point or print text to introduce the “authors to know” from French literature.
- Teacher guides discussion of “Le Pont Mirabeau,” a poem by Guillaume Apollinaire.
- Teacher reads teacher-created cloze activity based upon cultural interpretation of punctuality.
- Teacher assigns some readings and comprehension questions associated with the family and community unit.
- Teacher assigns workbook exercises linked to this unit from AP French as practice for the AP exam.
- Teacher assigns select exercises to review various forms of pronouns.
- Teacher searches for and asks students to complete any listening and Internet activities that correspond to this unit.
- Teacher searches for current events or articles that correspond to this unit and shares them with the students.

**Learning Activities:**
- Students will participate in class discussions in French.
- Students will write interview questions for each other about their families and family activities and then interview each other.
• Students will choose and research holidays from francophone regions and countries and will create a presentation for the class of the holiday.
• Students will complete AP French workbook and teacher created assignments as practice for the AP exam.
• Students will extract meaning from assigned texts using reading and listening strategies and assigned exercises.
• Students will reinforce proficiency with French pronouns by completing assigned exercises.

<table>
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<tr>
<th>Assessments</th>
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<tbody>
<tr>
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</tr>
<tr>
<td><strong>Role:</strong> Party planner</td>
</tr>
<tr>
<td><strong>Audience:</strong> Invited guests</td>
</tr>
<tr>
<td><strong>Situation:</strong> Student must organize a “fête” to celebrate a francophone holiday.</td>
</tr>
<tr>
<td><strong>Product:</strong> Mini-party</td>
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<tr>
<td><strong>Standards for Success:</strong> Accurate use of language and description of holiday and its origin, appropriate decorations, props, and food</td>
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<td>• Valette, Jean-Paul, and Rebecca M. Valette. <em>Discovering French Nouveau -</em></td>
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</table>
New Milford Public Schools

Committee Member:  
Barbara C. Polley  
Unit 6: Contemporary Life

Course/Subject: AP French Language and Culture  
Grade Level: 9-12  
# of Weeks: 5

<table>
<thead>
<tr>
<th>Identify Desired Results</th>
<th>Common Core State Standards</th>
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<th>Essential Questions</th>
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<tr>
<td>Generalizations of desired understanding via essential questions (Students will understand that …)</td>
<td>Inquiry used to explore generalizations</td>
</tr>
<tr>
<td>• Contemporary life is defined by that which surrounds us.</td>
<td>• How do societies and individuals define “quality of life”?</td>
</tr>
<tr>
<td>• Elements of contemporary life include, among other things, family, home, hobbies, sports, and work.</td>
<td>• How does contemporary life differ from life in the past?</td>
</tr>
<tr>
<td>• Not all cultures gauge quality of life in the same way.</td>
<td>• How does contemporary life differ from culture to culture?</td>
</tr>
</tbody>
</table>
### Expected Performances
What students should know and be able to do

Students will know the following:
- Vocabulary associated with schooling, sports, hobbies, lodging, professions, shopping, stores, and travel
- Requirements for military service in France
- Formation of the subjunctive tense for all regular verbs
- Recognition of three forms of the passive voice
- The standard use of tenses in conditional sentences

Students will be able to do the following:
- Produce correct subjunctive forms
- Create conditional sentences using the appropriate tenses
- Recognize the subjunctive forms of all verbs
- Compare and contrast the American and French educational systems
- Discuss the importance of vacations to the French and some of the laws that support their philosophy
- Create an advertisement for a popular French product
- Participate in a job interview in French
- Order a meal in a French restaurant and ask questions about the food as necessary

### Character Attributes

- Compassion
- Respect

### Develop Teaching and Learning Plan
Teaching Strategies:
- Teacher communicates almost entirely within the classroom in French.
- Teacher initiates and facilitates discussion of what defines quality of life.
- Teacher directs listening comprehension exercise with a description of a typical French house.
- Teacher directs listening exercise about the homeless followed by the song “Chanson pour L’Auvernat.”
- Teacher shares thoughts (via Power Point or print document) on the importance of schedule for vacations in France. Also included are laws that support this philosophy.
- Teacher introduces elements of the French educational system and guides discussion of the “baccalauréat.”
- Teacher shows clips from the film “Entre les Murs” which takes place in a French school.
- Teacher gives students two poems by Jacques Prevert, “Page d’Écriture” and “Le Cancré,” both of which pertain to students and school and facilitates the discussion of the poems and the French school system.
Teacher directs students to possible on-line sites to find current events pertaining to French schools (e.g., controversy over wearing of veil by Muslim students).

Teacher asks for student volunteer to direct review of vocabulary of sports which are an important component of many students’ lives.

Teacher facilitates readings about sports.

Teacher creates and uses listening exercise to accompany a description of the French game of “Pétanque.”

Teacher organizes “think, pair, share” activity on the question, “How does advertising affect our lives?” Sub-question might include, “How does it impact our choices, our ideal of beauty, and our attitudes?”

Teacher asks students to create advertisements.

Teacher organizes “Think, pair, share” activity to create suggestions on how to go on a successful job interview to be followed by reading on the same subject.

Teacher asks students to create curriculum vitae and then has them go through “job interview” in the language lab.

Teacher assigns exercises to review the use of conditional sentences (e.g., If you got this job, what would you do? Wear? Earn?).

Teacher challenges students to create as long a list as possible of vocabulary words associated with foods and items associated with eating and reviews what students have previously learned about French foods and eating habits.

Teacher presents Power Point or print text of information from “Les Plaisirs de la Table.”

Teacher assigns exercises in AP French as practice for the AP exam associated with eating.

Teacher assigns some readings and comprehension questions associated with contemporary life.

Teacher assigns workbook exercises linked to this unit from AP French as practice for the AP exam.

Teacher searches for and asks students to complete any listening and Internet activities from “Sept Jours sur la Planète” that correspond to this unit.

Teacher searches for current events or articles that correspond to this unit and shares them with the students.

Learning Activities:

- Students will participate in class discussions in French.
- Students will “surf” websites and extract information about the Canadian quality of life.
- Students will choose and research holidays from francophone regions and countries and organize a mini-celebration for the class of the holiday.
- Students will surf the web to find examples of French advertisements and then create an advertisement of their own.
- Students will recall as many words as possible associated with foods and eating.
- Students will complete the AP French workbook and teacher created assignments as practice for the AP exam.
- Students will extract meaning from assigned texts using reading and listening strategies and assigned exercises.
• Students will reinforce proficiency with the use of the subjunctive and with conditional sentences by completing assigned exercises.
• From given information, students will compare and contrast the French and American school systems.

### Assessments

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**Goal:** Create a mini-celebration of a francophone holiday.

**Role:** Party planner

**Audience:** Invited guests

**Situation:** Student must organize a party to celebrate a francophone holiday.

**Product:** Mini-party

**Standards for Success:** Accurate use of language and description of holiday and its origin, appropriate decorations, props, and food

- Weekly vocabulary quizzes
- Participation in class discussions and responses to oral questioning
- Responses to homework assignments
- Quiz on conditional sentences
- Quiz on forms of the subjunctive
- Job interview role play in language lab

### Suggested Resources

- *Entre Les Murs.* Dir. Laurent Cantet. 2008. DVD
- Goyette, Robert, ed. *Sélection (Readers' Digest - Canada - monthly).* Montreal, Canada: Reader's Digest, Print.
- Valette, Jean-Paul, and Rebecca M. Valette. *Discovering French Nouveau* -
New Milford Public Schools

Committee Member: Barbara C. Polley
Unit 7: Global Challenges

Course/Subject: AP French Language and Culture
Grade Level: 9-12
# of Weeks: 4

<table>
<thead>
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<td>Common Core State Standards</td>
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<td>Generalizations of desired understanding via essential questions (Students will understand that …)</td>
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<tr>
<td>• Racism, pollution, hunger, war, and a lack of human rights are among the challenges facing the world in the 21st century.</td>
</tr>
<tr>
<td>• Education, tolerance, and recycling are essential to solving some of the major issues facing 21st century society.</td>
</tr>
<tr>
<td>• There is not a direct one-to-one correspondence between verb tenses in French and English.</td>
</tr>
</tbody>
</table>

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<th>Essential Questions</th>
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<tr>
<td>Inquiry used to explore generalizations</td>
</tr>
<tr>
<td>• What are some of the environmental and societal challenges that face the world in the 21st century?</td>
</tr>
<tr>
<td>• What are some of the origins and possible solutions to the challenges facing society in the 21st century?</td>
</tr>
</tbody>
</table>
### Expected Performances

**What students should know and be able to do**

**Students will know the following:**

- The vocabulary associated with government, immigration, environment and nature, weapons, crime, weather, and natural disasters
- The correct use of the main negative and interrogative structures and pronouns in French
- Uses of the future tense if the future is implied
- If an action started in the past but is continuing in the present, French uses the present tense to translate the action along with the word “depuis.”

**Students will be able to do the following:**

- List and discuss some of the major issues facing society in the 21st century.

### Character Attributes

- Citizenship
- Cooperation
- Courage
- Perseverance
- Respect

### Develop Teaching and Learning Plan

**Teaching Strategies:**

- Teacher communicates almost entirely within the classroom in French.
- Teacher assigns readings to introduce some of the problems facing the world today.
- Teacher organizes “think, pair, share” exercise about the challenges facing the world in the 21st century and what areas of the world are affected.
- Teacher creates exercises for and uses the song (and associated video) “Aux Arbres Citoyens (To the Trees Citizens)” by Yannick Noah to introduce many of the environmental challenges facing the world in the 21st century.
- Teacher asks students to answer questions to test a student’s “greenness.”
- Teacher directs reading or viewing and discussion of “L’homme Qui Plantait les Arbres (The Man Who Planted Trees)” by Jean Giono.
- Teacher creates exercises for and uses the song (and associated video) of "La Voix des Sages (No More Fighting)" by Yannick Noah to introduce and direct discussion of the sub-theme of war and peace.
- Teacher assigns reading about civil rights in Africa.
- Teacher presents information in Power Point or print text about the history of women’s rights in France.
- Teacher introduces students to the site banquemondiale.org (the World Bank website) which includes a great deal of information about what are considered to be the world challenges of the 21st century and notes initiatives being taken to combat the problems.
- Teacher helps students select a topic for a research project associated with this unit.
Teacher has class view the film “Au Revoir les Enfants” that deals with a school facing intolerance during the German occupation of France.
Teacher assigns some exercises in AP French as practice for the AP exam.
Teacher assigns some readings and comprehension questions associated with global challenges.
Teacher searches for and asks students to complete any listening and Internet activities from “Sept Jours sur la Planète” that correspond to this unit.
Teacher searches for current events or articles that correspond to this unit and shares them with the students.

Learning Activities:
- Students will participate in class discussions in French.
- Students will reflect upon the challenges facing the world in the 21\textsuperscript{st} century and select a topic or area of the world which is of interest to them and create an advertising campaign to publicize the problem and ask citizens to help. This may take the form of a commercial, song, etc..
- Students will share their campaign with other French students.
- Students will complete AP French workbook and teacher created assignments as practice for the AP exam.
- Students will extract meaning from assigned texts using reading and listening strategies and assigned exercises.
- Students will reinforce proficiency with use of the negative and interrogative structures by completing assigned exercises.
- Students improve proficiency with use of verb tenses by completing assigned activities.

Assessments

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**Goal:** Begin the creation of a campaign to publicize a “world challenge” and ask citizens to help.

**Role:** Activist

**Audience:** Citizens

**Situation:** The 21\textsuperscript{st} century is facing environmental, social, and human rights challenges that need to be faced.

**Product:** Commercial or song

**Standards for Success:** Campaign states the problem, gets people’s attention, calls to action

- Weekly vocabulary quizzes
- Participation in class discussions and responses to oral questioning
- Responses to homework assignments
- Grammar exam on negatives and interrogatives
<table>
<thead>
<tr>
<th>Suggested Resources</th>
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</table>
  *Banquemondiale.org*. Le groupe banque mondiale, n.d. |
| 2. Blaz, Deborah. *Bringing the Standards for Foreign Language Learning to Life*.  
| 5. Goyette, Robert, ed. *Sélection (Readers' Digest - Canada - monthly)*. Montreal,  
  Canada: Reader’s Digest, Print. |
| 9. Valette, Jean-Paul, and Rebecca M. Valette. *C’est Comme Ça*. D.C. Heath and  
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New Milford Public Schools

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<tr>
<td>Barbara C. Polley</td>
<td>Grade Level: 9-12</td>
</tr>
<tr>
<td>Unit 8: Science and Technology</td>
<td># of Weeks: 3</td>
</tr>
</tbody>
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**Identify Desired Results**

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**Enduring Understandings**

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<th>Generalizations of desired understanding via essential questions (Students will understand that …)</th>
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<td>• Scientific discoveries and new technology are constantly changing our lives.</td>
</tr>
<tr>
<td>• Whether a scientific discovery or new technology improves lives is a matter of opinion.</td>
</tr>
<tr>
<td>• Francophones are responsible for many scientific discoveries and technological advancements throughout history.</td>
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</table>

**Essential Questions**

<table>
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<td>• How do developments in science and technology affect our lives?</td>
</tr>
<tr>
<td>• What are some of the ethical challenges that arise from advancements in science and technology?</td>
</tr>
<tr>
<td>• What are some of the scientific and technological advancements that have come from francophone countries?</td>
</tr>
<tr>
<td>• What will be the next big discovery?</td>
</tr>
</tbody>
</table>
### Expected Performances

**What students should know and be able to do**

Students will know the following:
- Vocabulary associated with computers and communication, space, medicine, and materials
- Some of the inventions credited to francophone speakers

Students will be able to do the following:
- Discuss computers and communication
- Discussion advancements in medicine
- Give opinions about technological advancements

### Character Attributes

- Cooperation
- Honesty
- Responsibility

### Develop Teaching and Learning Plan

**Teaching Strategies:**
- Teacher creates and uses questionnaire/survey about student awareness and interests associated with technology and scientific discoveries.
- Teacher introduces (via Power Point or text) “Le Progress – un Bien ou un Mal?” (Progress – a Good Thing or a Bad Thing?) and facilitates discussion.
- Teacher introduces computer vocabulary.
- Teacher organizes student round-table discussion of the following questions:
  - Has technology changed students’ concepts of honesty?
  - Is it easier or more tempting to cheat and plagiarize?
- Teacher introduces and discusses space exploration vocabulary and history.
- Teacher selects extracts from the writings of Jules Verne to share with the class.
- Teacher asks students to read article about genetic modifications.
- Teacher organizes student panel discussion on the following topic: How has technology changed our personal relationships with family, friends, and significant others?
- Teacher researches a list of scientific discoveries coming from a variety of francophone countries and assigns each student to choose one and present to the class.
- Teacher assigns exercises concerning the use of the French infinitive.
- Teacher assigns some exercises in AP French as practice for the AP exam about the topics of science and technology.
- Teacher assigns some readings and comprehension questions that are associated with science and technology.
- Teacher searches for and asks students to complete any listening and Internet activities that correspond to this unit.
- Teacher searches for current events or articles that correspond to this unit and shares them with the students.
Learning Activities:
- Students will participate in class discussions in French.
- Students will reflect upon the place technology holds in their lives.
- Students will research a scientific discovery by a francophone and give an oral presentation on the discovery including a vocabulary list of associated words.
- Students will complete the AP French workbook and teacher created assignments as practice for the AP exam.
- Students will extract meaning from assigned texts using reading and listening strategies and assigned exercises.
- Students will reinforce proficiency with use of the infinitive by completing assigned exercises.

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- Weekly vocabulary quizzes
- Participation in class discussions and responses to oral questioning
- Responses to homework assignments
- Grammar quiz on use of infinitives

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**New Milford Public Schools**

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<td>Grade Level: 9-12 # of Weeks: Three</td>
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<tr>
<td>Unit 9: Beauty and Aesthetics</td>
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**Identify Desired Results**

**Common Core State Standards**

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- 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
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**Enduring Understandings**

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<tr>
<td>Painting, sculpture, music, literature, and architecture are all “arts.”</td>
<td>What is “art”?</td>
</tr>
<tr>
<td>“Beauty” is truly in the eye of the beholder.</td>
<td>How do the arts reflect culture?</td>
</tr>
<tr>
<td>Important elements of a culture tend to be frequent themes of art from that culture.</td>
<td>How do perceptions of “beauty” vary?</td>
</tr>
<tr>
<td></td>
<td>What are examples of various genres of francophone works of art?</td>
</tr>
</tbody>
</table>

**Expected Performances**

What students should know and be able to do

- Vocabulary associated with fine art, poetry, music, literature, film, theater, clothing, and food
- What types of things can be considered “art”
Students will be able to do the following:

- Give an opinion about a work of art using appropriate vocabulary
- Discuss literature using appropriate vocabulary
- Identify typical works of art by certain French artists

<table>
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<th>Character Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respect</td>
</tr>
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### Develop Teaching and Learning Plan

#### Teaching Strategies:

- Teacher assigns reading and comprehension questions of “Hymne à la Beauté” by 19th century poet Baudelaire and facilitates ensuing discussion of the poem.
- Teacher presents Power Point of French works of art studied in French IV and reviews vocabulary associated with art and styles of various French artists.
- Teacher facilitates reading and discussion of art from various francophone countries.
- Teacher facilitates reading and discussion about various styles of architecture.
- Teacher gives students a list of francophone singers and asks students to search for songs that they enjoy (with lyrics) that could be shared with the class. Singers to include are the following: Celine Dion, Yannick Noah, Carla Bruni, MC Solaar, Jean-Jacques Goldman, and Edith Piaf.
- Teacher has class will view the film “Les Choirstes.”
- Teacher assigns reading about francophone literature from Africa.
- Teacher assigns exercises about use of the subjunctive.
- Teacher assigns exercises in AP French as practice for the AP exam from the topic of beauty and aesthetics.
- Teacher assigns readings and comprehension questions associated with beauty and aesthetics.
- Teacher searches for and asks students to complete any listening and Internet activities from “Sept Jours sur la Planète” that correspond to this unit.
- Teacher searches for current events or articles that correspond to this unit and shares them with the students.

#### Learning Activities:

- Students will participate in class discussions in French.
- Students will research songs by francophone artists, find one that they like, and give an oral presentation on the song and the singer including a short biography of the singer and information on how the song reflects the era and interests or circumstances of the singer’s life. Students will also prepare a vocabulary list of associated words and a cloze activity to be used by the class while listening to the song.
- Students will complete AP French workbook and teacher created assignments as practice for the AP exam.
- Students will extract meaning from assigned texts and film using reading, listening, and viewing strategies and assigned exercises.
• Students will reinforce proficiency with use of the subjunctive structures by completing assigned exercises.

<table>
<thead>
<tr>
<th>Assessments</th>
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<tbody>
<tr>
<td><strong>Performance Task</strong></td>
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<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
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**Goal:** Share a favorite song

**Role:** Friend

**Audience:** Friend

**Situation:** Student has found a song he/she enjoys and shares it with friends.

**Performance:** Shares and explains song and knowledge of artist

**Standards for Success:** Ability of student to use appropriate French to share and explain song and its artist to classmates

- Weekly vocabulary quizzes
- Participation in class discussions and responses to oral questioning
- Responses to homework assignments
- Grammar exam on forms and use of the subjunctive mood

<table>
<thead>
<tr>
<th>Suggested Resources</th>
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<tbody>
<tr>
<td>• Goyette, Robert, ed. <em>Sélection (Readers' Digest - Canada - monthly).</em> Montreal, Canada: Reader's Digest, Print.</td>
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</table>
# New Milford Public Schools

## Identify Desired Results

### Common Core State Standards

- **1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- **1.2:** Students understand and interpret written and spoken language on a variety of topics.
- **1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.
- **3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### Enduring Understandings

**Generalizations of desired understanding via essential questions**

(Students will understand that …)

- **We must “live” with the choices we make.**

### Essential Questions

**Inquiry used to explore generalizations**

- Is an individual free to choose one’s fate?
- Is an individual more defined by one’s actions or one’s ideas?

## Expected Performances

What students should know and be able to do

**Students will know the following:**

- Jean-Paul Sartre is one of the great French writers of the 20th century
- Sartre is an existentialist

**Students will be able to do the following:**

- Give a very general understanding of existentialist philosophy

## Character Attributes

- Citizenship
- Compassion
- Cooperation
- Courage
- Honesty
- Integrity
- Loyalty
- Perseverance
### Develop Teaching and Learning Plan

**Teaching Strategies:**
- Teacher distributes novels *(Les Jeux sont Faits)* and teacher-prepared packet of questions to guide reading chapter by chapter.
- Teacher gives introductory presentation on the style of writing found in *Les Jeux sont Faits*. It is written almost as if it were a film script with each chapter titled for where it takes place.
- Teacher assigns chapters and questions and then directs discussion of the various chapters.
- Teacher has students watch the movie “Ghost” – in English – and then asks them to find elements in the film that seem to come directly from *Les Jeux sont Faits*.
- Teacher asks students to create an essay topic of their choice about *Les Jeux sont Faits* and then to write the essay.

**Learning Activities:**
- Students will participate in class discussions in French.
- Students will extract information from print text using various reading strategies and teacher-guided questions.

### Assessments

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<th>Other Evidence</th>
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<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
</tr>
<tr>
<td></td>
<td>• Quizzes on the eleven parts of the novel</td>
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<tr>
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<td>• Essay on <em>Les Jeux sont Faits</em>.</td>
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### Suggested Resources