

**Summit Public Schools  
Summit, New Jersey**

**Summit High School  
Intermediate High to Advanced French  
Length of Course: Full Year  
AP French Language and Culture**

**Course Description:**

Preparing students to speak French accurately and with ease is the fundamental goal of the AP French Language and Culture program. Total classroom immersion in authentic French is essential and of the utmost importance to build up students' listening and speaking fluency.

Preparing students for the AP French Language and Culture exam also focuses on developing students' skills in writing. Interpersonal and presentational writing always demonstrates a broad understanding of the francophone world. To help students gain precision in their knowledge of the francophone culture around the world, only authentic material is presented in the classroom. A thorough unit by unit design will enable teachers to present an extensive variety of authentic material carefully selected from various French language websites. The authentic material includes a diverse selection of photos, commercial advertisements, videos, podcasts, articles, and literary passages. An updated selection helps students acquire a broader and deeper understanding of the French language and culture in the current francophone world. It offers students multiple opportunities to compare the French culture with their own in the 3 modes of communication: interpretive, interpersonal and presentational.

The following description of the «AP French Language and Culture» curriculum is based on the thematic approach designed by the College Board in 2019. A decision was made to study Unit 5 after Unit 1 since many recommended contexts of Unit 5 present a logical continuation (and in some instances redundancies) to the contexts presented in Unit 1. For example, the context «Housing and Shelter» is a huge concern for many families facing the difficult reality of today's economy. This context is addressed in Unit 5 of the College Board course and exam description. However, it deserves to be analyzed and debated in Unit 1 with the theme «Families and Communities». Teachers may choose to keep this context in Unit 5 as a review thus giving students an opportunity to revisit this particular topic.

Consequently, Unit 1 in this curriculum is divided into 2 sections: part 1 of this unit examines the outdoor activities a family may enjoy in different regions of the francophone world. It explores how geography influences choices made by families seeking a better quality of life. Part 2 considers evolving concepts and roles of families in contemporary societies as well as how one's social status, cultural perspectives and traditions relate to the quality of life.

# Unit 1(Part 1): Families in Different Societies

## 7.1 World Languages Intermediate High by the End of Grade 12

### Interpretive Mode of Communication

**Intermediate High learners** understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

### Interpersonal Mode of Communication

**Intermediate High learners** exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

### Presentational Mode of Communication

**Intermediate High learners** use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

### Big Ideas:

- Unit 1 (Part 1) explores themes related to families in French speaking communities that provide a meaningful context for students in which to acquire and develop a variety of language and cultural concepts.
- While the unit's primary focus is Families and Communities, the contexts of Travel, Housing and Shelter, and Economic Issues are incorporated.

### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- What are some important aspects of family values and family life in French speaking societies?
- What outdoor activities do people enjoy doing with family members in some French speaking regions/provinces?
- What challenges do families face in today's world?

### Enduring Understandings

*What will students understand about the big ideas?*

### Students will understand that:

- aspects of everyday life influence and relate to the quality of life.
- values and traditions have shaped the families' beliefs and interests.
- geography (where one lives) influences the quality of life.

<ul style="list-style-type: none"> <li>Why do some families want to leave big cities in favor of a more rural life in Quebec and in France?</li> </ul>	<ul style="list-style-type: none"> <li>the role each member plays in the family unit impacts the family life and the community.</li> </ul>
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p><b>Students will:</b></p> <p>7.1.IH.IPRET.1 Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.</p> <p>7.1.IH.IPRET.2 Demonstrate comprehension of spoken and written language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.</p> <p>7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.</p> <p>7.1.IH.IPERS.2 Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.</p> <p>7.1.IH.IPERS.3 Relate personal stories, events, and</p>	<p><b>Instructional Focus:</b> In the target language, students will:</p> <ul style="list-style-type: none"> <li>briefly review the history of Quebec (this theme is extensively studied in French 5H and becomes a starting point for the AP program).</li> <li>identify and discuss reasons that push family members to travel and spend time together while on vacation. Students will compare examples of family outdoor activities from La Réunion and Quebec with their own family experiences. They will form a cultural comparison between 2 French speaking regions of the world and their own community.</li> <li>identify and list the reasons that push families to leave Paris or Montréal. Students will compare/contrast situations between Paris and Montréal using real life examples.</li> <li>explain how data from a graph or table illustrates a cultural aspect of a region. For example using several data charts from Quebec and Paris students will be able to infer reasons and explain housing choices made by families in Quebec, Paris, and Clermont-Ferrand</li> <li>use vocabulary, adjectives, present, past, and future tenses in cultural context. These areas are essential to describe what families vacation and life choices were or will be. In addition, students will review how to use conditional sentences to describe new trends. For example: if the minister of transportation from Quebec would provide safe roads to commute there would be less accidents. Students will review the names of some french speaking countries and the prepositions used to talk or</li> </ul>

experiences using connected speech and with accuracy in the present tense and often across time frames.

7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources using short paragraphs and often using major time frames.

7.1.IH.PRSNT.3 Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.5 Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and short paragraphs.

write about each one.

### **Sample Assessments:**

#### *Formative:*

- Multiple Choice Questions quizzes (check for mastery of essential vocabulary of outdoor activities).
- Simple oral and written questions (check for understanding).
- Reading articles (interpretative reading) - articles are used as sources of cultural information, vocabulary, and language structure.
- Listening interpretation from videos and podcasts.

#### *Summative:*

- Interpersonal speaking: using AP exam format of 5 questions/5 answers with recorded answers. Jérôme invites you to go camping.
- Presentational speaking: using AP exam format of 2 minute presentation with cultural comparison (recorded). Present some important aspects of a family lifestyle that contribute to quality of life.
- MCQ - reading comprehension (AP format).
- Email answer: correctly formulate an answer to a vacation invitation using appropriate register.
- Email answer: write an answer to accept or decline a free education offer from Université du Québec in Gaspésie.
- Essay writing: 4 paragraphs using all information presented in class about the topic of family life. Analyze advantages and disadvantages of life in a big city or in the country. Given the choice, which would you prefer? And why?

### **Projects/Post Assessment:**

- IPA designed to check for understanding of vocabulary and the author's ideas and messages. The IPA is always related to the

theme and the last question always asks for a cultural comparison and expression of opinion.

**Instructional Strategies:**

*Interpretive:*

Students will read a variety of print sources (authentic articles and texts) to practice reading for understanding. They will determine essential vocabulary, write definitions of some vocabulary words and answer questions on:

- «La Réunion, île intense» from D'accord 3 p. 286 - 287 + video on sport activities on the island.
- «La Réunion, île laboratoire» from Thème p. 350.
- «La Gaspésie séduit Montréal» from Grenier Magazine, students will identify and discuss the attractiveness of this region for families.
- Videos: 3 testimonies from families who have decided to live in Gaspésie.
- «Pourquoi les Parisiens veulent-ils quitter Paris?» from Le Parisien, students will analyse data from charts and share their reaction with the class.
- «Clermont-Ferrand, la force tranquille» (IPA) - students will analyze what aspects make this city attractive for families.

*Interpersonal speaking:*

Students will discuss information from articles and videos to form a personal opinion (choice) of their living preferences. They will share their experience with the class: do they go camping with their family? do they all enjoy outdoor activities? which ones? likes/dislikes? would they prefer life in La Réunion or in Gaspésie? why/why not?...

*Presentationnal:*

Students will record a 2 minute presentation on a topic related to the theme and discuss current families' quality of life. They will compare choices made in

	<p>French speaking regions and compare them to their own family and community. Students will write an essay about family activities: Quelle est l'importance des activités familiales dans votre communauté?</p> <ul style="list-style-type: none"> <li>● <b>Interdisciplinary Connections</b> Students will make connections with social studies and learn about France's overseas regions (Les départements d'Outre-mer), they will review the history of French settlements in Quebec and why the French lost this territory.</li> <li>● <b>Technology Integration</b> Students use «Twisted wave» <a href="https://twistedwave.com/online">https://twistedwave.com/online</a> to record their conversation and presentation with their Chromebook. Students will learn how to transfer Word Documents into PDFs, use PDF worksheets to answer questions and upload them on Edmodo.</li> <li>● <b>Media Literacy Integration</b> Students will become familiar with a variety of articles from: Le Point, Le Parisien, L'Express... they will watch short video clips from French television: <a href="https://www.france24.com/fr/video/20180701-russie-le-mondial-tous">https://www.france24.com/fr/video/20180701-russie-le-mondial-tous</a>, tv5 monde, Fr3, <a href="https://ici.radio-canada.ca">https://ici.radio-canada.ca</a>.... They will listen to podcasts from <a href="http://www.canalacademie.com/apprendre/">http://www.canalacademie.com/apprendre/</a></li> <li>● <b>Global Perspectives</b> All the sources used in this unit are from different parts of the francophone world and present a diversity of cultural products and practices that students will compare/contrast with their own.</li> </ul>
<b>Career Readiness, Life Literacies, and Key Skills Practices:</b>	

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

#### Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

Models & Figures		
<b>Intervention Strategies</b>		
<b>Accommodations</b>	<b>Interventions</b>	<b>Modifications</b>
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

### Recommended Texts:

#### Teacher Resources:

<https://www.grenier.qc.ca/nouvelles/15883/la-gaspesie-seduit-montreal>

Grenier Magazine «La Gaspésie séduit Montréal» (May 17, 2018)

<https://www.quebecfamille.org/fr/>

«Conciliation travail-famille 2019»

[https://plus.lapresse.ca/screens/245e629d-bfed-48b7-acb0-5a7386a4dfad\\_7C\\_0.html](https://plus.lapresse.ca/screens/245e629d-bfed-48b7-acb0-5a7386a4dfad_7C_0.html)

La presse plus «Lettre au ministre concernant la route 117» (1/18/2018)

<https://www.cb-expert.fr/2017/10/23/les-parisiens-aiment-paris-mais-veulent-la-quitter/>

CB Expert «Pourquoi les Parisiens veulent-ils quitter Paris?» (10/23/2017)



[https://www.lexpress.fr/region/clermont-ferrand-la-force-tranquille\\_898724.html](https://www.lexpress.fr/region/clermont-ferrand-la-force-tranquille_898724.html)

L'Express «Clermont-Ferrand: la force tranquille» (06/11/2010)

<https://www.youtube.com/watch?v=zn5jtSmJVug>

Canyoning Trou Blanc - Cirque de Salzie (2016)

<https://www.youtube.com/watch?v=FosYpv8pWoo>

France Ô (France Télévisions) émission Grand format : La Réunion, l'île intense (2015)

<https://www.youtube.com/watch?v=KqTEjFXhbew>

Le Tour de la Gaspésie en 5 étapes - Québec Maritime (2018)

<https://www.youtube.com/watch?v=eslXiBPS6vg>

L'hiver s'installe en Gaspésie (2015)

<https://www.youtube.com/watch?v=w4ia15BUIBw>

Marilou - Ambition (Bonaventure Gaspésie) (2018)

[https://www.youtube.com/watch?v=VDY\\_UNQETel](https://www.youtube.com/watch?v=VDY_UNQETel)

JF & Pascale - Aventure (Coin-du-banc Gaspésie) (2018)

<https://www.youtube.com/watch?v=dsIGXwdrA0w>

Travailler en Gaspésie Servant-Gasse famille (2018)

#### Suggested Student Texts:

- D'accord 3, Vista Higher Learning, Inc. 2015, «La Réunion, île intense» p. 286, 287, 288.
- Thèmes AP French Language and Culture, G. Delfosse, E. Kurbegov, P. Draggett, Vista Higher Learning, Inc. 2016, p. 350 «La Réunion, "île-laboratoire"».
- Barron's AP French Language and Culture, E. Kurbegov, E. Weiss, Barron's Educational Series, Inc. 2013
- AP French Preparing for the Language and Culture Examination, R. Ladd, Pearson Education Inc. 2012
- AP College Board classroom: <https://apcentral.collegeboard.org/>

## **Unit 1(Part 2): Families in Different Societies**

### **7.1 World Languages Intermediate High by the End of Grade 12**

#### **Interpretive Mode of Communication**

*Intermediate High learners* understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and

readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

### **Interpersonal Mode of Communication**

*Intermediate High learners* exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

### **Presentational Mode of Communication**

*Intermediate High learners* use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

### **Big Ideas:**

- Unit 1 (Part 2) explores themes related to families in France that have adopted a variety of languages and cultural concepts. The Romani people in France, generally known in spoken French as «Roms» come from Romania and/or Bulgaria. Exact numbers of Romani people in France are unknown—estimates vary from 20,000 to 400,000. According to these estimates, at least 12,000 Romani live in unofficial urban camps throughout the country. Les «Gitans» or «Gens du voyage», are a different ethnic group often confused with the Roms. Originally from Northern Spain, most of them still speak Catalan and tend to live in camps or in government housing in southern France. The last group of migrating peoples in France are asylum seekers and refugees from Syria, Afghanistan and eastern Africa. Most of them travel through France looking for a passage to Great Britain. While waiting in northern France migrants live in camps.
- While the unit's primary focus is Families and Communities, the contexts of Personal and Public Identities, Alienation and Assimilation, Multiculturalism, Beliefs and Values, Diversity Issues, and Housing and Shelter are incorporated.

#### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- What are some important aspects of family values and family life for the Romani, the Gitans, and the migrant people in France?
- What types of housing do these families choose to live in?
- What challenges do these families face in today's world?

#### **Enduring Understandings**

*What will students understand about the big ideas?*

#### **Students will understand that:**

- family values vary in different groups of people in France.
- values and traditions have shaped the families' beliefs and interests of the Roms and the Gitans.

<ul style="list-style-type: none"> <li>• What similarities are there between these groups that make it difficult for them to adopt a sedentary «French» lifestyle?</li> <li>• How does the French government's policies help these different groups?</li> </ul>	<ul style="list-style-type: none"> <li>• government policies influence the quality of life of the poor people and the minorities living in France.</li> <li>• the role each member plays in the family unit impacts the family life and the communities around them.</li> <li>• efforts should be made to solve immigration problems and foster integration of minorities.</li> </ul>
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p><b>Students will:</b></p> <p>7.1.IH.IPRET.1 Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.</p> <p>7.1.IH.IPRET.2 Demonstrate comprehension of spoken and written language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.</p> <p>7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.</p> <p>7.1.IH.IPERS.2 Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.</p> <p>7.1.IH.IPERS.3 Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.</p>	<p><b>Instructional Focus:</b> In the target language, students will:</p> <ul style="list-style-type: none"> <li>• identify and examine the diverse groups of people living in France.</li> <li>• identify and discuss reasons that push family members to travel and live in camps. Students will compare these examples of family life styles and traditions with their own family experiences. They will form a cultural comparison between minorities living in France and their own community.</li> <li>• identify and list the reasons that push the Rom families to leave their country of origin. Students will compare/contrast situations between the Roms and the Gitans using real life examples.</li> <li>• explain how data from a graph or table illustrates a cultural aspect of a population. For example using several data charts students will be able to infer reasons and explain the Roms' life choices i.e. lack of education and early marriage for girls.</li> <li>• use vocabulary, adjectives, present, past, and future tenses in cultural context. These areas are essential to describe what life choices were made by families who live in camps. In addition, students will review how to use the subjunctive mood to describe what the French government should do to help minorities: the poor and the migrants. For example, the former French prime minister presented several rules.</li> </ul>

7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources using short paragraphs and often using major time frames.

7.1.IH.PRSNT.3 Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.5 Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and short paragraphs.

France demands the Roms return in Romania.

**Sample Assessments:**

*Formative:*

- Multiple Choice Questions quizzes (check for mastery of essential vocabulary of unsanitary and dangerous life conditions and discrimination).
- Simple oral and written questions (check for understanding).
- Reading articles (interpretive reading) - articles are used as sources of cultural information, vocabulary, and language structure.
- Listening interpretation from videos and podcasts.

*Summative:*

- Interpersonal speaking: using AP exam format of 5 questions/5 answers with recorded answers. A proposition to travel, what requests do you make before accepting.
- Presentational speaking: using AP exam format of 2 minute presentation with cultural comparison (recorded). Comment est-ce que l'immigration et la présence d'immigrés ont touché les gens de votre communauté?
- Presentational speaking: Quelle est l'attitude de votre communauté sur l'importance de la diversité culturelle?
- MCQ - reading comprehension (AP format). (immigration, citizenship, and assimilation).
- Email answer: correctly formulate an answer to an invitation: collecting items for the homeless.
- Essay writing: 4 paragraphs using all information presented in class about the topic of migrating groups in France and their life choices. What efforts should we make to solve problems linked to immigration?

**Projects/Post Assessment:**

- IPA designed to check for understanding of

vocabulary and author's ideas and messages both in print and in interviews: «Le ministre de l'intérieur...» Libération (9/24/13) + interview BFMTV «Manuel Valls sur les Roms...» (9/25/2013)

**Instructional Strategies:**

*Interpretive:*

Students will read a variety of print sources (authentic articles and texts) to practice reading for understanding. They will determine essential vocabulary words and answer open-ended questions as well as MCQ on:

- «Roms. Combien sont-ils en France?» from Ouest France and France 3 TV.
- «Pour Valls, les Roms ont vocation à rentrer en Roumanie ou en Bulgarie» from Libération.
- «Jean-Pierre Pernaut oppose migrants et sans-abri durant son JT» from Le Parisien.
- «Les Saintes-Marie-de-la-Mer dernier village confiné en France» from Le Point.
- (See attached list of documents).

Students will watch a variety of videos to practice their listening skills. For example:

- «Traversées de la Manche par des migrants...» from France 3 TV.
- «Une heure sur terre : La route des Roms» from Radio Canada.
- «Un camp de Roms évacué à Paris dans le 18<sup>e</sup>» from BFMTV.
- «Quel bilan à Calais, trois ans après le démantèlement de la Jungle?» from France 3 Hauts de France (TV).
- (See attached list of videos).

Students will answer questions and use information in discussions. Teachers should provide immediate feedback to make sure the message and the cultural aspects are being understood.

*Interpersonal Speaking:*

Students will discuss information from articles and videos to form a personal opinion on the societal problems associated with the life style of diverse migrant groups in France and their struggles to overcome poverty. A possible question for class discussion is: Est-ce que le gouvernement français devrait aider seulement ses citoyens (les SDF et les Gitans) ou est-ce qu'il devrait aussi aider tous les Roms et les migrants?

Another activity to engage students in a meaningful discussion on that topic is to divide the class into 2 groups using opposite arguments (always from sources studied in class) to debate the pros and cons of the French policies regarding its poor minorities.

*Presentation:*

Students will record a 2 minute presentation on a topic related to the theme: Is poverty responsible for the life styles of some groups or is the life style a choice linked to culture or discrimination. How do stereotypes influence the French citizens' reaction towards the Roms and the migrants?

- Interdisciplinary Connections

Students will make connections with music and learn about the creative and musical skills of both the Roms and the Gitans. For example: Taraf de Haïdouks is a musical ensemble of Roms from Romania very popular in Europe, while the Gipsy Kings is a music group created by 2 related Gitan families from the south of France (Montpellier) with roots from Catalonia.

- Technology Integration

Students use «Twisted wave»

<https://twistedwave.com/online> to record their conversation and presentation with their Chromebook. Students will learn how to transfer Word Documents into PDFs, use PDF worksheets to answer questions and upload them on Edmodo.

	<ul style="list-style-type: none"> <li>● Media Literacy Integration Students will become familiar with a variety of articles from: Le Point, Le Parisien, L'Express... they will watch short video clips from French television: <a href="https://www.france24.com/fr/video/20180701-russie-le-mondial-tous">https://www.france24.com/fr/video/20180701-russie-le-mondial-tous</a>, tv5 monde, Fr3, <a href="https://ici.radio-canada.ca">https://ici.radio-canada.ca</a>.... They will listen to podcasts from <a href="http://www.canalacademie.com/">http://www.canalacademie.com/</a></li> <li>● Global Perspectives The ongoing debate in France about the inadequate response of the French government in dealing with poor minorities presents a diversity of cultural products and practices that students will compare/contrast with their own.</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b></p> <ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social, and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership, and effective management.</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity, increase collaboration, and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul> <div data-bbox="68 1680 784 1801"> <p><b>Supports for English Language Learners</b></p> </div>	

<b>Sensory Supports</b>	<b>Graphic Supports</b>	<b>Interactive Supports</b>
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
<b>Intervention Strategies</b>		
<b>Accommodations</b>	<b>Interventions</b>	<b>Modifications</b>
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need



Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

### Recommended Texts:

#### Teacher Resources:

<https://www.ouest-france.fr/politique/roms-combien-sont-ils-en-france-1399259>

Ouest-France «Roms. Combien sont-ils en France?» (09/29/2013)

[https://www.liberation.fr/societe/2013/09/24/pour-valls-seule-une-minorite-de-roms-veulent-s-integrer-en-france\\_934265](https://www.liberation.fr/societe/2013/09/24/pour-valls-seule-une-minorite-de-roms-veulent-s-integrer-en-france_934265)

Libération : «Pour Valls, les Roms ont vocation à rentrer en Roumanie ou en Bulgarie» (9/7/2013)

<http://www.leparisien.fr/culture-loisirs/tv/jean-pierre-pernaut-oppose-migrants-et-sans-abri-durant-son-jt-11-11-2016-6316368.php>

Le Parisien : «Jean-Pierre Pernaut oppose migrants et sans-abri durant son JT (11/11/2016)

[https://www.lepoint.fr/societe/les-saintes-maries-de-la-mer-dernier-village-confine-de-france-23-05-2020-2376638\\_23.php](https://www.lepoint.fr/societe/les-saintes-maries-de-la-mer-dernier-village-confine-de-france-23-05-2020-2376638_23.php)

Le Point «Les Saintes-Maries-de-la-Mer dernier village confiné de France» (5/23/2020)

[http://www.francetvinfo.fr/politique/polemiques-sur-les-roms/video-roms-un-voyage-sans-fin\\_419773.html](http://www.francetvinfo.fr/politique/polemiques-sur-les-roms/video-roms-un-voyage-sans-fin_419773.html)

France 3 «Qui sont les Roms et combien sont-ils en France?» (9/25/2013)

<https://france3-regions.francetvinfo.fr/hauts-de-france/pas-calais/calais/traversees-manche-migrants-associations-revoltees-publicite-du-gouvernement-1704532.html>

France 3 «Traversées de la Manche par des migrants : les associations révoltées par une publicité du gouvernement» (9/10/2019)

<https://www.youtube.com/watch?v=j5OsNkyUaWU>

Radio Canada «Une heure sur terre : La route des Roms» (7/24/2011)

<https://www.youtube.com/watch?v=yF9ZQx366BY&t=1s>

ViàOccitanie «Quelle scolarité pour les enfants Roms» (Béziers/Montpellier) (9/14/2012)

<https://www.youtube.com/watch?v=YBCdaC39-O8&t=1s>

BFMTV «Un camp de Roms évacué à Paris dans le 18e» (2/3/2016)

<https://www.youtube.com/watch?v=vsneAbGKmXY>

Le journal - France indépendante liberté «Des Marseillais chassent les Roms de leur quartier» (9/30/2012)

<https://www.youtube.com/watch?v=wyU0rKHsNZw&t=4s>

Imineo Documentaires «Nos voisins les Roms» (8/30/2019)

[https://www.francetvinfo.fr/replay-magazine/france-3/avenue-de-l-europe/video-roumanie-des-enfants-qui-rapportent\\_1914349.html](https://www.francetvinfo.fr/replay-magazine/france-3/avenue-de-l-europe/video-roumanie-des-enfants-qui-rapportent_1914349.html)

Les magazines de France 3 : Avenue de l'Europe «Roumanie : des enfants qui rapportent» (11/16/2016)

<https://www.youtube.com/watch?v=eO7wslys9us&list=RDCMUCmqkJaw1mflfxVXhhhK9wVA&index=3>

Enquête exclusive «SDF, prostituées et belles villas : les secrets du bois de Vincennes» (1/13/2015 published 2/22/2011) (Jean le SDF from 51 minutes to 58).

<https://fr.maryglasgowplus.com/magazines/Chez-Nous-78121>

Chez nous - Mary Glasgow magazine «Paris : le conte de deux villes - Paris sans abri» (2019)

<https://www.youtube.com/watch?v=IW2wmSB-PyM>

BFMTV «Manuel Valls sur les Roms : Nous ne sommes pas là pour accueillir ces populations» (9/25/2013)

<https://www.youtube.com/watch?v=ym-yKTv4tfM>

France 5 : «Complément d'enquête : Les Gitans de Perpignan» (8/14/2014)

[https://www.lepoint.fr/societe/les-saintes-maries-de-la-mer-dernier-village-confine-de-france-23-05-2020-2376638\\_23.php](https://www.lepoint.fr/societe/les-saintes-maries-de-la-mer-dernier-village-confine-de-france-23-05-2020-2376638_23.php)

Le Point «Les Saintes-Maries-de-la-Mer dernier village confiné de France» (5/23/2020)

<https://www.youtube.com/watch?v=gyW0FMFDZJA>

France 24 : Sept jours en France. «Crise des migrants : l'impasse de Calais» (2/3/2016)

<https://www.youtube.com/watch?v=2vms5f4g0iU>

France 3 Hauts de France : «Quel bilan à Calais, trois ans après le démantèlement de la Jungle?» (5/11/2019)

<https://www.francebleu.fr/infos/societe/traversees-de-la-manche-par-les-migrants-ca-augmente-parce-que-ca-marche-selon-les-associations-1577982781>

France Bleu Nord - podcast - «Le plus dur c'est de partir discrètement» (Jean-François Guennoc, bénévole de l'Auberge des migrants) (1/3/2020)

## Unit 2: The Influence of Language and Culture on Identity

### 7.1 World Languages Intermediate High by the End of Grade 12

#### Interpretive Mode of Communication

*Intermediate High learners* understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

#### Interpersonal Mode of Communication

*Intermediate High learners* exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

## Presentational Mode of Communication

**Intermediate High learners** use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

### Big Ideas:

- Unit 2 looks at how language and culture influence identity in French speaking societies. This unit is a natural continuation to the discussion started in Unit 1 when students recognized that the lack of education and consequently the lack of fluency in the French language is a contributing factor of poverty in migrating groups in France. Unit 2 will follow up with a study of the French education system and its challenges. Educating children who are often the first or second generation born in France from immigrating parents poses challenges in unfavorable suburbs. Students will also analyze how language created in those suburbs can contribute to a false feeling of identity preventing underprivileged children from adapting to the professional world and to the French society, thus keeping them in poverty.
- While the unit's primary focus is Families and Communities, the contexts of Personal and Public Identities, Alienation and Assimilation, Multiculturalism, Beliefs and Values, Diversity Issues, and Housing and Shelter are incorporated.

### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How does one's identity evolve over time?
- How does language shape our cultural identity?
- How does the French language contribute to the transmission of the French culture and values in the francophone world?
- What challenges do children from poor suburbs face when confronted with the French education system?
- How does the French government's policies shape children's education?
- Why is the «bac» (a rite of passage) both loved and criticized by the French? And how is it going to be transformed?
- How can «elite» schools become more welcoming to minorities in France?

### Enduring Understandings

*What will students understand about the big ideas?*

#### Students will understand that:

- French is spoken in many countries around the world.
- information discussed in French 5 honors is helpful to explain the roots of «creole» in the French Antilles.
- the French language evolves. How it includes more and more English words as well as words from African origins commonly used by the children of immigrants from North and Western Africa.
- government policies influence the quality of education of the poor people and the minorities living in France..
- efforts should be made to design a new education system that would benefit at risk children and help them succeed.
- access to prestigious schools in France is extremely difficult.

Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p><b>Students will:</b></p> <p>7.1.IH.IPRET.1 Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.</p> <p>7.1.IH.IPRET.2 Demonstrate comprehension of spoken and written language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.</p> <p>7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.</p> <p>7.1.IH.IPERS.2 Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.</p> <p>7.1.IH.IPERS.3 Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.</p> <p>7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources using short paragraphs and often using major time frames.</p> <p>7.1.IH.PRSNT.3 Use language creatively when</p>	<p><b>Instructional Focus:</b> In the target language, students will:</p> <ul style="list-style-type: none"> <li>justify the need for the preservation of symbols of cultural identity such as a flag, a national anthem, national holidays.... Students will review these items essential to the French culture and debate their value. Do they help unite or divide the French population? Should the French government impose a salute to the flag similar to what is being done in the United States?</li> <li>identify the countries and regions where French is spoken around the world. Should people from these regions fight to preserve this cultural heritage? What is the value of French for a youth born in Mali?</li> <li>explain why some languages are being favored while some others disappear such as some dialects in New Caledonia that no longer exist or will soon vanish. Can creole be considered a unifying language that reflects the culture of the descendants of former slaves? Or, is creole only a language established with colonialism which should be banned on account of its connotation?</li> <li>examine what factors make a language evolve. Is technology a factor that makes people around the world use more English words? Is immigration a factor that makes the French use more (north) African words?</li> <li>debate if a language created in poor suburbs of Paris (le verlan) gives a sense of identity to the people who live in these areas where cultural values are so diverse.</li> <li>examine what pushes the French teenagers to copy this «slang» and incorporate it into their everyday speech. Should it be reserved to teens who identify with a different socio-economic and/or cultural background? What cultural comparison can we make with the United States?</li> <li>identify the differences between the French and the American schooling systems.</li> </ul>

responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.5 Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and short paragraphs.

- discuss the important value (and cultural heritage) of the French high school exam: Le bac. Students will understand its legacy and predict the benefits of its reforms.
- investigate the equivalent of US Ivy League Schools in France and their highly selective admission process. They will relate to the stress felt by French students and present a comparison with their own anxiety.

### **Sample Assessments:**

#### *Formative:*

- Multiple Choice Questions quizzes to check for mastery of essential vocabulary of cultural symbols and education.
- Simple oral and written questions (check for understanding).
- Reading articles (interpretive reading) - articles are used as sources of cultural information, vocabulary, and language structure.
- Listening interpretation from videos and podcasts. For example, the podcast on a school reform that was not successful and is being reconsidered since it mainly failed due to lack of funding and interest from local administration:

<https://www.franceinter.fr/emissions/le-telephone-sonne/le-telephone-sonne-28-novembre-2017>

France Inter (podcast) « Rythmes scolaire : retour à la semaine de 4 jours? » (11/28/2017)

- IPA designed to check for understanding of vocabulary and authors' ideas and messages on a particular topic. For this unit the IPA is linked to the listening exercise:

<https://www.franceinter.fr/societe/rythmes-scolaires-faute-de-moyens-le-retour-a-la-semaine-des-4-jours-s-accelere>

and to the France Inter article « Rythmes scolaires : Faute de moyens, le retour à la semaine des 4 jours s'accélère » (11/21/2018).

#### *Summative:*

- Interpersonal speaking: using AP exam format of 5 questions / 5 answers with recorded answer. Using AP exam conversation from 2012: « Christine va étudier en France », or from 2013 « Véronique va étudier, elle a un examen

	<p>d'histoire», or from 2018: «Sébastien, un camarade de classe parle de son stress».</p> <ul style="list-style-type: none"> <li>• Presentational speaking: using AP exam format of 2 minute presentation with cultural comparison (recorded): Present «L'importance de la diversité culturelle» (2012).</li> <li>• MCQ - Reading comprehension (AP format) - articles and literary readings from AP College Board selection: <a href="https://apcentral.collegeboard.org/">https://apcentral.collegeboard.org/</a></li> <li>• Email answer: correctly formulate an answer to study abroad in Senegal.</li> <li>• Essay writing: 4 paragraphs using all the information presented in class about the education system in France: «On dit que le bac est un examen obsolète et qu'on devrait l'annuler. Qu'en pensez-vous?»</li> </ul> <p><b>Projects/Post Assessment:</b></p> <ul style="list-style-type: none"> <li>• IPA designed to check for understanding of vocabulary and authors' ideas and messages on a particular topic. For this unit the IPA is linked to the listening exercise: <a href="https://www.franceinter.fr/societe/rythmes-scolaires-faute-de-moyens-le-retour-a-la-semaine-des-4-jours-s'accelere">https://www.franceinter.fr/societe/rythmes-scolaires-faute-de-moyens-le-retour-a-la-semaine-des-4-jours-s'accelere</a></li> </ul> <p>and to the France Inter article «Rythmes scolaires : Faute de moyens, le retour à la semaine des 4 jours s'accélère» (11/21/2018).</p> <p><b>Instructional Strategies:</b></p> <p><i>Interpretive:</i></p> <p>Students will read a variety of print sources (authentic articles, texts, and charts) to practice reading for understanding. They will select essential vocabulary from these readings, write definitions of some vocabulary words and answer questions on the use of different languages:</p> <ul style="list-style-type: none"> <li>• «Le français en Haïti entre la créolisation et l'anglicisation?» from Le Nouvelliste.</li> <li>• «Le succès des langues régionales à l'école» from Le Figaro. In this selection students will become aware of the language choices in a French school.</li> </ul> <p>Several articles on «le bac» are presented from a variety of French newspapers and magazines such as:</p>
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- «Le bac est un rite institutionnel et politique» from Le Monde.
- «Le bac ? Il suffit de s'inscrire» from Le Point.
- «Alors, tu l'as ton bac?» from l'Express.
- «Le nouveau bac, mode d'emploi» from Les Echos.....

The purpose of using many sources on the same topic (here «le bac») is to make sure that students become very familiar with the specific vocabulary being used. It is also a good idea for students who may not understand the information with the first article but will acquire a strong knowledge of the issue after it has been presented several times from varied sources.

*Interpersonal speaking:*

Students will discuss information from articles and videos to form a personal opinion on the value of language as a communication tool. Why is language an indicator of social background and/or cultural heritage? From their interpretation of culturally authentic material on the use of the French language in the world, students will present an opinion on its cultural value and its evolution. For example, they will debate if all French speakers should adopt the same «standard French» (historically known as «la langue de Molière») or if they should accept its evolution and inclusion of English and slang words? Students will examine and explain the transformation of «le bac». As a product of the French culture should this historical exam be modified and adapted to our technology oriented society?

*Presentational:*

Students will record a 2 minute presentation on a topic related to the theme and discuss if it is acceptable to include words from other languages in the French vocabulary. Is the inclusion of foreign words going to spoil the French language? Is the lack of uniformity going to destroy the Francophone identity in the world? Students will write an essay about the use of the French language in other parts of the world: «Quand on vit dans un pays francophone, est-il préférable à votre avis d'apprendre le français? une langue identitaire ou une langue étrangère?» Students will use their knowledge of the francophone world to debate the



	<p>benefits of learning French in a country where French is one of the vehicular languages.</p> <ul style="list-style-type: none"> <li>● <b>Interdisciplinary Connections</b> Students will make connections with social studies and review France's overseas regions (Les départements d'Outre-mer), they will review the history of the former French colonies in Africa. They will review the lasting contribution of the 17th century authors and playwrights to the French language.</li> <li>● <b>Technology Integration</b> Students use «Twisted wave» <a href="https://twistedwave.com/online">https://twistedwave.com/online</a> to record their conversation and presentation with their Chromebook. Students will learn how to transfer Word Documents into PDFs, use PDF worksheets to answer questions and upload them on Edmodo.</li> <li>● <b>Media Literacy Integration</b> Students will become familiar with a variety of articles from: Le Point, Le Parisien, L'Express... they will watch short video clips from French television: <a href="https://www.france24.com/fr/video/20180701-russie-le-mondial-tous">https://www.france24.com/fr/video/20180701-russie-le-mondial-tous</a>, tv5 monde, Fr3, <a href="https://ici.radio-canada.ca....">https://ici.radio-canada.ca....</a> They will listen to podcasts from <a href="http://www.canalacademie.com/apprendre/">http://www.canalacademie.com/apprendre/</a></li> <li>● <b>Global Perspectives</b> Through the use of French, students identify and investigate some typical products related to everyday life in France and in the Francophone world. Students will compare and contrast these products with their own regarding schooling, its benefits, and its challenges. They will establish comparisons between US Ivy League Schools and Les Grandes Ecoles.</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b></p> <ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social, and economic impacts of decisions.</li> </ul>	

- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

### Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

### Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

### Recommended Texts:

#### Teacher Resources:

[http://www.lavie.fr/hebdo/2009/3349/max-gallo-d-abord-aimer-le-paysage-de-la-france-06-11-2009-528\\_68.php](http://www.lavie.fr/hebdo/2009/3349/max-gallo-d-abord-aimer-le-paysage-de-la-france-06-11-2009-528_68.php)

La Vie - Max Gallo : «D'abord, aimer le paysage de la France» (06/11/2009)

<https://www.afrik.com/l-argot-africain-inspire-la-langue-francaise>

Le Nouvel [afrik.com](https://www.afrik.com) «L'argot africain inspire la langue française» (08/09/2013)

<https://lenouvelliste.com/lenouvelliste/article/27112/Le-francais-en-Haiti-entre-la-creolisation-et-l-anglicisation.html>

Le Nouvelliste «Le français en Haïti entre la créolisation et l'anglicisation?» (03/24/2006)

<https://www.lefigaro.fr/actualite-france/2013/07/29/01016-20130729ARTFIG00330-le-succes-de-s-langues-regionales-a-l-ecole.php>

Le Figaro «Le succès des langues régionales à l'école» (07/29/2013)

[https://www.lemonde.fr/idees/article/2018/02/08/le-bac-est-un-rite-institutionnel-et-politique\\_5253734\\_3232.html](https://www.lemonde.fr/idees/article/2018/02/08/le-bac-est-un-rite-institutionnel-et-politique_5253734_3232.html)

Le Monde «Le bac est un rite institutionnel et politique» (02/08/2018)

[https://www.lepoint.fr/societe/le-bac-il-suffit-de-s-inscrire-12-07-2013-1703668\\_23.php](https://www.lepoint.fr/societe/le-bac-il-suffit-de-s-inscrire-12-07-2013-1703668_23.php)

Le Point «Le bac ? Il suffit de s'inscrire» (07/12/2013)

[https://www.lexpress.fr/education/bac/alors-tu-l-as-ton-bac\\_1009230.html](https://www.lexpress.fr/education/bac/alors-tu-l-as-ton-bac_1009230.html)

L'Express «Alors, tu l'as ton bac?» (07/05/2011)

<https://ingenuingenieur.wordpress.com/2017/06/13/fuites-au-bac-2017-lenquete-de-la-gendarmerie-sannonce-difficile/>

Wordpress «Fuites au bac 2017 : l'enquête de la Gendarmerie s'annonce difficile» (06/13/2017)

<https://www.lesechos.fr/politique-societe/societe/le-nouveau-bac-2021-mode-demploi-140518>

Les Echos «Le nouveau bac, mode d'emploi» (10/14/2019)

[https://www.lepoint.fr/education/nouveau-bac-a-quoi-ressemblera-le-contrôle-continu-20-10-2019-2342324\\_3584.php](https://www.lepoint.fr/education/nouveau-bac-a-quoi-ressemblera-le-contrôle-continu-20-10-2019-2342324_3584.php)

Le Point «Nouveau bac : à quoi ressemblera le contrôle continu?» (10/20/2019)

<https://www.lesechos.fr/2013/12/mauvais-resultats-a-qui-la-faute-332489>

Les Echos «Mauvais résultats : à qui la faute?» (12/03/2013)

<https://www.franceinter.fr/societe/rythmes-scolaires-faute-de-moyens-le-retour-a-la-semaine-des-4-jours-s-accelere>

France Inter (article) «Rythmes scolaires : Faute de moyens, le retour à la semaine des 4 jours s'accélère» (11/21/2018)

<https://www.youtube.com/watch?v=Mnq9-BhdSvw>

1 jour, 1 question «Où parle-t-on français dans le monde» (02/22/2016)

<https://www.youtube.com/watch?v=qxytvCNyxl>

France 2 - 20 heures - «Fabrice Lucchini fait le show chez David Poujadas» (03/09/2011)

<https://www.youtube.com/watch?v=BtoQZN5hiMs&t=3s>

Antenne 2 «Des langues en voie de disparition» (10/09/2012)

[https://www.francetvinfo.fr/societe/education/video-pour-luc-ferry-le-bac-est-un-examen-ridicule-qui-n-a-aucune-valeur\\_623721.html](https://www.francetvinfo.fr/societe/education/video-pour-luc-ferry-le-bac-est-un-examen-ridicule-qui-n-a-aucune-valeur_623721.html)

France 2 «Pour Luc Ferry, le bac est un examen ridicule qui n'a aucune valeur» (06/16/2014)

<https://www.youtube.com/watch?v=9tn02YwX-3U>

BFMTV «Caroline : 21,18 de moyenne au bac» (07/07/2013)

<https://www.youtube.com/watch?v=IlzCVvs7cgE>

BFMTV «Un lycéen d'Elbeuf obtient 20 sur 20 au bac» (07/05/2011)

<https://www.youtube.com/watch?v=7GJa5NellUQ>

TF1 Reportage Sept à Huit «Louis-le-Grand, un lycée d'élite» (11/13/2017)

<https://www.youtube.com/watch?v=fbmKXDLvVYE>

France 3 - Droit d'Inventaire «La France des privilèges : les grandes écoles» (24/11/2011)

<https://www.youtube.com/watch?v=rssANPHZjzE>

France 3 Centre - «Les classes prépas» (09/15/2012)

<https://www.franceinter.fr/emissions/le-telephone-sonne/le-telephone-sonne-28-novembre-2017>

France Inter (podcast) «Rythmes scolaire : retour à la semaine de 4 jours?» (11/28/2017)

## Unit 3: Influences of Beauty and Art.

### 7.1 World Languages Intermediate High by the End of Grade 12

#### Interpretive Mode of Communication

*Intermediate High learners* understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

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#### Presentational Mode of Communication

*Intermediate High learners* use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly

complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

#### Big Ideas:

- Unit 3 explores themes related to the influences of beauty and art in France, which provides meaningful contexts to acquire and develop essential vocabulary. The contexts of architecture, visual arts, literature, and fashion represent contributions to the world artistic heritage and a prodigious aspect of the French «patrimoine culturel». The primary focus is to present different forms of beauty such as architecture and fashion. Students will explore how architecture is an art form that influences the quality of life of millions of people in France and in the world. They will consider the rich artistic creations in Paris and in France in the 19th century and its effects on the French economy today.
- While the unit's primary focus is Beauty and Aesthetics, the contexts of Personal and Public Identities, Alienation and Assimilation, Multiculturalism, Beliefs and Values, Diversity Issues, and Nationalism and Patriotism are incorporated.

#### Essential Questions

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How do ideals of beauty and aesthetics influence daily life?
- How can architecture be considered an art form?
- How does art both challenge and reflect cultural perspectives?
- Why does Parisian architecture attract visitors from around the world?
- Why was Haussmann's architectural style considered revolutionary in the 19th century but is valued today?
- How is this art form a characteristic of the historical transformation of Paris and of the French society?
- What other artistic talents became famous in Paris in the 19th century?
- Can we consider fashion as a form of art?
- Who helped transform fashion in Paris into a multi-billion industry?
- What factors influence French fashion today?

#### Enduring Understandings

*What will students understand about the big ideas?*

#### Students will understand that:

- art in the form of architectural transformation influences the quality of life of the French people.
- France plays a huge role in the art world thanks to the contribution of influential architects, engineers, painters, and authors.
- the transformation of Paris in the 19th century contributed to it being recognized as the most beautiful city in the world.
- the concept of beauty in fashion defines the French culture and is an essential part of its economy.
- the introduction of the Islamic fashion on some Parisian fashion runways created some controversy.
- the «burkini» may be a contributing factor to the isolation of Muslim women.

#### Areas of Focus: Proficiencies (Progress Indicators)

**Students will:**

#### Examples, Outcomes, Assessments

**Instructional Focus:**

<p>7.1.IH.IPRET.1 Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.</p> <p>7.1.IH.IPRET.2 Demonstrate comprehension of spoken and written language in formal and informal settings, through appropriate responses.</p> <p>7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.</p> <p>7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.</p> <p>7.1.IH.IPERS.2 Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.</p> <p>7.1.IH.IPERS.3 Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.</p> <p>7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources using short paragraphs and often using major time frames.</p> <p>7.1.IH.PRSNT.3 Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.</p> <p>7.1.IH.PRSNT.5 Express viewpoints on familiar and</p>	<p>In the target language, students will:</p> <ul style="list-style-type: none"> <li>• briefly recall historical information about the 19th century and the transformation of the French society during the industrial revolution (this theme is extensively studied in French 4 and becomes the starting point of this unit).</li> <li>• identify and list the major transformations of Paris from 1853 to 1870 through the eyes of a famous photographer of that time: Charles Marville.</li> <li>• analyze the contributions to Parisian architecture made by the prefect Georges-Eugène Haussmann (nicknamed the prefect who saved Paris).</li> <li>• recognize and name the characteristics of Haussmann's renovations.</li> <li>• explain how Haussmann's colossal reconstruction of Paris aimed at improving the standard of basic environmental conditions affecting the well-being of Parisians.</li> <li>• name famous iconic Parisian monuments and museums such as Notre-Dame, the Eiffel tower, the Louvre... and appreciate their outstanding value to humanity (World Heritage Sites).</li> <li>• connect information acquired about Haussmann to the construction of the first Parisian department stores such as «Le Bon Marché», «La Samaritaine», etc..</li> <li>• link the evolution of marketing invented in the 1850's by Aristide Boucicaut (Le Bon Marché) to the development of Parisian fashion (Chanel, Louis Vuitton, etc.) and its weight in the French economy.</li> <li>• explain how data from a graph or table illustrates the contribution of the luxury industry in our society.</li> <li>• debate the expansion of islamic fashion in France and ponder the use of «burkini» by Muslim women.</li> <li>• use vocabulary, adjectives, present, past,</li> </ul>
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researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and short paragraphs.

conditional, and subjunctive tenses to discuss Haussmann's renovations and its contribution to World Heritage. In addition, students will review when to use the subjunctive tense when debating fashion trends. For example: is it possible to consider fashion as a form of art? Is our appreciation of beauty related to what we wear?

### **Sample Assessments:**

#### *Formative:*

- Multiple Choice Questions quizzes (check for mastery of essential vocabulary of beauty, the art, architecture and fashion design). Create MCQ with [www.quizlet.com/](http://www.quizlet.com/)
- Simple oral and written questions (check for understanding).
- Reading articles (interpretative reading) - articles are used as sources of cultural information, vocabulary, and language structure.
- Listening interpretation from videos and podcasts.

#### *Summative:*

- Interpersonal speaking: using AP exam format of 5 questions/5 answers with recorded answers. Answer a proposition to collaborate with another student on a project presentation of a French city. The presentation should include a description of its architectural features and monuments.
- Presentational speaking: using AP exam format of 2 minute presentation with cultural comparison (recorded). «Comparez ce que vous considérez comme une partie importante de votre héritage culturel au patrimoine d'une région francophone».
- Presentational speaking: Compare/contrast the marketing techniques invented by Aristide



Boucicaut in the 19th century to the strategies currently used in your own community.

- MCQ - reading comprehension (AP format) based on the theme (beauty, architecture, and artistic creations).
- Email answer: correctly formulate an answer to an invitation: accept or decline a volunteer participation in a summer camp helping children learn how to design and create clothing items.
- Essay writing: 4 paragraphs using all information presented in class about the topic of artistic creations in France. The world of art is vast (painting, writing, music, architecture, fashion...) Do you believe that artistic creations are essential to the cultural enlightenment of a country?

#### **Projects/Post Assessment:**

- IPA designed to check for understanding of vocabulary and the author's ideas and messages. The IPA is related to the theme of architecture: How did the Parisians react to the more modern looking newsstands commonly found on all the Paris sidewalks.  
<https://www.leparisien.fr/paris-75/paris-75014/le-nouveau-kiosque-a-journaux-seduit-les-parisiens-13-03-2017-6759003.php>

#### **Instructional Strategies:**

##### *Interpretive:*

Students will read a variety of print sources (authentic articles and texts) to practice reading for understanding. They will determine essential vocabulary, write definitions of some vocabulary words and answer questions on:

- the transformation of Paris during the Second Empire (Napoleon III) «Comment Haussmann a transformé Paris»  
[https://www.lexpress.fr/culture/art/comment-haussmann-a-transforme-paris\\_961135.html](https://www.lexpress.fr/culture/art/comment-haussmann-a-transforme-paris_961135.html)
- Excerpts from Emile Zola «Au Bonheur des Dames»  
<https://instantfle.fr/zola-au-bonheur-des-dames/>

	<p>Students will examine the importance of Parisian monuments with:</p> <ul style="list-style-type: none"> <li>• «Tour Eiffel: un mur de verre contre le risque terroriste» <a href="https://www.leparisien.fr/societe/tour-eiffel-un-mur-de-verre-en-construction-contre-le-risque-terroriste-10-03-2018-7600533.php">https://www.leparisien.fr/societe/tour-eiffel-un-mur-de-verre-en-construction-contre-le-risque-terroriste-10-03-2018-7600533.php</a></li> <li>• «Notre-Dame de Paris, ce monument français le plus visité» <a href="https://www.ouest-france.fr/europe/france/notre-dame-de-paris-ce-monument-francais-le-plus-visite-6310927">https://www.ouest-france.fr/europe/france/notre-dame-de-paris-ce-monument-francais-le-plus-visite-6310927</a></li> </ul> <p>Students will discuss importance of fashion for the French economy with:</p> <ul style="list-style-type: none"> <li>• «La planète luxe en 2015» <a href="https://www.capital.fr/economie-politique/la-planete-luxe-en-2015-1047211">https://www.capital.fr/economie-politique/la-planete-luxe-en-2015-1047211</a></li> <li>• «France : la bonne santé du secteur du luxe» <a href="https://www.youtube.com/watch?v=ZX8G8Yh-Xpc">https://www.youtube.com/watch?v=ZX8G8Yh-Xpc</a></li> <li>• (See attached list of articles and videos)</li> </ul> <p>In order to gain a visual understanding of the immensity of the work being done in Paris at that time, students will watch several videos:</p> <ul style="list-style-type: none"> <li>• «Le Paris du Baron Haussmann photographié par Charles Marville» <a href="https://www.youtube.com/watch?v=4pMecgat44k">https://www.youtube.com/watch?v=4pMecgat44k</a></li> <li>• «Des racines et des ailes: la révolution Haussmann» <a href="https://www.youtube.com/watch?v=nHfsnDlp13Y">https://www.youtube.com/watch?v=nHfsnDlp13Y</a></li> <li>• «Histoire de Paris, les transformations d'Haussmann» <a href="https://www.youtube.com/watch?v=0-Rmkuyh5K8&amp;t=1s">https://www.youtube.com/watch?v=0-Rmkuyh5K8&amp;t=1s</a></li> <li>• (See attached list of videos)</li> </ul> <p><i>Interpersonal Speaking:</i></p> <p>Students will discuss information from articles, videos, and podcasts to reflect on the term «beauty» and form a personal opinion on what can be considered beautiful. Possible questions for class discussion are: Pourquoi est-ce que la Tour Eiffel est aujourd'hui un</p>
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des monuments les plus visités alors qu'elle était très critiquée au 19ème siècle? Quels sont les avantages que l'on connaît aujourd'hui à Paris qui n'existaient pas avant la rénovation haussmannienne? Pourquoi a-t-on beaucoup critiqué Haussmann au 19ème siècle alors qu'il est considéré aujourd'hui comme «un héros»?

*Presentational:*

Students will record a 2 minute presentation on a topic related to the theme: The cultural heritage of a country has several forms: it can be a literary or visual art production, architecture, or fashion. Compare what you consider an important cultural heritage of your community with one from a French speaking region.

- Interdisciplinary Connections

Students will make connections with the arts (as expressions of creativity) and recognize beauty in artistic productions. For example, as students consider Coco Chanel's vision of what a woman should look like and her contributions to fashion, they should also appreciate Chanel's artistic talent.

- Technology Integration

Students use «Twisted wave» <https://twistedwave.com/online> to record their conversation and presentation with their Chromebook. Students will learn how to transfer Word Documents into PDFs, use PDF worksheets to answer questions and upload them on Edmodo.

- Media Literacy Integration

Students will become familiar with a variety of articles from: Le Point, Le Parisien, L'Express... they will watch short video clips from French television:

<https://www.france24.com/fr/video/20180701-russie-le-mondial-tous>, tv5 monde, Fr3, <https://ici.radio-canada.ca>....

They will listen to podcasts from

<http://www.canalacademie.com/apprendre/>

- Global Perspectives

The ongoing debate in France and the inadequate (often changing) response of the French government regarding the burkini (Muslim swimwear) is a perfect example of cultural differences between a minority and

	the rest of the French population. Students will compare/contrast what they consider appropriate to wear at the beach or at the pool to what Muslim women feel is an adequate modest outfit to swim. How can we include «beauty» in this conversation?																		
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b></p> <ul style="list-style-type: none"><li>• Act as a responsible and contributing community member and employee.</li><li>• Attend to financial well-being.</li><li>• Consider the environmental, social, and economic impacts of decisions.</li><li>• Demonstrate creativity and innovation.</li><li>• Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>• Model integrity, ethical leadership, and effective management.</li><li>• Plan education and career paths aligned to personal goals.</li><li>• Use technology to enhance productivity, increase collaboration, and communicate effectively.</li><li>• Work productively in teams while using cultural/ global competence.</li></ul>																			
<table><tr><th colspan="3">Supports for English Language Learners</th></tr><tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr><tr><td>Real life objects</td><td>Charts</td><td>In pairs or partners</td></tr><tr><td>Manipulatives</td><td>Graphic Organizers</td><td>In triands or small groups</td></tr><tr><td>Pictures</td><td>Tables</td><td>In a whole group</td></tr><tr><td>Illustrations, diagrams &amp; drawings</td><td>Graphs</td><td>Using cooperative group</td></tr></table>		Supports for English Language Learners			Sensory Supports	Graphic Supports	Interactive Supports	Real life objects	Charts	In pairs or partners	Manipulatives	Graphic Organizers	In triands or small groups	Pictures	Tables	In a whole group	Illustrations, diagrams & drawings	Graphs	Using cooperative group
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Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
<b>Intervention Strategies</b>		
<b>Accommodations</b>	<b>Interventions</b>	<b>Modifications</b>
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

### **Recommended Texts:**

### **Teacher Resources:**

[https://fr.wikipedia.org/wiki/Transformations\\_de\\_Paris\\_sous\\_le\\_Second\\_Empire](https://fr.wikipedia.org/wiki/Transformations_de_Paris_sous_le_Second_Empire)

Transformations de Paris sous le Second Empire (French Wikipedia)

[https://www.lexpress.fr/culture/art/comment-haussmann-a-transforme-paris\\_961135.html](https://www.lexpress.fr/culture/art/comment-haussmann-a-transforme-paris_961135.html)

L'Express «Comment Haussmann a transformé Paris (2/15/2011)

<https://www.leparisien.fr/societe/tour-eiffel-un-mur-de-verre-en-construction-contre-le-risque-terroriste-10-03-2018-7600533.php>

Le Parisien «Tour Eiffel : un mur de verre en construction contre le risque terroriste» (3/10/2018)

<https://www.ouest-france.fr/europe/france/notre-dame-de-paris-ce-monument-francais-le-plus-visite-6310927>

Ouest-France «Notre-Dame de Paris, ce monument français le plus visité» (4/15/2019)

<https://7jours-learnfrench.blogspot.com/2019/04/7-jours-sur-la-planete-la-tour-eiffel.html>

TV5 Monde - 7 jours sur la planète «La tour Eiffel : Quelle histoire!» (dossier pédagogique) (4/28/2019) <https://www.youtube.com/watch?v=PsZECnwEYq0> (4/7/2019)

[https://www.francetvinfo.fr/culture/patrimoine/incendie-de-notre-dame-de-paris/notre-dame-de-paris-neuf-siecles-d-histoire-avant-de-bruler-en-partie\\_3400825.html](https://www.francetvinfo.fr/culture/patrimoine/incendie-de-notre-dame-de-paris/notre-dame-de-paris-neuf-siecles-d-histoire-avant-de-bruler-en-partie_3400825.html)

francetvinfo/France 3 «Notre-Dame de Paris : neuf siècles d'histoire avant de brûler en partie» (4/16/2019)

<https://enseigner.tv5monde.com/sites/enseigner.tv5monde.com/files/asset/document/7jours-190419-notredame-a2-app.pdf>

fiche apprenant-A2

[https://next.liberation.fr/culture/2011/06/28/les-musees-et-monuments-parisiens-totalisent-716-millions-d-entrees\\_745818](https://next.liberation.fr/culture/2011/06/28/les-musees-et-monuments-parisiens-totalisent-716-millions-d-entrees_745818)

Libération «Les musées et monuments parisiens totalisent 71,6 millions d'entrées» (6/28/2011)

Zola, Emile «Au Bonheur des Dames» (France Loisirs - 1980) - excerpts

<https://www.capital.fr/economie-politique/la-planete-luxe-en-2015-1047211>

Capital «La planète luxe en 2015»

<https://www.leparisien.fr/societe/port-du-voile-quand-peut-on-porter-ou-non-le-foulard-islamique-14-03-2017-6761418.php>

Le Parisien «Port du voile : quand peut-on porter ou non le foulard islamique?» (3/14/2017)

<https://www.ouest-france.fr/bretagne/rennes-35000/le-burkini-est-bien-autorise-dans-les-piscines-rennaises-5986896>

Ouest-France «Pourquoi le burkini est autorisé dans les piscines rennaises» (9/26/2018)

videos, and podcasts:

<https://www.youtube.com/watch?v=4pMecgat44k>

AFP «Le Paris du Baron Haussmann photographié par Charles Marville» (11/24/2009)

<https://www.youtube.com/watch?v=nHfsnDlp13Y>

Des racines et des ailes «Révolution Haussmann» (4/1/2014)

<https://www.youtube.com/watch?v=DJ4pZdKdxAQ>

Visites privées «Le baron Haussmann» (11/9/2016)

<https://www.youtube.com/watch?v=0-Rmkuyh5K8&t=1s>

Planète + «Histoire de Paris, les transformations d'Haussmann» (9/21/2014)

<https://www.youtube.com/watch?v=esSE9ovp8kE>

HCP tv «L'eau dans Paris» (4/18/2019)

<https://www.youtube.com/watch?v=LjaLwDmYHQE>

RMC Découverte «L'eau à Paris, un défi technologique» (4/15/2018)

<https://www.youtube.com/watch?v=x1vHz1hh6Gs>

C'est pas sorcier «Tour Eiffel» (3/27/2013)

[https://www.francetvinfo.fr/culture/patrimoine/incendie-de-notre-dame-de-paris/notre-dame-de-paris-neuf-siecles-d-histoire-avant-de-bruler-en-partie\\_3400825.html](https://www.francetvinfo.fr/culture/patrimoine/incendie-de-notre-dame-de-paris/notre-dame-de-paris-neuf-siecles-d-histoire-avant-de-bruler-en-partie_3400825.html)

francetvinfo/France 3 «Notre-Dame de Paris : neuf siècles d'histoire avant de brûler en partie» (4/16/2019)

<https://enseigner.tv5monde.com/sites/enseigner.tv5monde.com/files/asset/document/7jours-190419-notredame-a2-app.pdf>

fiche apprenant-A2

<https://www.france24.com/fr/france/20191213-la-folle-histoire-des-grands-magasins-français>

France 24 «La folle histoire des grands magasins français» (12/13/2019)

<https://www.youtube.com/watch?v=cWEGZI2094Y>

ARTE - Extrait émission "Karambolage" «L'histoire du Bon Marché Rive Gauche» (12/4/2011)

<https://www.youtube.com/watch?v=Peo63z1Tzpl>

L'Histoire du Bon Marché juste pour vous par Stéphane Bern - 3 "La Cathédrale du commerce moderne" (4/22/2020)

<https://www.dailymotion.com/video/xfcvvt>

[ina.fr](http://ina.fr) «Le Bon Marché Zola et Au Bonheur des Dames» (2010)

<https://www.youtube.com/watch?v=olZjrofivXo>

France Télévisions «Noël au grand magasin» (le feuilleton du JT 13h) (12/21/2012)

[https://www.francetvinfo.fr/replay-radio/expliquez-nous/expliquez-nous-la-haute-couture\\_1774767.html](https://www.francetvinfo.fr/replay-radio/expliquez-nous/expliquez-nous-la-haute-couture_1774767.html)

Francetvinfo podcast «Expliquez-nous la haute couture» (1/28/2016)

[https://www.lemonde.fr/style/video/2013/03/14/paris-ville-de-la-haute-couture\\_1847432\\_1575563.html](https://www.lemonde.fr/style/video/2013/03/14/paris-ville-de-la-haute-couture_1847432_1575563.html)

Le Monde video «Paris, ville de la haute couture» (3/14/2013)

<https://www.youtube.com/watch?v=uLbu2P XK0CE>

Le Paris de Chanel - Inside Chanel (9/17/2014)

<https://www.youtube.com/watch?v=ZX8G8Yh-Xpc>

France 2 -JT du 22 juin 2018 «France : la bonne santé du secteur du luxe» (6/23/2018)

## Unit 4: How Science and Technology Affect our Lives

### 7.1 World Languages Intermediate High by the End of Grade 12

#### Interpretive Mode of Communication

*Intermediate High learners* understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

#### Interpersonal Mode of Communication

*Intermediate High learners* exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

#### Presentational Mode of Communication

*Intermediate High learners* use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly



complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

**Big Ideas:**

- Unit 4 explores the effects of science and technology on people's lives in French-speaking communities. This theme encourages students to work with more complex theme specific vocabulary as they continue to develop linguistic and cultural concepts from previous units. Students will examine what factors have contributed to make technology an essential component of our daily lives. They will debate the positive aspects of technology such as its overwhelming contribution to the medical field, as well as its insidious facets such as addiction and cyberbullying.
- While Science and Technology is the primary thematic focus of the unit, it is possible to integrate the additional contexts of Ethical Questions, Professions, and Human Rights.

**Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- What are some important aspects of technology?
- How do we use technology in our daily lives?
- Is technology becoming more important in education?
- Why is technology important to save lives?
- How is technology used in the medical field?
- How is technology used for communications?
- What challenges are linked to technology?
- What is cyberbullying and why is it dangerous?
- How can we protect ourselves from malevolent cyberattacks?

**Enduring Understandings**

*What will students understand about the big ideas?*

**Students will understand that:**

- technology influences our daily lives in many ways and in many instances our quality of life depends on technology.
- students in the francophone world use technology in schools. In today's world education is provided via technology.
- technology helps to save lives. The medical field relies on technological tools to prevent and/or cure numerous illnesses.
- communications and social interactions are facilitated by our access to technology.
- there are negative aspects to technology such as addiction, cyberbullying, cyberattacks...

**Areas of Focus: Proficiencies  
(Progress Indicators)**

**Students will:**

7.1.IH.IPRET.1 Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

7.1.IH.IPRET.2 Demonstrate comprehension of spoken

**Examples, Outcomes, Assessments**

**Instructional Focus:**

In the target language, students will:

- identify and discuss reasons that push our society to invent and use new technological tools. For example, our students use technology on a daily basis and they will

and written language in formal and informal settings, through appropriate responses.

7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.2 Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.3 Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources using short paragraphs and often using major time frames.

7.1.IH.PRSNT.3 Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.5 Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and short paragraphs.

become aware of the amount of time spent looking at a screen.

- examine what factors make technology evolve and what areas of our daily lives require technology.
- debate the essential contribution of technology in education. Should all students use tablets in school? How does technology help students in French speaking countries in Africa? Why are some parents in Quebec against the use of tablets in classes?
- identify the enormous contribution of technology to the medical field. For example, it has become easier to fight malaria in Africa thanks to text messages from smartphones. Many lives are saved thanks to machines that support essential physical needs. However, life supporting devices also have negative impacts. Should we try to save lives at all costs despite possible long-term suffering?
- investigate the new professions created by the use of technology. This field is particularly open to women. More and more young girls are encouraged to consider careers in Information and Communications Technology. Students will compare this trend in Senegal and in their own community.
- explain the reserve displayed by some groups of our society towards technology. Are all people from the older generation facing the same technology incompetence? Can the technological gap between the elderly and the younger generation be linked to income inequality?
- recognize the factors that prevent most professionals from taking a «real» vacation when they stay connected to their workplace during their time off. Could this situation be a factor in serious health issues? Is the impossibility to disconnect the same for professionals and for teens addicted to online games?
- ponder the dangers of social websites such as cyberbullying and cyberattacks.
- use vocabulary, adjectives, present, past, and future tenses in cultural context. These areas are essential to describe what choices are

being made by families regarding their use of technology at home and professionally. The amount of new vocabulary in this unit is extensive and students will recognize the common terms in English and in French. However, many technology terms were created in the French language that students can practice and master with Quizlet exercises.

**Sample Assessments:**

*Formative:*

- Multiple Choice Questions quizzes (check for mastery of essential vocabulary of technology). Create MCQ with [www.quizlet.com/](http://www.quizlet.com/)
- Simple oral and written questions (check for understanding).
- Reading articles (interpretative reading) - articles are used as sources of cultural information, vocabulary, and language structure.
- Listening interpretation from videos and podcasts.

*Summative:*

- Interpersonal speaking: using AP exam format of 5 questions/5 answers with recorded answers. A conversation with the store owner where you want to buy a new Iphone. Answer some questions and explain what features and price range you are looking for.
- Presentational speaking: using AP exam format of 2 minute presentation with cultural comparison (recorded). Explain how the new technological advancements have affected your community and compare them with those of a French speaking community.
- MCQ - reading comprehension (AP format).
- Email answer: correctly formulate an answer to an invitation in which you are invited to register in a forum of online gamers. Explain why or why not you are interested in participating.
- Essay writing: 4 paragraphs using all information presented in class about the topic of technology. Should the Internet be more

closely monitored to allow limitations on certain categories of speech and prevent cyberbullying? Use the examples of Louise in Belgium and Mila in France to illustrate your position on this debate.

**Projects/Post Assessment:**

- IPA designed to check for understanding of vocabulary and author's ideas and messages both in print and in an audio recording (podcast). The topic of this IPA focuses on technology incentives for girls. Why should girls choose vocations in communication sectors using more and more technology? The article: [www.afrikatech.com/fr/](http://www.afrikatech.com/fr/) demonstrates the benefits of studying technology for girls in Senegal.

**Instructional Strategies:**

*Interpretive:*

- Students will read a variety of print sources (authentic articles and texts) to practice reading for understanding. They will recognize what vocabulary words are essential in this unit and answer open-ended questions orally and in writing and complete MCQ on:
- «L'impact négatif des écrans récréatifs» from the French magazine: Le Point.
- «L'iPad à l'école, planche de salut ou outil de marketing» from an online contributor in Quebec presenting the positive and negative aspects (real and perceived) of the use of technology in classes.
- «Adoptez la fibre Orange» is an online advertisement for people in Senegal. Orange being the most important telephone/internet provider from France. With this document students will not only be connected to a different French speaking country, they will also work with a different media as described in the College Board 2019 AP French Language and Culture exam preparation.
- (See attached list of documents).

Students will watch a variety of videos to practice their listening skills. For example:

- «Enseignement sur tablettes: quand les collèves font machine arrière» from RMC (Radio Monte-Carlo). This video shows interviews of teachers in the south of France who found many disadvantages to the use of technology in their schools.
- «Un virage numérique réussi à l'école» from CBC/Radio-Canada presents the opposite argument in that children there seem to be going almost paperfree and enjoying the experience. Students will compare the messages from these 2 videos and analyze the outcome for education in France and in Quebec.
- A few videos are selected to present the benefits of using technology in the medical field: «Smartphones et santé» from Euronews hi-tech and «Coma et acharnement thérapeutique : un outil de prédiction de sortie» from Antenne 2 (Journal de 20h). Further discussion on the topic of medical advancements linked to the use of technology is based on the film: «Intouchables».
- (See attached list of videos).

Students will answer questions and use information from the documents presented in class. Teachers should provide immediate feedback to make sure that the message and the cultural aspects are understood.

*Interpersonal Speaking:*

Students will discuss information from articles and videos to form a personal opinion on the societal problems associated with the use of technology in our daily lives. These discussions include: justify the use of tablets in the classroom, examine the technology advancements in economically challenged countries such as Senegal, debate life extension as a possible

advantage of technology in the medical field, and ponder the menaces technology may represent in cyberbullying and cyberattacks.

*Presentation:*

Students will record a 2 minute presentation on a topic related to the theme: Is technology really helping people have a better life or have we become so dependent that technology is now a threat to our well-being? Use Mickey Mouse in the Disney cartoon «L'apprenti sorcier» (The sorcerer's apprentice) as a starting point.

- Interdisciplinary Connections

Students will make connections with the field of science and learn about new technology such as fiber-optic. What is the difference between DSL and fiber-optic connection? How can we use a smartphone app for an instant diagnosis?

- Technology Integration

Students use «Twisted wave» <https://twistedwave.com/online> to record their conversation and presentation with their Chromebook. Students will learn how to transfer Word Documents into PDFs, use PDF worksheets to answer questions and upload them on Edmodo.

- Media Literacy Integration

Students will become familiar with a variety of articles from: Le Point, Le Parisien, L'Express... they will watch short video clips from French television:

<https://www.france24.com/fr/video/20180701-russie-le-mondial-tous>, tv5 monde, Fr3, <https://ici.radio-canada.ca....>

They will listen to podcasts from <http://www.canalacademie.com/apprendre/> and <https://www.rfi.fr/fr/podcasts/>

- Global Perspectives

The ongoing debate in France and in the United States about free speech on the Internet presents a diversity of cultural perspectives. The French government rules all aspects of daily life and has already implemented several laws to both protect and punish Internet users.

	How does this compare to what we know of freedom of speech on the Internet in the United States?																								
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b></p> <ul style="list-style-type: none"><li>● Act as a responsible and contributing community member and employee.</li><li>● Attend to financial well-being.</li><li>● Consider the environmental, social, and economic impacts of decisions.</li><li>● Demonstrate creativity and innovation.</li><li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>● Model integrity, ethical leadership, and effective management.</li><li>● Plan education and career paths aligned to personal goals.</li><li>● Use technology to enhance productivity, increase collaboration, and communicate effectively.</li><li>● Work productively in teams while using cultural/ global competence.</li></ul>																									
<table><tr><th colspan="3">Supports for English Language Learners</th></tr><tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr><tr><td>Real life objects</td><td>Charts</td><td>In pairs or partners</td></tr><tr><td>Manipulatives</td><td>Graphic Organizers</td><td>In triands or small groups</td></tr><tr><td>Pictures</td><td>Tables</td><td>In a whole group</td></tr><tr><td>Illustrations, diagrams &amp; drawings</td><td>Graphs</td><td>Using cooperative group</td></tr><tr><td>Magazines &amp; Newspapers</td><td>Timelines</td><td>Structures</td></tr><tr><td>Physical activities</td><td>Number lines</td><td>Internet /</td></tr></table>		Supports for English Language Learners			Sensory Supports	Graphic Supports	Interactive Supports	Real life objects	Charts	In pairs or partners	Manipulatives	Graphic Organizers	In triands or small groups	Pictures	Tables	In a whole group	Illustrations, diagrams & drawings	Graphs	Using cooperative group	Magazines & Newspapers	Timelines	Structures	Physical activities	Number lines	Internet /
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		Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
<b>Intervention Strategies</b>		
<b>Accommodations</b>	<b>Interventions</b>	<b>Modifications</b>
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

### **Recommended Texts:**

Teacher Resources: articles:

Le Point «L'impact négatif des écrans récréatifs» (08/29/2019)

<https://journal.lepoint.fr/sommaire-2452>

Le Devoir Québec «L'iPad à l'école, planche de salut ou outil de marketing» (10/18/2012)



<https://www.ledevoir.com/societe/education/361732/l-ipad-a-l-ecole-planche-de-salut-ou-outil-de-marketing>

Advertisement: Orange. «Adoptez la fibre Orange»  
<https://boutique.orange.fr/informations/avantages-fibre/>

Francetveducation «Un secteur en mouvement permanent» (2012)  
<http://education.francetv.fr/dossier/les-metiers-du-numerique-o28316>

Afrikatech «Sénégal: Les femmes invitées à s'approprier davantage les technologies» (04/27/2017) [www.afrikatech.com/fr/](http://www.afrikatech.com/fr/)

L'Express «Resterez-vous connecté pendant les vacances?», «56% des salariés travaillent pendant les vacances» (07/13/2011)  
[https://www.lexpress.fr/emploi/56-des-salaries-travaillent-pendant-leurs-vacances\\_1011656.html](https://www.lexpress.fr/emploi/56-des-salaries-travaillent-pendant-leurs-vacances_1011656.html)  
!

20 minutes «Cyberdépendance: "Le véritable danger, c'est l'isolement"» (11/19/2008)  
<https://www.20minutes.fr/france/273718-20081119-cyberdependance-le-veritable-danger-isolement>

Le Nouvel Obs «Accros aux jeux vidéo? L'adolescence n'est pas une maladie!» (1/16/2017)  
<https://www.nouvelobs.com/rue89/sur-le-radar/20170116.RUE6157/accros-aux-jeux-video-l-adolescence-n-est-pas-une-maladie.html>

CIDJ (Centre d'Information et de Documentation Jeunesse) «Cyber harcèlement : se défendre» (07/25/2018)  
<https://www.cidj.com/vie-quotidienne/justice/cyber-harcelement-se-defendre>

20 minutes «Affaire Mila : retour sur l'histoire de cette ado cyberharcelée après des propos islamophobes (01/24/2020)  
<https://www.20minutes.fr/high-tech/2702611-20200124-affaire-mila-revient-histoire-ado-cyberharcelee-apres-propos-islamophobes>

Le Point «Visioconférence : les cyberattaques se multiplient» (04/24/2020)  
[https://www.lepoint.fr/high-tech-internet/visioconference-les-cyberattaques-se-multiplient-24-04-2020-2372728\\_47.php](https://www.lepoint.fr/high-tech-internet/visioconference-les-cyberattaques-se-multiplient-24-04-2020-2372728_47.php)

Books: Philippe Pozzo di Borgo «Le second souffle» excerpts, (2001)  
[https://booknode.com/le\\_second\\_souffle\\_suivi\\_du\\_diable\\_gardien\\_0121557/extraits](https://booknode.com/le_second_souffle_suivi_du_diable_gardien_0121557/extraits)

Videos and Podcasts:

Francetvinfo «Les nouvelles technologies nous rendent-elles moins intelligents?» (06/05/2019)

[https://www.francetvinfo.fr/economie/emploi/recherche-d-emploi/emploi-2-0-et-reseaux-sociaux/video-les-nouvelles-technologies-nous-rendent-elles-moins-intelligents\\_3474697.html](https://www.francetvinfo.fr/economie/emploi/recherche-d-emploi/emploi-2-0-et-reseaux-sociaux/video-les-nouvelles-technologies-nous-rendent-elles-moins-intelligents_3474697.html)

Advertisement: VirtuProfs Niger «VirtuProfs, la technologie au service de l'éducation» (1/20/2019) <https://www.youtube.com/watch?v=k3e9d-DyDX8>

RMC «Enseignement sur tablettes: quand les collègues font machine arrière» (4/3/2019) [https://www.youtube.com/watch?v=gLzasT\\_xxVU](https://www.youtube.com/watch?v=gLzasT_xxVU)

CBC/Radio-Canada - le télé journal: «Un virage numérique réussi à l'école» (6/22/2020) [https://www.youtube.com/watch?v=qI-QTv\\_S1fE](https://www.youtube.com/watch?v=qI-QTv_S1fE)

France Inter - C'est déjà demain par Hélène Chevallier (podcast) «Hold : l'application qui récompense les étudiants quand ils n'utilisent pas leur téléphone» (3/6/2018)

<https://www.franceinter.fr/emissions/c-est-deja-demain/c-est-deja-demain-06-mars-2018>

Multimedia Centre Parlement européen «Schumacher : La Technologie Sauve Des Vies» (05/12/2011) [https://multimedia.europarl.europa.eu/fr/schumacher-technology-saves-lives\\_N001-110512-002\\_ev](https://multimedia.europarl.europa.eu/fr/schumacher-technology-saves-lives_N001-110512-002_ev)

IBM «Le programme pilote "SMS for life" ou quand la technologie sauve des vies» (04/23/2010) <http://www-03.ibm.com/press/fr/fr/pressrelease/29980.wss>

Euronews hi-tech «Smartphones et santé» (02/21/2012)

[https://www.youtube.com/watch?v=Uvb8BABHhE4&feature=emb\\_logo](https://www.youtube.com/watch?v=Uvb8BABHhE4&feature=emb_logo)

[https://www.flevideo.com/fle\\_video\\_quiz\\_intermediate.php?id=4440](https://www.flevideo.com/fle_video_quiz_intermediate.php?id=4440)

Les Intouchables (from the book: «Le second souffle») selection of scenes (2017)

[https://www.youtube.com/watch?v=9d3\\_uRZX4BM](https://www.youtube.com/watch?v=9d3_uRZX4BM)

Antenne 2 (Journal de 20h) «Coma et acharnement thérapeutique : un outil de prédiction de sortie» (2/25/2013)

<https://www.youtube.com/watch?v=Z6zN63FApuM>

Les vieux et la technologie (stop video at 4:03)

<http://www.youtube.com/watch?v=uFpKj3JbORs>

Téléjournal Estrie «Vaincre la cyberdépendance» (03/7/2017)

<https://www.youtube.com/watch?v=nKrCP0LCgq8>

RTBF «Harcèlement sur les réseaux sociaux et suicide d'une adolescente belge» (11/23/2014)

<https://www.youtube.com/watch?v=l65FJpj94jU>

RFI (Podcast) «Jusqu'où Facebook peut aller dans l'intrusion?» (10/2/2011)

<https://www.rfi.fr/fr/emission/20111002-jusqu-facebook-peut-aller-intrusion>

## Unit 5: Environmental, Political, and Societal Challenges

### 7.1 World Languages Intermediate High by the End of Grade 12

#### Interpretive Mode of Communication

*Intermediate High learners* understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

#### Interpersonal Mode of Communication

*Intermediate High learners* exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

#### Presentational Mode of Communication

*Intermediate High learners* use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

#### Big Ideas:

- This final unit explores themes related to the environment. It is presented as Unit 6 by the College Board in the 2019 «AP French Language and Culture Course and Exam Description». However, as was explained in the Course Description of this curriculum: a decision was made to study Unit 5 of the College Board AP French Course Framework «Factors that Impact the Quality of Life» as part 2 of Unit 1. Therefore, «Environmental, Political, and Societal Challenges» becomes Unit 5 in this curriculum.
- While this unit's primary focus is to investigate how our global economic developments impact our environment and our health, a second aspect of this theme is how our health is also affected by what we eat and particularly how our food is being produced. Consequently, along with the study of pesticides use in agriculture, the College Board recommended context: «Nutrition and Food Safety» is presented in this unit.

#### Essential Questions

*What provocative questions will foster inquiry,*

#### Enduring Understandings

*What will students understand about the big ideas?*

<i>understanding, and transfer of learning?</i>	
<ul style="list-style-type: none"> <li>• Why is plastic both extremely useful in our lives and a factor of environmental destruction?</li> <li>• How does plastic affect human development?</li> <li>• How are pesticides used and what challenges do they represent for our environment?</li> <li>• What pesticide had a serious impact on Martinique?</li> <li>• Why are pesticides present in our food chain?</li> <li>• What is GMO? How are our food sources being modified?</li> <li>• Is organic agriculture the answer to improve our quality of life?</li> <li>• Should children eat organic food only?</li> <li>• Should organic meals be served in schools?</li> <li>• Can we live without oil and gas? How can we reduce our fossil fuel consumption and our impact on the environment?</li> <li>• What French speaking African countries are also fighting the destructive effects of pollution?</li> <li>• What is shale gas? Why is it banned in France?</li> <li>• Who is José Bové? Why is he an iconic member of the French Green Party (EELV)?</li> <li>• Should nuclear energy also be banned?</li> <li>• Who is Jacques Cousteau and what is his legacy?</li> <li>• Why is it important to protect ocean life?</li> <li>• How can we measure improvement when looking at the coral reef in French Nouvelle Calédonie?</li> </ul>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• topics related to the environment and living «green» receive global attention.</li> <li>• environmental problems increasingly impact the well-being of our planet.</li> <li>• economic developments and environmental challenges impact our society, our lifestyle: the way we produce energy and food.</li> <li>• individuals can positively or negatively influence the world around them. Several famous French environmental advocates influence our vision of a safe planet.</li> <li>• the role we play in our society and our life choices help us identify possible solutions to our environmental problems.</li> <li>• innovative energy options have positive environmental, economic, and social impacts in French speaking countries around the world.</li> </ul>
<b>Areas of Focus: Proficiencies (Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>Students will:</p> <p>7.1.IH.IPRET.1 Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.</p> <p>7.1.IH.IPRET.2 Demonstrate comprehension of spoken and written language in formal and informal settings, through appropriate responses.</p>	<p><b>Instructional Focus:</b></p> <p>In the target language, students will:</p> <ul style="list-style-type: none"> <li>• identify and list problems related to the environment. As a starting point to the study of many environmental issues, a song (Yannick Noah's «Aux arbres citoyens») is a perfect introduction to our discussion about the effects of pollution on children. The song also helps students become familiar with new vocabulary.</li> <li>• examine what factors contribute to children's poor health. With excerpts from the French</li> </ul>

7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.2 Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.3 Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources using short paragraphs and often using major time frames.

7.1.IH.PRSNT.3 Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.5 Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and short paragraphs.

movie «Nos enfants nous accuseront» students will recognize the consequences attributed to the use of chemicals (fertilizers and insecticides) in French agriculture. They will identify the health risks associated with the use of the chemical Chloredécone in Martinique. Approved by the French government the use of this chemical in banana fields has long lasting effects on the environment and on the people in Martinique.

- continue the debate on the use of chemicals with an article from RFI presenting the dangerous health hazards linked to expired and/or banned products used in agriculture in Côte d'Ivoire.
- link the exposure to chemicals used in agriculture to the health problems many children experience due to endocrine disruptors. Many chemicals are absorbed by our digestive system from produce and they are also present in plastic toys, clothing, etc. What can we do to protect children from chemicals? How can we eliminate our use of plastic bags?
- observe and analyse several advertisements and printed brochures from the French government who banned the use of plastic bags in stores in 2017. Students will debate the possibility of enforcing such a law in their own community.
- explain why plastic products represent a threat to our environment and to wild life. Students will watch several videos about the effects of discarded plastic in oceans.
- debate the use of GMO in agriculture and compare the laws in France and in the United States.
- become familiar with José Bové and his actions for the protection of the environment and non-GMO food sources in France.
- debate if organic food is better for us or is it part of a new lifestyle?
- examine other forms of pollution such as oil spills in poor African countries and discuss ways to live without oil and fossil fuel (shale gas). How can we switch to renewable energy sources?

- identify and discuss reasons that push more and more countries to limit or ban nuclear energy.
- conclude this study on a positive note from Jacques-Yves Cousteau and his sons. Students will appreciate their contributions to our environment and particularly to our oceans. In some regions such as New Caledonia (a special collectivity of France) marine life in the 3rd largest coral reef in the world is thriving.
- use extended vocabulary pertaining to all aspects of environmental issues. Students will need a large selection of adverbs and linking words and phrases to present their opinion.

### **Sample Assessments:**

#### *Formative:*

- Multiple Choice Questions quizzes (check for mastery of essential vocabulary of dangerous life conditions linked to pollution).
- Simple oral and written questions (check for understanding).
- Reading articles (interpretive reading) - articles are used as sources of cultural information, vocabulary, and language structure.
- Listening interpretation from videos and podcasts. These sources are used to present and debate cultural information about the environment. Many RFI podcasts are also essential to assess students' understanding and mastery of vocabulary in context.

#### *Summative:*

- Interpersonal speaking: using AP exam format of 5 questions/5 answers with recorded answers. Students will answer questions about drinking water from plastic bottles. They will also accept or refuse José Bové's invitation to uproot and burn GMO corn plants
- Presentational speaking: Compare/contrast the laws France has implemented for the preservation of the environment with those in your own community.
- MCQ - reading comprehension (AP format questions on the use of bicycles instead of cars,

farmers against Monsanto, and plastic waste) with listening practice (AP format questions on Fukushima).

- Email answer: correctly formulate an answer to an invitation to clean up plastic waste on a beach.
- Essay writing: 4 paragraphs using all information presented in class about the topic of pollution and environmental issues. What efforts should we make to solve the environmental problems related to our lifestyle?

#### **Projects/Post Assessment:**

- IPA designed to check for understanding of vocabulary and author's ideas and messages both in print and in a documentary about Tchernobyl and the French contribution to building a new safe confinement over the site: an exemplary contribution by French companies. Article + video: Le Monde «Un sarcophage géant coiffe désormais la centrale nucléaire de Tchernobyl» (11/29/2016).

[https://www.lemonde.fr/energies/article/2016/11/29/le-sarcophage-geant-coiffe-desormais-la-centrale-nucleaire-de-tchernobyl\\_5040157\\_1653054.html](https://www.lemonde.fr/energies/article/2016/11/29/le-sarcophage-geant-coiffe-desormais-la-centrale-nucleaire-de-tchernobyl_5040157_1653054.html)

#### **Instructional Strategies:**

##### *Interpretive:*

Students will read a variety of print sources (authentic articles and texts) to practice reading for understanding. They will determine essential vocabulary words and answer open-ended questions as well as MCQ on:

- the use of pesticides and its harmful consequences on our health based on several articles from L'Express «Pesticides: ce que l'on sait des vrais dangers»,  
[https://www.lexpress.fr/actualite/societe/sante/pesticides-ce-que-l-on-sait-des-vrais-dangers\\_1257231.html](https://www.lexpress.fr/actualite/societe/sante/pesticides-ce-que-l-on-sait-des-vrais-dangers_1257231.html)  
Le Point «Pesticides: un sevrage compliqué»,  
[https://www.lepoint.fr/societe/pesticides-un-sevrage-complique-25-10-2018-2265821\\_23.php](https://www.lepoint.fr/societe/pesticides-un-sevrage-complique-25-10-2018-2265821_23.php)

	<p>and from RFI «La Côte d'Ivoire déclare la guerre aux pesticides frauduleux».  <a href="https://www.rfi.fr/fr/afrique/20181105-cote-ivoire-declare-guerre-pesticides-frauduleux">https://www.rfi.fr/fr/afrique/20181105-cote-ivoire-declare-guerre-pesticides-frauduleux</a></p> <ul style="list-style-type: none"> <li>the shift in our alimentation, when and why do we choose to eat organic food? Are GMO products dangerous for our health? These discussions will be based on:  Le Figaro «Le bio, nouvel eldorado?»,  <a href="https://www.lefigaro.fr/sortir-paris/2018/04/18/30004-20180418ARTFIG00047-le-bio-nouvel-eldorado.php">https://www.lefigaro.fr/sortir-paris/2018/04/18/30004-20180418ARTFIG00047-le-bio-nouvel-eldorado.php</a>  Advertisement from France Nature Environnement,  <a href="https://www.fne.asso.fr/communiqués/évaluation-des-ogm-en-europe-de-scandale-en-supercherie">https://www.fne.asso.fr/communiqués/évaluation-des-ogm-en-europe-de-scandale-en-supercherie</a>  Libération «Emmenés par José Bové, des faucheurs s'attaquent à un champ de maïs OGM»,  <a href="https://www.liberation.fr/société/2014/05/02/emmenes-par-jose-bove-des-faucheurs-s-attaquent-a-un-champ-de-mais-ogm_1009156">https://www.liberation.fr/société/2014/05/02/emmenes-par-jose-bove-des-faucheurs-s-attaquent-a-un-champ-de-mais-ogm_1009156</a>  La Dépêche «José Bové: C'est la responsabilité de chacun de faire bouger le mode d'alimentation».  <a href="https://www.ladepeche.fr/article/2017/07/08/2609175-jose-bove-est-responsabilite-chacun-faire-bouger-mode-alimentation.html">https://www.ladepeche.fr/article/2017/07/08/2609175-jose-bove-est-responsabilite-chacun-faire-bouger-mode-alimentation.html</a></li> <li>the dangers of our current use of fossil fuel and their serious consequences both on our environment and on our health. The articles selected to present relevant information on this particular point are:  Francetvinfo «Dans le delta du Niger, d'importantes fuites de pétrole souillent les eaux depuis des décennies»,  <a href="https://www.francetvinfo.fr/monde/environnement/dans-le-delta-du-niger-d-importantes-fuites-d-e-petrole-souillent-les-eaux-depuis-des-decennies_240145.html">https://www.francetvinfo.fr/monde/environnement/dans-le-delta-du-niger-d-importantes-fuites-d-e-petrole-souillent-les-eaux-depuis-des-decennies_240145.html</a>  L'Express «Gaz de schiste: un débat explosif»,  <a href="https://www.lexpress.fr/actualité/politique/gaz-de-schiste-un-debat-explosif_957345.html">https://www.lexpress.fr/actualité/politique/gaz-de-schiste-un-debat-explosif_957345.html</a>  Le Monde «Gaz de schiste: la fracturation hydraulique restera interdite»,</li> </ul>
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[https://www.lemonde.fr/planete/article/2013/10/11/gaz-de-schiste-la-fracturation-hydraulique-restera-interdite-en-france\\_3494009\\_3244.html](https://www.lemonde.fr/planete/article/2013/10/11/gaz-de-schiste-la-fracturation-hydraulique-restera-interdite-en-france_3494009_3244.html)

Libération «Gaz de schiste: Le gouvernement ne doit pas céder aux sirènes des compagnies»

[https://www.liberation.fr/futurs/2016/01/08/gaz-de-schiste-le-gouvernement-ne-doit-pas-ceder-aux-sirenes-des-compagnies\\_1425210](https://www.liberation.fr/futurs/2016/01/08/gaz-de-schiste-le-gouvernement-ne-doit-pas-ceder-aux-sirenes-des-compagnies_1425210)

Students will watch a variety of videos and excerpts from documentaries to practice their listening skills and use all cultural information in discussions. For example:

- «Des montagnes de plastique» from ARTE shows the enormous amounts of plastic being discarded around the world.
- «Nos enfants nous accuseront» is a documentary on the potentially lethal use of chemicals in agriculture, both for farmers and their families (particularly their children).
- «Une cantine scolaire qui propose régulièrement des repas bio» from France 3. This news segment explains how French schools are educating children on healthful eating habits: offering only organic produce on their cafeteria menus.
- (See attached list of videos)

*Interpersonal Speaking:*

Students will discuss information from articles and videos to form a personal opinion on the problems created by our lifestyle and their repercussions on our environment. Several questions are debated during class discussion. What can we do to eliminate plastic use in our daily life? What did people use before plastic was «invented»? How can we stop our consumption of chemical laced produce? Why do farmers use chemicals in the first place?.... The topic of environmental issues is extensive and gives students many opportunities to compare/contrast problems and solutions in the French speaking world and in their own community.

*Presentation:*

	<p>Students will record a 2 minute presentation on a topic related to the theme: Jacques Cousteau's films were created to compel citizens of the world to act and preserve our oceans. What have we done since he made us aware of the dire situation? Have we succeeded in fulfilling his vision to improve the oceans conditions? What solutions are being proposed and implemented by your own community? (recycling?).</p> <ul style="list-style-type: none"> <li>● <b>Interdisciplinary Connections</b> Students will make connections with the field of science and learn about new technology such as "fracking». What is shale gas and how is it extracted? They will make connections with biology: What is a genetically modified organism? Why is this transformation used essentially in agriculture?</li> <li>● <b>Technology Integration</b> Students use «Twisted wave» <a href="https://twistedwave.com/online">https://twistedwave.com/online</a> to record their conversation and presentation with their Chromebook. Students will learn how to transfer Word Documents into PDFs, use PDF worksheets to answer questions and upload them on Edmodo.</li> <li>● <b>Media Literacy Integration</b> Students will become familiar with a variety of articles from: Le Point, Le Parisien, L'Express... they will watch short video clips from French television: <a href="https://www.france24.com/fr/video/20180701-russie-le-mondial-tous">https://www.france24.com/fr/video/20180701-russie-le-mondial-tous</a>, tv5 monde, Fr3, <a href="https://ici.radio-canada.ca....">https://ici.radio-canada.ca....</a> They will listen to podcasts from <a href="http://www.canalacademie.com/apprendre/">http://www.canalacademie.com/apprendre/</a> and <a href="https://www.rfi.fr/fr/podcasts/">https://www.rfi.fr/fr/podcasts/</a></li> <li>● <b>Global Perspectives</b> All the topics presented in this unit deal with global perspectives and government decisions. Around the world people suffer from pollution related problems.</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b></p> <ul style="list-style-type: none"> <li>● Act as a responsible and contributing community member and employee.</li> <li>● Attend to financial well-being.</li> </ul>	

- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

#### Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

#### Recommended Texts:

##### Teacher Resources:

##### Texts/articles:

Advertisement from Ministère de la Transition Ecologique et Solidaire

<https://www.ecologique-solidaire.gouv.fr/journee-mondiale-lenvironnement-combattons-pollution-plastique>

<https://www.ecologique-solidaire.gouv.fr/fin-des-sacs-plastique>

Ça Va? «Les déchets plastiques» (Septembre-Octobre 2018)

<https://fr.maryglasgowplus.com/magazines>

L'Express «Perturbateurs endocriniens: comment protéger les enfants au quotidien» (20/04/2017)

[https://www.lexpress.fr/actualite/societe/sante/perturbateurs-endocriniens-des-analyses-alarmantes-chez-des-enfants\\_1900347.html](https://www.lexpress.fr/actualite/societe/sante/perturbateurs-endocriniens-des-analyses-alarmantes-chez-des-enfants_1900347.html)

L'Express «Pesticides: ce que l'on sait des vrais dangers» (06/13/2013)  
[https://www.lexpress.fr/actualite/societe/sante/pesticides-ce-que-l-on-sait-des-vrais-dangers\\_1257231.html](https://www.lexpress.fr/actualite/societe/sante/pesticides-ce-que-l-on-sait-des-vrais-dangers_1257231.html)

Le Point «Pesticides: un sevrage compliqué» (10/25/2018)  
[https://www.lepoint.fr/societe/pesticides-un-sevrage-complique-25-10-2018-2265821\\_23.php](https://www.lepoint.fr/societe/pesticides-un-sevrage-complique-25-10-2018-2265821_23.php)

RFI «La Côte d'Ivoire déclare la guerre aux pesticides frauduleux» (11/05/2018)  
<https://www.rfi.fr/fr/afrique/20181105-cote-ivoire-declare-guerre-pesticides-frauduleux>

Le Figaro «Le bio, nouvel eldorado?» (04/18/2018)  
<https://www.lefigaro.fr/sortir-paris/2018/04/18/30004-20180418ARTFIG00047-le-bio-nouvel-eldorado.php>

Advertisement from France Nature Environnement (12/20/2012)  
<https://www.fne.asso.fr/communiqués/evaluation-des-ogm-en-europe-de-scandale-en-supercherie>

Libération «Emmenés par José Bové, des faucheurs s'attaquent à un champ de maïs OGM» (5/2/2014)  
[https://www.liberation.fr/societe/2014/05/02/emmenes-par-jose-bove-des-faucheurs-s-attaquent-a-un-champ-de-mais-ogm\\_1009156](https://www.liberation.fr/societe/2014/05/02/emmenes-par-jose-bove-des-faucheurs-s-attaquent-a-un-champ-de-mais-ogm_1009156)

La Dépêche «José Bové: C'est la responsabilité de chacun de faire bouger le mode d'alimentation» (07/08/2017)  
<https://www.ladepeche.fr/article/2017/07/08/2609175-jose-bove-est-responsabilite-chacun-faire-bouger-mode-alimentation.html>

Francetvinfo «Dans le delta du Niger, d'importantes fuites de pétrole souillent les eaux depuis des décennies» (07/06/2010)  
[https://www.francetvinfo.fr/monde/environnement/dans-le-delta-du-niger-d-importantes-fuites-de-petrole-souillent-les-eaux-depuis-des-decennies\\_240145.html](https://www.francetvinfo.fr/monde/environnement/dans-le-delta-du-niger-d-importantes-fuites-de-petrole-souillent-les-eaux-depuis-des-decennies_240145.html)

L'Express «Gaz de schiste: un débat explosif» (02/01/2011)  
[https://www.lexpress.fr/actualite/politique/gaz-de-schiste-un-debat-explosif\\_957345.html](https://www.lexpress.fr/actualite/politique/gaz-de-schiste-un-debat-explosif_957345.html)

Le Monde «Gaz de schiste: la fracturation hydraulique restera interdite» (10/11/2013)  
[https://www.lemonde.fr/planete/article/2013/10/11/gaz-de-schiste-la-fracturation-hydraulique-restera-interdite-en-france\\_3494009\\_3244.html](https://www.lemonde.fr/planete/article/2013/10/11/gaz-de-schiste-la-fracturation-hydraulique-restera-interdite-en-france_3494009_3244.html)

Libération [Entretien avec l'eurodéputé EE-LV José Bové] «Gaz de schiste: Le gouvernement ne doit pas céder aux sirènes des compagnies» (01/08/2016)  
[https://www.liberation.fr/futurs/2016/01/08/gaz-de-schiste-le-gouvernement-ne-doit-pas-ceder-aux-sirenes-des-compagnies\\_1425210](https://www.liberation.fr/futurs/2016/01/08/gaz-de-schiste-le-gouvernement-ne-doit-pas-ceder-aux-sirenes-des-compagnies_1425210)

Article + video: Le Monde «Un sarcophage géant coiffe désormais la centrale nucléaire de Tchernobyl» (11/29/2016)

[https://www.lemonde.fr/energies/article/2016/11/29/le-sarcophage-geant-coiffe-desormais-la-centrale-nucleaire-de-tchernobyl\\_5040157\\_1653054.html](https://www.lemonde.fr/energies/article/2016/11/29/le-sarcophage-geant-coiffe-desormais-la-centrale-nucleaire-de-tchernobyl_5040157_1653054.html)

Videos:

ARTE (Futurmag) «Des montagnes de plastique» (01/29/2014)

<https://www.youtube.com/watch?v=T58qBiTweJg>

Yannick Noah «Aux arbres citoyens» (03/17/2011)

<https://www.youtube.com/watch?v=U8DD1c24bwk>

Film «Nos enfants nous accuseront» (2008)

[https://www.youtube.com/watch?v=7y\\_5nkYukp8](https://www.youtube.com/watch?v=7y_5nkYukp8)

Le Monde «Chlordécone: le scandale sanitaire expliqué» (7/28/2018)

<https://www.youtube.com/watch?v=a7AqWZbwOJQ>

RTI (Radiodiffusion Télévision Ivoirienne) «Société : Abidjan accueille les 1ères journées scientifiques sur les pesticides» (10/31/2018)

[https://www.youtube.com/watch?v=7\\_w09YvyzQ4](https://www.youtube.com/watch?v=7_w09YvyzQ4)

France tv education Lumni «Pourquoi le bio est-il plus cher?»

<https://www.lumni.fr/video/pourquoi-le-bio-est-il-plus-cher>

France 3 - 12/13 «Une cantine scolaire qui propose régulièrement des repas bio (07/02/2012)

<https://www.youtube.com/watch?v=zpqOWXRHa4E>

AFP (Agence France Presse) «Dans le delta du Niger, une pollution pétrolière dévastatrice» (06/24/2010)

<https://www.dailymotion.com/video/xdxgbs>

Vu du ciel «La fin du pétrole» [at 1:22:00 to 1:29:40 Steven Vromman] (02/29/2016)

<https://www.youtube.com/watch?v=-mmzULRSaxs>

Film: «Le Monde du Silence revisité» (06/20/2007) (L'odyssée Cousteau)

<https://www.youtube.com/watch?v=PYmLwbAbwJA>

France 2 JT 20h «Cousteau est mort» (06/25/1997)

<https://www.youtube.com/watch?v=d9mH7ki3yr0>

La Fondation Cousteau et National Geographic Society (01/27/2011)

<https://www.youtube.com/watch?v=YZPmhxOF-pw&t=11s>

Préserver les océans par Pierre-Yves Cousteau (06/06/2013)

<https://www.youtube.com/watch?v=4c7n9IT1ICU&t=2s>

Ô «Une histoire de l’Outre-Mer» (09/27/2014)

<https://www.youtube.com/watch?v=ko9ldrCZb24>

Vu du ciel (Yann Arthus-Bertrand) «Les sentinelles du corail, Nouvelle-Calédonie» (07/25/2011)

<https://www.youtube.com/watch?v=NMAzPf-HuYs&t=1s>

#### Podcasts:

RFI «Vivre sans plastique» (05/10/2020)

<https://www.rfi.fr/fr/podcasts/20200511-vivre-plastique-jay-sinha-et-chantal-plamondon>

RFI C’est pas du vent «Pesticides: une catastrophe sanitaire sans coupable» (11/27/2019)

<https://www.rfi.fr/fr/emission/20191128-pesticides-catastrophe-sanitaire-biodiversite-alimentation-climat>

RFI Priorité Santé - Claire Hédon «Alimentation et santé» (01/20/2011)

<https://www.rfi.fr/fr/emission/20110120-1-alimentation-sante>

RFI C’est pas du vent «La pollution de l’air tue plus que le tabac»

<https://www.rfi.fr/fr/emission/20190321-pollution-air-tue-tabac-sante-polluants-poison-villes-monde-thaïlande>

Francetvinfo «New Delhi: ville la plus polluée» (12/11/2015)

[https://www.francetvinfo.fr/replay-radio/en-direct-du-monde/new-delhi-ville-la-plus-polluee\\_1791177.html](https://www.francetvinfo.fr/replay-radio/en-direct-du-monde/new-delhi-ville-la-plus-polluee_1791177.html)

RFI Savoirs «Fukushima, cinq ans après» (07/04/2016)

<https://savoirs.rfi.fr/fr/apprendre-enseigner/environnement/fukushima-cinq-ans-apres/1>

#### Suggested Student Text:

- Thèmes AP French Language and Culture, G.Delfosse, E. Kurbegov, P. Draggett, Vista Higher Learning, Inc. 2016, «L’alimentation bio» p. 280, 281.

### **Curricular Addendum**

#### **Career-Ready Practices**

**CRP1:** Act as a responsible and contributing citizen and

#### **Interdisciplinary Connections**

employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

### Technology Integration

#### Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

#### Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

### Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

### Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

### Global Perspectives

- [The Global Learning Resource Library](#)

### Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading)	Individualized assessment tools based on student need



		aloud, answering questions in class)	
	Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading