

SAMPLE SYLLABUS #1

AP[®] French Language and Culture

Curricular Requirements

CR1	The teacher uses French almost exclusively in class and encourages students to do likewise.	<i>See page:</i> 3
CR2	The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.	<i>See pages:</i> 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
CR3	The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.	<i>See pages:</i> 9, 14
CR4	The course provides opportunities for students to make cultural comparisons.	<i>See pages:</i> 6, 15
CR5	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	<i>See pages:</i> 4, 6, 11
CR6	The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text.	<i>See pages:</i> 4, 7
CR7	The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections.	<i>See pages:</i> 4, 10, 11
CR8	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written and audio text.	<i>See pages:</i> 5, 6
CR9	The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions.	<i>See pages:</i> 9, 14
CR10	The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others.	<i>See pages:</i> 5, 6, 8, 9, 10, 12

- CR11** The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others. *See pages:*
4, 12
- CR12** The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations. *See pages:*
4, 6
- CR13** The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations. *See pages:*
8, 10
- CR14** The course prepares students to use the target language in real-life situations. *See page:*
3

Advanced Placement French Language and Culture Sample Syllabus #1

AP French Language and Culture is a college-level course, which will refine the three modes of communication: Interpersonal, Interpretive and Presentational Communication. The course is taught exclusively in French. Students are required to sign a language contract, committing to this immersion experience and expectation. **CR1**

Throughout this course, students engage in interdisciplinary course content and develop skills in the following six required themes: *global challenges, science and technology, contemporary life, personal and public identities, family and communities, and beauty and aesthetics*. **CR2**

While improving in the three modes of communication, students use an extensive range of authentic francophone material including (but not limited to) blogs, articles, audio sources, editorials, books, videos, and publicity. By using authentic sources, students not only improve their linguistic skills—but make real-world connections, further their understanding of different cultures (including their own), and use French in a real way.

Students participate in a yearlong penpal exchange with students in a French-speaking high school (“ePals”) that will provide authentic communication in French. **CR14**
Students create a digital portfolio or website with artifacts that demonstrate their language proficiency, personal reflections, and growth throughout this course.

Student Practice

Throughout each unit, Topic Questions will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, Personal Progress Checks will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question’s answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

CR1

The syllabus must explicitly state that the course is conducted almost exclusively in French.

CR2

The syllabus must explicitly list the six required course themes and describe one or more sample activities and authentic sources per theme.

CR14

The syllabus demonstrates that students use the target language in the classroom or beyond to prepare for real-life situations.

Unit 1: Families in Different Societies

Essential Questions:

What constitutes a family in French-speaking societies?

What are some important aspects of family values and family life in French-speaking societies?

What challenges do families face in today's world?

Unit 1-Task Models	Modes of Communication	Skills
Promotional Material	Interpretive-Print Source	1.A, 3.A, 4.A
Letter	Interpretive-Print Source	1.A, 3.A, 3.B
Conversation and Chart	Interpretive-Audio and Print Sources	1.A, 1.B, 3.A, 4.A
Email Reply	Interpersonal-Written	1.A, 2.A, 2.B, 4.A, 4.B, 6.A, 6.B
Conversation	Interpersonal-Spoken	1.A, 2.A, 2.B, 4.A, 4.B, 5.A, 5.B
Cultural Presentation	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Themes	Activities	Resources
Families and Community CR2	Students write an email to their ePal in a Francophone country. Students ask their ePal questions regarding important aspects of a family in their country. CR11 Upon receiving their ePal's response, students interpret the information and give a two-minute presentation sharing their findings to the class. CR12	ePals: epals.com
Personal and Public Identities CR2	Students read extracts from Kei Lam's, "Banana girl," where Lam describes her life as both French and Asian. Students give oral summaries with a pair, in which they negotiate meaning and improve upon comprehension. Students keep a reflective journal in which they summarize events, record their questions, and predict what will happen. CR6 Students listen to a podcast regarding anti-Asian racism in France. Students reflect about other forms of discrimination and bias they have noticed in their own culture.	Book/Graphic Novel: CR5 Lam, K. (2017). <i>Banana girl: Jaune à l'extérieur, blanche à l'intérieur</i> . Paris: Steinkis. RFI Podcast: <i>Racisme anti-asiatique: pourquoi une telle omerta</i> CR5 rfi.fr/emission/20180313-racisme-anti-asiatique-pourquoi-une-telle-omerta
Contemporary Life CR2	Students read an article and listen to a newscast about Tabaski. Based on the article and newscast, students react in writing to cultural differences and similarities regarding this holiday. CR7	Article Describing Tabaski in Sénégal: CR5 au-senegal.com/tabaski-nous-y-sommes,13112.html?lang=fr France 24 Video on Tabaski: youtu.be/Y5xTHt5i0xc

CR11

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 6: Communicate interpersonally by writing to others.

CR12

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 7: Communicate through spoken presentations.

CR6

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 1: Comprehend written, audio, audiovisual, and visual text, using an authentic source. The specific source(s) must be identified in the activity.

CR5

The syllabus includes at least one example of authentic materials from each of the following types of sources:

1. Audio (e.g., podcasts, radio programs, songs)
2. Visual (e.g., charts, graphs, tables, maps, infographics, photos)
3. Audiovisual (e.g., music videos, films, video clips, TV shows)
4. Written/Print Literary (e.g., plays, short stories, poems)
5. Written/Print Non-Literary (e.g., newspapers, magazines, blogs)

Themes	Activities	Resources
Global Challenges CR2	<p>Students learn about the how secularism and tolerance are interpreted in France. In groups in class, students discuss similarities and differences of tolerance and secularism across cultures. CR10</p> <p>Students listen to an interview with Kim Thúy describing her definition of tolerance. Students then examine an infographic about the Canadian Charter of Freedom.</p> <p>Students read the Declaration of Human Rights. Each student creates a poster of a different article and presents their article to the class. In their presentations, students identify the purpose of their article and describe the perspectives represented as well as the degree to which the article is respected globally. CR8</p>	<p>Video: <i>C'est quoi la laïcité</i> education.francetv.fr/matiere/education-civique/ce2/video/c-est-quoi-la-laicite-1-jour-1-question</p> <p>Radio Canada <i>Estrie</i>: Interview with Kim Thúy youtu.be/HnVPSjyiB30</p> <p>Infographic of the Canadian Charter of Rights and Freedom: justice.gc.ca/fra/sjc-csj/dlc-rfc/ccdl-ccrf/sept-seven.html</p> <p>United Nations Website: The Declaration of Human Rights (United Nations) un.org/fr/universal-declaration-human-rights</p>

Complete **Personal Progress Check MCQ** for Unit 1.

Complete **Personal Progress Check FRQ A** for Unit 1.

Complete **Personal Progress Check FRQ B** for Unit 1.

Unit 2: The Influence of Language and Culture on Society

Essential Questions:

How does one’s identity evolve over time? How does language shape our cultural identity?

How does technology influence the development of personal and public identities?

How does the art of a community reflect its public identity?

Unit 2-Task Models	Modes of Communication	Skills
Literary Text	Interpretive-Print Source	1.A, 2.B, 3.A, 3.B
Article and Chart	Interpretive-Print Sources	1.A, 1.B, 3.A, 4.A
Audio Report and Article	Interpretive-Print and Audio Sources	1.A, 2.A, 2.B
Argumentative Essay	Presentational-Written	1.A, 2.A, 2.B, 3.A, 3.B, 4.A, 4.B, 8.B, 8.C, 8.D
Cultural Comparison	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

CR7

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 2: Make interdisciplinary and cultural connections, using an authentic source. The source(s) must be identified in the activity.

CR10

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 5: Communicate interpersonally by speaking with others.

CR8

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 3: Interpret the content of written and audio text, using an authentic written or audio source. The source(s) must be identified in the activity.

Themes	Activities	Resources
Personal and Public Identities CR2	<p>Students learn about the role of sexual identity and non-binary pronouns used in French-speaking countries in comparison with the role of non-binary pronouns and sexual identity in their home country.</p> <p>Students are asked to interpret the infographic on non-binary pronouns in French identifying the audience and purpose of the infographic as well as the perspectives and viewpoints expressed. Students then create a brochure to promote more equitable language in our French classroom and school. CR8</p> <p>Using the TED Talk, <i>La binarité, c'est pas mon genre</i>, by Antonin La Mée, students create a skit or a role play about the common scenarios that La Mée described in his talk. CR12</p> <p>Students read an article about a school in New Brunswick who adopted a non-binary pronoun to their registration forms. Students write an email to the students who attend this school, inquiring about the process and general reaction of the community. Students then share their responses with the class.</p>	<p>Radio Canada: ici.radio-canada.ca/nouvelle/752595/lexique-genres-identite-sexuelle</p> <p>Infographic on Non-Binary Pronouns in French: CR5 the519.org/education-training/training-resources/our-resources/creer-des-milieus-authentiques/pronoms-neutres</p> <p>TED Talk Video: <i>La binarité, c'est pas mon genre</i>, by Antonin La Mée (France) youtube.com/watch?v=8aM0mWvEdvo</p> <p>Radio Canada Article: <i>Fille ou garçon? Un troisième genre fait son apparition dans les écoles de N.-B.</i> (Canada) ici.radio-canada.ca/nouvelle/1054467/troisieme-genre-non-binaire-ecole-nouveau-brunswick-identite-sexe</p>
Beauty and Aesthetics CR2	<p>After viewing a video of <i>La statue de la renaissance</i> in Senegal, students research different emblematic monuments in French-speaking countries and develop a presentation or video for the class demonstrating the importance of this national symbol. In their presentations, students make cultural comparisons between the target culture attitudes toward the monument to an important monument in their own community. CR4</p>	<p>TV5 Video: <i>Statue de la renaissance</i> (Sénégal) enseigner.tv5monde.com/fiches-pedagogiques-file/la-statue-de-la-renaissance-senegal</p>
Contemporary Life CR2	<p>Students create a vlog to their ePal in a French-speaking country. Students ask their ePal questions about what school life is like. Upon receiving their ePal's response, students interpret the information and give a two-minute presentation sharing their findings.</p> <p>Students read an article discussing the advantages and disadvantages regarding online textbooks. Students then reflect about their personal preferences. Finally, students engage in a debate about this topic. CR10</p>	<p>ePals: epals.com</p> <p>Online Newspaper, <i>Le Figaro: Les manuels numériques au lycée ne font pas l'unanimité</i> (France) lefigaro.fr/actualite-france/2018/08/28/01016-20180828ARTFIG00290-les-manuels-numeriques-au-lycee-ne-font-pas-l-unanime.php</p>

CR4

The syllabus must describe at least two activities in which students make cultural comparisons.

Themes	Activities	Resources
Science and Technology CR2	<p>Students are asked to interpret a chart detailing the popularity of social media platforms on the Island of Réunion.</p> <p>In pairs, students conduct research discovering which social media platform is the most used by people in a different French-speaking country. Students summarize this information and share it with the class. CR6</p> <p>After watching a news clip about the use of social media, students reflect in their journals and then debate: At what age should young people be allowed to use social media? Should we restrict the access to social media to people over 16 years old? How is social media important to one's personal identity?</p>	<p>Online Newspaper, <i>La gazette réunionnaise: Facebook toujours loin d'avant (Island of Réunion)</i> lagazette.re/facebook-est-toujours-loin-devant</p> <p>News Clip, BFMTV: <i>Peut-on restreindre l'accès aux réseaux sociaux au moins de 16 ans?</i> (France) bfmtv.com/societe/peut-on-restreindre-l-acces-aux-reseaux-sociaux-aux-moins-de-16-ans-1326907.html</p>

Complete **Personal Progress Check MCQ** for Unit 2.

Complete **Personal Progress Check FRQ A** for Unit 2.

Complete **Personal Progress Check FRQ B** for Unit 2.

Unit 3: Influences of Beauty and Art

Essential Questions:

How do ideals of beauty and aesthetics influence daily life?

How does art both challenge and reflect cultural perspectives?

How do communities value beauty and art?

How is art used to record history?

Unit 3-Task Models	Modes of Communication	Skills
Promotional Material	Interpretive-Print Source	1.A, 3.A, 4.A
Literary Text	Interpretive-Print Source	1.A, 2.B, 3.A, 3.B
Letter	Interpretive-Print Source	3.A, 3.B
Conversation and Chart	Interpretive-Audio and Print Sources	2.B
Email Reply	Interpersonal-Written	1.A, 2.A, 2.B, 4.A, 4.B, 6.A, 6.B
Conversation	Interpersonal-Spoken	1.A, 2.A, 2.B, 4.A, 4.B, 5.A, 5.B
Cultural Comparison	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Themes	Activities	Resources
Beauty and Aesthetics CR2	Students write an email to their French-speaking ePal and inquire about the most important building, art, song, etc., that represents beauty in their culture. Students then select an artifact from their own culture. Finally, students create a PowerPoint and present the two findings to the class.	ePals: epals.com
Personal and Public Identities CR2	<p>Students watch a video describing the inauguration of the Museum of Black Civilization in Dakar and later summarize main ideas and details of what they learned.</p> <p>Students listen to a podcast regarding African Patrimony and African artifacts that were acquired by France during colonialism. They then discuss what they have learned about the importance of art and identity. CR10</p> <p>Students write a formal argumentative essay that synthesizes the <i>France Inter</i> podcast, the <i>Radio Nova</i> article, and Sossa Dede's statue. Students produce drafts and engage in peer-editing prior to receiving teacher feedback on their essay. Students have the opportunity to revise further based on teacher feedback. CR13</p>	<p>France 24: <i>Le Sénégal inaugure un musée aux civilisations noires à Dakar</i> www.youtube.com/watch?v=iMW1VzUpphQ</p> <p>Radio Podcast, <i>France Inter: Patrimoine Africain - Les biens mal acquis de Quai Branly</i> (France/Sénégal)</p> <p>franceinter.fr/emissions/affaires-sensibles/affaires-sensibles-15-octobre-2018</p> <p>Article, <i>Radio Nova: 90% des pièces majeures d'art africain sont hors afrique</i> (France/Bénin) nova.fr/90-des-pieces-majeures-d-art-africain-sont-hors-dafrique</p> <p>Image: <i>Statue royale anthropo-zoomorphe, 1889-1892, statue en bois, de Sossa Dede</i> (Bénin)</p> <p>modules.quaibrantly.fr/fr/explorer-les-collections/base/Work/action/show/notice/195896-statue-royale-anthropo-zoomorphe</p>
Contemporary Life CR2	Students watch different advertisements for the Women's World Cup. Students analyze and discuss how the advertising is marketing toward women. Students read and react to the article, <i>Entre sexisme 'féminisme marketing' la publicité surfe sur la coupe du monde</i> , from <i>Le Parisien</i> . Students write a written reflection comparing how marketing campaigns focus on women in the target culture and in their own community.	Article & Videos, <i>Le Parisien: Entre sexisme 'féminisme marketing' la publicité surfe sur la coupe du monde</i> (France) leparisien.fr/societe/mondial-2019-entre-sexisme-et-feminisme-marketing-comment-la-publicite-surfe-sur-la-coupe-du-monde-feminine-06-06-2019-8087724.php

CR13

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 8: Communicate through written presentations.

Themes	Activities	Resources
Families and Communities CR2	Students participate in speed dating where they discuss their opinions and experiences regarding weddings in their own culture. CR10 Students watch a satire of YouTuber <i>Abdel en vrai</i> as he discusses different aspects of a Moroccan wedding (product). Students read about the henna ceremony (practice) in Moroccan weddings. Students learn how to do henna from a Moroccan henna artist. Students research traditional Moroccan designs to use for their own henna tattoos. Students reflect in writing how this ritual reflects cultural beauty (perspective). CR3	YouTube Video, <i>Abdel en vrai: Le mariage marocain (Maroc)</i> Youtube: https://www.youtube.com/watch?v=jDqz942ep-U Promotional Website, <i>Palais 1400: La cérémonie du henné (Maroc)</i> 1400.events/mariage-marocain/tradition-henne-mariage-maroc

Complete **Personal Progress Check MCQ** for Unit 3.

Complete **Personal Progress Check FRQ A** for Unit 3.

Complete **Personal Progress Check FRQ B** for Unit 3.

Unit 4: How Science and Technology Affect Our Lives

Essential Questions:

What factors drive innovation and discovery in the fields of science and technology?

What role do ethics play in scientific advancement?

What are the social consequences of scientific or technological advancements?

Unit 4-Task Models	Modes of Communication	Skills
Article and Chart	Interpretive-Print Sources	1.A, 1.B, 2.B, 3.A
Interview	Interpretive-Audio Source	2.B, 3.A
Instructions	Interpretive-Audio Source	1.A, 3.A, 4.A
Presentation	Interpretive-Audio Source	3.A, 4.A
Argumentative Essay	Presentational-Written	1.A, 1.B, 2.A, 2.B, 3.A, 3.B, 4.A, 4.B, 8.B, 8.C, 8.D
Cultural Comparison	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Themes	Activities	Resources
Science and Technology CR2	Students listen to a podcast describing Fatoumata Kébé's invention of "smart watering." Students will encounter unfamiliar vocabulary and engage in a series of activities to help determine the meaning of words and main idea of the podcast. CR9	RFI Podcast: <i>Fatoumata Kébé / un arrosage intelligent (Mali)</i> savoirs.rfi.fr/en/apprendre-enseigner/sciences/fatoumata-kebe-inventrice-dun-systeme-darrosage-innovant

CR3

The syllabus must describe **at least two activities** that focus on developing an understanding of cultural perspectives as revealed in the products and/or practices of the culture.

CR9

The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 4: Make meanings from words and expressions, using an authentic source. The source(s) must be identified in the activity.

Themes	Activities	Resources
Global Challenges CR2	<p>After having read the blog article, students create a skit or public service announcement in which they share tips about safe technology use.</p> <p>Students work in groups to understand what Tyro was describing in their song “Greenwashing.” Students write a reflection about how they might have been victim to a green marketing campaign. Students create a poster where they highlight an example of greenwashing marketing in their culture and an example from a French-speaking country. Students share their projects with the class. CR13</p>	<p>Blog post, <i>Téléphone intelligent: 5 astuces pour la vie privée</i> (Canada) protegez-vous.ca/nouvelles/technologie/telephone-vie-privee</p> <p>Video/Song: Greenwashing, Tyro (France) enseigner.tv5monde.com/fiches-pedagogiques-fle/greenwashing</p>
Contemporary Life CR2	<p>Students debate the advantages and disadvantages of drones. After watching the video clip about drones delivering medical supplies in Rwanda, students research how the use of drones affects different professions in French-speaking countries. Students work in pairs and create a PowerPoint presentation to share their findings. CR7</p>	<p>Video: <i>Le drone, futur de la livraison médicale au Rwanda</i> (Rwanda) dailymotion.com/video/x5mhds1</p>
Personal and Public Identities CR2	<p>Students participate in speed dating, and discuss the use of social media in our lives, including the role that politics have played. CR10</p> <p>Students read an article about how Twitter has changed political communication. Students follow and record the Twitter posts by a French-speaking president or leader for two weeks. Students then reflect on their findings and compare how they have seen social media used in their culture’s politics.</p>	<p>Article, <i>La Croix: Comment Twitter a changé la communication politique?</i> (France) la-croix.com/France/Politique/Comment-Twitter-change-communication-politique-2016-07-13-1200775629</p>

Complete **Personal Progress Check MCQ** for Unit 4.

Complete **Personal Progress Check FRQ A** for Unit 4.

Complete **Personal Progress Check FRQ B** for Unit 4.

Unit 5: Factors that Impact the Quality of Life

Essential Questions:

How do aspects of everyday life influence and relate to the quality of life?

How does where one lives impact the quality of life?

What influences one's interpretation and perspectives of the quality of life?

Unit 5-Task Models	Modes of Communication	Skills
Literary Text	Interpretive-Print Source	2.A, 3.A, 3.B
Conversation and Chart	Interpretive-Audio and Print Sources	1.B, 2.A, 2.B, 3.A, 3.B
Interview	Interpretive-Audio Source	3.A
Instructions	Interpretive-Audio Source	2.A, 3.A, 4.A
Email Reply	Interpersonal-Written	1.A, 2.A, 2.B, 4.A, 4.B, 6.A, 6.B
Conversation	Interpersonal-Spoken	1.A, 2.A, 2.B, 4.A, 4.B, 5.A, 5.B
Cultural Comparison	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Themes	Activities	Resources
Contemporary Life CR2	<p>Students learn about the Israeli-Palestinian conflict and France's role. While watching the film <i>Le Fils de l'autre</i>, students compare and contrast the different lives of two boys who were switched at birth. Students examine how the characters' social status and place of birth influences their education, housing, languages, etc. CR7</p> <p>Students email their ePal inquiring about how easy it is to work as a young person. Students inquire about their ePal's plans for the future. Do they plan to travel? Do they plan to go directly to university? Students share their own plan for the future.</p> <p>Students listen to a podcast about the relatively non-existent youth unemployment in Switzerland because of young professional apprenticeships. Students research opportunities in their own community that are available for them to do an internship and compare this with what they learned about from the podcast.</p>	<p>Film: CR5 Lévy, Lorraine. <i>Le Fils De L'autre</i>. 2012.</p> <p>ePals: epals.com</p> <p>RFI Podcast: savoirs.rfi.fr/fr/questionnaire/606/resultats</p>

Themes	Activities	Resources
Global Challenges CR2	<p>Students participate in a class blog discussion discussing this question: Does where one lives affect one's health? Students post their individual responses and respond to at least three other students' entries asking for clarification and suggesting further ideas. Students read and discuss the Radio Canada article. Students write a reflection in their journal about their thoughts about how where they live affects their health and connecting this with what they discovered in the article. CR11</p> <p>Students watch the Radio Canada video about food deserts (areas in which it is difficult to buy affordable or good-quality fresh food) in Quebec. Students detail the interviewees' obstacles that prevent them from accessing fruits and vegetables.</p> <p>Students analyze the infographic and make further connections about how the cost of food in neighborhood grocery stores differs from supermarkets.</p> <p>Students respond to an authentic job offer to work for <i>Au P'tit Marché Fruits et Légumes</i>, a small company that works to provide fresh fruits and vegetables in Montreal. As part of the activity, students identify the use of formal register as well as transitional expressions and cohesive devices.</p>	<p>Radio Canada Article: ici.radio-canada.ca/nouvelle/1015210/desert-alimentaire-sante-epicerie-municipalite</p> <p>Radio Canada Video: ici.radio-canada.ca/tele/l-epicerie/2014-2015/segments/reportage/1150/desert-alimentaire</p> <p>Radio Canada Infographique: ici.radio-canada.ca/nouvelle/752905/desert-alimentaire-winnipeg-centre-ville-analyse</p> <p>Job Offer: <i>Au P'tit Marché Fruits et Légumes</i> auptitmarche.ca/travail-etudiant/</p>
Science and Technology CR2	<p>Students debate the importance of technology. Do they need access to technology to be successful? What might it be like to live somewhere where you had limited technology? CR10</p> <p>Students do a think-pair-share for the UNESCO article about promoting girls' engagement in STEM. Students in pairs develop a two-minute speech where they present a mobile application for the <i>Concours Jiggen CI TIC</i>.</p>	<p>UNESCO Article: unesco.org/new/fr/media-services/single-view/news/promoting_young_girls_in_technology_jiggen_ci_tic_caravans</p>

Themes	Activities	Resources
Beauty and Aesthetics CR2	<p>Students reflect in their journal how the role of social media, such as Instagram, influences their cultural identity. Has an Instagram ever made you want to travel somewhere? Students share their ideas in groups.</p> <p>Students watch the UNESCO video of DakarLives, showing how Senegalese Instagram influencers are helping to educate people about the heritage of Senegal. Students do background research to learn more about the tourist opportunities on the island of Gorée, as well as its historical history. Students go onto the DakarLives Instagram and select a photo, which they present to the class. In their presentations, students explain the cultural importance and/or background information behind the image.</p>	<p>UNESCO Video: youtube.com/watch?v=eK7lFKW0InQ</p> <p>Instagram: <i>DakarLives</i> instagram.com/dakarlives/?hl=fr</p>

Complete **Personal Progress Check MCQ** for Unit 5.

Complete **Personal Progress Check FRQ A** for Unit 5.

Complete **Personal Progress Check FRQ B** for Unit 5.

Unit 6: Environmental, Political, and Societal Challenges

Essential Questions:

How do environmental, political, and societal challenges positively and negatively impact communities?

What role do individuals play in identifying and potentially solving complex societal issues?

How do challenging issues affect a society's culture?

Unit 6-Task Models	Modes of Communication	Skills
Article and Chart	Interpretive-Print Sources	1.B, 2.A, 2.B, 4.A
Audio Report and Article	Interpretive-Print and Audio Sources	1.A, 2.A, 3.A, 3.B
Presentation	Interpretive-Audio Source	1.A, 2.A, 3.A, 3.B
Argumentative Essay	Presentational-Written	1.A, 1.B, 2.A, 2.B, 3.A, 3.B, 4.A, 4.B, 8.B, 8.C, 8.D
Cultural Comparison	Presentational-Spoken	1.A, 2.A, 2.B, 4.B, 7.B, 7.C, 7.D

Themes	Activities	Resources
Global Challenges CR2	<p>Students email their ePal asking about how they take care of their mental/physical health. Students ask about their opinion of smoking. Have they seen a rise in vaping? Upon receipt of their ePal's response, they share their findings with the class.</p> <p>Students watch the news report regarding the rise in popularity in e-cigarettes in Belgium. Students watch the public service announcement discouraging smoking. Students look at the infographic about the benefits of quitting smoking. Using this information, students create a public service announcement video where they discourage smoking/vaping.</p>	<p>ePals: epals.com</p> <p>Video: rtbf.be/info/societe/detail_cigarettes-electroniques-une-epidemie-chez-les-jeunes?id=10075561</p> <p>Infographic de l'Assurance Maladie: sante-pratique-paris.fr/wp-content/uploads/2018/10/V5_INFOGRAPHIE-WEBZINE-MOISSANSTABAC.png</p> <p>Publicité anti-tabagisme: youtube.com/channel/UCeuYoEg0ICJiVJzCASivDZQ</p>
Contemporary Life CR2	<p>Students discuss in groups the appearance of modern homes. Students watch the TV5 video on <i>La Voûte Nubienne</i>, a sustainable home made from clay bricks that are fabricated by hand. Students learn about the positive environmental, economic, and social impact of the <i>Voûte Nubienne</i>.</p> <p>Students write an email about a summer internship opportunity working with <i>La Voûte Nubienne</i> in Burkino Faso.</p> <p>Students research and present other innovative housing options that also have positive environmental, economic, and social impacts in another French-speaking community. Students create a poster presenting their findings including perspectives learned about how materials used for housing reflect geography and culture. Students then participate in a gallery walk as they learn and critique other projects. CR3</p>	<p>enseigner.tv5monde.com/fiches-pedagogiques-file/burkina-faso-des-toits-en-terre</p>
Science and Technology CR2	<p>Students debate if vaccinations should be required by law or not.</p> <p>Students watch a news clip where students learn about the importance of vaccinations and reasons why people don't have themselves vaccinated. Students identify key vocabulary and deduce the meaning of unfamiliar words and expressions. Students analyze the infographic regarding the reasons why people choose not to vaccinate. CR9</p> <p>Students perform a skit or a public service announcement about why someone should be vaccinated or not.</p>	<p>News Video, <i>Isère le Département</i>: youtube.com/watch?v=I_PmuJFQ5nl</p> <p>Infographie: fr.statista.com/infographie/10909/les-francais-sous-estiment-letendue-de-la-vaccination/</p>

Themes	Activities	Resources
Families and Communities CR2	<p>Students read an article about the International Women's Day and learn how people in Congo celebrate this holiday. Students further research how other French-speaking countries celebrate this day. Students then share their findings with the class.</p> <p>Students debate if women have equal rights. Students then read a Canadian article describing household chores inequalities.</p> <p>Students email their ePal asking how they celebrate International Women's Day and what roles each family member takes on in their household.</p> <p>Students make a two-minute recording where they present a cultural comparison on the differences and similarities in family structure between their community and a French-speaking community. CR4</p>	<p>Congolese Newspaper Article: portail242.info/Le-8-mars-une-journee-de-lutte-pour-la-dignite-de-la-femme-et-non-une-fete_a2841.html</p> <p>Radio Canada Article: ici.radio-canada.ca/nouvelle/1115548/rapports-hommes-femmes-societe-emploi-temps-taches-menageres-enfants-aidants-naturels</p> <p>ePals: epals.com</p>

Complete **Personal Progress Check MCQ** for Unit 6.

Complete **Personal Progress Check FRQ A** for Unit 6.

Complete **Personal Progress Check FRQ B** for Unit 6.