



AP[®] French Language and Culture

Course Planning and Pacing Guide 2

Deanna Scheffer
St. Johns Country Day School
Orange Park, Florida



About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

For further information, visit www.collegeboard.org.

AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Welcome to the AP French Language and Culture Course Planning and Pacing Guides

This guide is one of four *Course Planning and Pacing Guides* designed for AP French Language and Culture teachers. Each provides an example of how to plan instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, setting).

Each *Course Planning and Pacing Guide* highlights how the components of the AP French Language and Culture Curriculum Framework — the learning objectives, course themes, and achievement level descriptions — are addressed in the course. Each guide also provides valuable suggestions for teaching the course, including the selection of resources, instructional activities, and assessments. The authors have offered insight into the *why* and *how* behind their instructional choices — displayed in boxes on the right side of the page of the individual unit plans — to aid in planning the AP French Language and Culture course.

The primary purpose of these comprehensive guides is to model approaches for planning and pacing curriculum throughout the school year. However, they can also help with syllabus development when used in conjunction with the resources created to support the AP Course Audit: the *Syllabus Development Guide* and the four *Annotated Syllabi*. These resources include samples of evidence and illustrate a variety of strategies for meeting curricular requirements.



Instructional Setting	1
Overview of the Course	2
Course Planning and Pacing by Unit	
Unit 1: La famille et la communauté	3
Unit 2: La science et la technologie	7
Unit 3: La vie contemporaine	10
Unit 4: L'esthétique	14
Unit 5: La quête de soi	18
Unit 6: Les défis mondiaux	22
Resources	25



St. Johns Country Day School Orange Park, Florida

School	Independent day school, pre-K–12, located in suburban Jacksonville (northeast Florida)
Student population	Enrollment of approximately 630 includes an increasing number of minority students: <ul style="list-style-type: none">• 3 percent African American• 3 percent Asian• 4 percent Hispanic/Latino• 4 percent Indian• 4 percent Middle Eastern
Instructional time	The school year begins the third week in August. This course plan is based on 145 classes (29 weeks) prior to the AP [®] French Language and Culture Exam. All course objectives must be completed by the end of April. Class meets five days per week for 40-minute periods.
Student preparation	AP French Language and Culture is the level 5 course in the French curriculum. Most students begin language study in the seventh grade, completing French 1 in the seventh and eighth grades; thus the level 5 AP course is taken mostly by students in the 12th grade. All students with a grade of C or better in French 4 are encouraged to continue to AP French Language and Culture. The AP course has students at various levels of language proficiency, with a wide range of academic abilities.

Overview of the Course



As outlined in the *Standards for Foreign Language Learning in the 21st Century* and in the *AP French Language and Culture Curriculum Framework*, the AP French Language and Culture course helps students broaden their worldview by using their knowledge of French to understand and compare cultural products, practices, and perspectives of the French-speaking world with those of their own communities: hometown, school, religious or ethnic community, etc. The course incorporates interdisciplinary topics across the six required course themes and provides opportunities for students to demonstrate their proficiency and ability to interpret and synthesize information from authentic resources. The course takes a holistic approach to language proficiency. It also recognizes the complex relationships among its component parts, including comprehension and comprehensibility, vocabulary usage, communication strategies, cultural awareness, and linguistic accuracy. Students apply their growing cultural knowledge to communicative tasks: cultural knowledge informs communicative ability, and vice versa.

Using a variety of authentic resources — audio and video recordings and print materials such as literary texts, journalistic articles, advertising, letters, charts, and graphs — I work with my students to devise instructional strategies that meet their individual needs and learning styles as they progress along the proficiency continuum to achieve communicative and cultural competency. The course uses contextualized, thematic lessons delivered in manageable steps, with opportunities for integrated interpersonal, interpretive, and presentational activities, as well as opportunities for students to work with resources that are of particular interest or best suited for an individual ability. Since this is a fifth-year course, there are no summative assessments that focus on discrete grammar points. Rather, the graded work in AP French Language and Culture tends to consist of free-response, integrated performance assessments.

Sometimes these assessments use previously discussed resources as a way to show students how the themes in the course might be treated in an exam situation, and other times I assess students' progress with new materials only. Activities listed as formative in this guide may be done separately, or at times in combination, which could then lead to a summative assignment if it incorporates practice with more than one mode of communication at a time.

French should be used in class almost exclusively from the beginning level, not just in the AP course. It is also important to include current events, history, the arts, and literature throughout the curriculum so that students will have a base of authentic materials to read, listen to, view, and discuss in order to develop cultural knowledge. When I design instructional activities, I also bear in mind that the course must prepare students to use their French in real-life settings. A variety of techniques are used to ensure that cultural concepts, new vocabulary, and idiomatic expressions are being learned. Especially effective are question-and-answer periods, guided discussions, debates, group and pair work on short- and long-term assignments, and both oral and written presentations. Students must analyze, summarize, draw conclusions and inferences, research, and cite from the material they have read. Throughout the year, they have opportunities to present information and ideas to their classmates in various forms, and in doing so, defend their own viewpoint. Though challenging, the communication activities, based on authentic resources and carried out in French, allow students in the AP French Language and Culture course to see their linguistic abilities and global cultural knowledge increase in meaningful ways that will motivate them to be lifelong learners of the language.



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication	Audiovisual Alhayat, <i>Il neige à Marrakech</i> (Face-à-face, leçon 3)	Instructional Activity: I'm focusing our exploration of the theme for this unit on three contexts: <i>la famille, les rapports sociaux, and l'amitié et l'amour</i> . In small groups, students discuss what will happen to each character in the film <i>Il neige à Marrakech</i> according to the relationship that a character has with another character in the film (e.g., Karim vis à vis his relationship with his father, Samir's trips abroad vis à vis his friendship with Karim). Formative Assessment: Working with a partner, each student takes on an assigned role of one of the characters from <i>Il neige à Marrakech</i> . They imagine that a month has passed and record the impromptu conversation of the characters. During this assessment, students focus on asking questions and requesting more details.
Interpretive Communication: Print Texts	Literature Montaigne, « Qu'un ami véritable est une douce chose! » (Face-à-face, leçon 1)	Instructional Activity: After exploring relationships among families and generations, we look at friendships and read « Qu'un ami véritable est une douce chose! » by Montaigne. We then read the rebuttal George Sand wrote to Montaigne concerning his view that women weren't capable of deep friendships. Working with a partner, the students will identify Sand's main arguments.
Written Interpersonal Communication		Summative Assessment: Once the students seem to have interpreted the two sources, I have them create an email conversation between George Sand and Montaigne about friendship between men and women. Students write an email from either author in which they include two questions and an invitation to ask for more details. After 20 minutes, the students receive an email from a classmate, as one of the authors, to whom they will have 15 minutes to reply. Students need to make sure that their email reply responds to each question and promotes further communication by asking yet another question. This summative assessment is related to the Essential Question: Do attitudes toward friendship and love vary between cultures, or are there "universal" values?

This type of activity helps the students practice an oral exchange of information, opinions, and ideas. I also want this activity to provide some understanding of the features of target culture communities.

This resource allows me to show students at the beginning of the year that we will be exploring themes from throughout the Francophone world.

This activity gives students a chance to use a variety of time frames in both formal and informal situations. It also forces them to elicit information. Since it is early in the school year, I'm assessing the students' ability to maintain an exchange and whether to review question formation as a class and what targeted individual feedback is necessary.

With this activity, I am reinforcing the identification of main ideas and distinguishing features as a hallmark of intermediate Interpretive Communication.

Since I am requiring the students to initiate a written exchange and provide a thorough response, I hope they will demonstrate how to sustain interaction by stating and supporting opinions while using an appropriate format.

Essential Questions:

▼ How is the concept of family portrayed in the literature and cinema of the French-speaking world? How do you define what it means to belong to a family? ▼ What conflicts are likely to arise among family members of different generations, and how are they resolved? ▼ Do attitudes toward friendship and love vary between cultures, or are there "universal" values?

La famille et la communauté

(continued)

Unit 1:



Learning Objectives	Materials	Instructional Activities and Assessments
Interpretive Communication: Print and Audio Texts	<p>Literature « La légende de Tristan et Iseult » (<i>Allons au-delà</i>, p. 344)</p> <p>Audio Podcast, a reading of a letter from George Sand to Alfred de Musset</p>	<p>Formative Assessment: After a class discussion about an excerpt from Tristan et Iseult, the legend of two ill-fated lovers, students take notes while listening to a podcast of the reading of a letter from George Sand to Alfred de Musset, another pair of lovers, and answer some corresponding questions.</p>
Interpretive Communication: Audio Texts	<p>Audio « Une famille qui se voudrait branchée face à la technologie moderne » (Ladd, p. 129) « Nos enfants demain, pour une société multiculturelle » (Ladd, p. 142) « Extrait de Mémoire d’une jeune fille rangée » (Ladd, p. 157)</p>	<p>Formative Assessment: Students are assessed on their comprehension of one or more of the selections from the Ladd AP manual connected to the theme of this unit. I provide individual feedback to the students about their understanding of the content and the purpose of the message.</p>
Interpretive Communication: Audiovisual Texts	<p>Audiovisual Marre et Pont, <i>Manon sur le bitume</i> (<i>Face-à-face</i>, leçon 1)</p>	<p>Formative Assessment: Based on the film, <i>Manon sur le bitume</i>, students make a list of all the things the main character will do if she doesn’t die in the accident portrayed in the film. They then decide in small groups which activities seem to be the most important and which seem the most pointless. I discuss the results with the small groups and, based on their degree of understanding, invite them to discuss their lists further or watch the video again and then discuss their lists again.</p>

I provide individual feedback on the strength of students’ responses and the quality of their notes. I want to facilitate the development of better note-taking skills.

I want to give students the opportunity to work together to go beyond the basic comprehension of an audiovisual resource to truly understand the purpose of a message and identify its distinguishing features.

Essential Questions: ▼ How is the concept of family portrayed in the literature and cinema of the French-speaking world? How do you define what it means to belong to a family? ▼ What conflicts are likely to arise among family members of different generations, and how are they resolved? ▼ Do attitudes toward friendship and love vary between cultures, or are there “universal” values?

La famille et la communauté

(continued)

Unit 1:



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication		<p>Summative Assessment: Keeping in mind a recent group discussion about the meaning of the proverb « Tel est pris qui croyait prendre. » by Jean de La Fontaine in the context of <i>Il neige à Marrakech</i>, students write a reflection on an event in their life that illustrates the proverb and then explain why they think it does so. Students should cite comparisons with events in the <i>court métrage</i>. This summative assessment is related to the Essential Question: What conflicts are likely to arise among family members of different generations, and how are they resolved?</p>
Spoken Presentational Communication		<p>Formative Assessment: Each student works with a partner to retell the story of Tristan and Iseult by adapting it to American culture and their own generation. The teacher provides feedback to the individual groups through guided questions.</p>
		<p>Summative Assessment: Students compare the love story of Tristan and Iseult to that of Beauty and the Beast, Romeo and Juliet, or another famous couple. They identify what the couples have in common, what is different about their stories, how they are different, and how the stories they created with partners a few days earlier differ from the classic tales.</p>
Written Presentational Communication		<p>Summative Assessment: Students organize a trip for their families and friends by researching and evaluating three travel options in a Francophone country that might interest people their own age, families with children, and retired folks. Their evaluations should include the pros and cons of each destination for each group and give a final travel recommendation.</p> <p>This summative assessment is related to the Essential Questions of the unit: How do you define what it means to belong to a family? What conflicts are likely to arise among family members of different generations, and how are they resolved?</p>

In this activity, I am focusing on assessing the students' ability to synthesize information from an authentic written resource and to demonstrate their comprehension of a variety of idiomatic and culturally authentic expressions.

Here, students are developing the ability to identify the relationships among products, practices, and perspectives.

I'd like students to creatively demonstrate their ability to compare and contrast geographic, historical, artistic, social, and/or political features of target culture communities. This activity addresses the Essential Question: How is the concept of family portrayed in literature and cinema of the French-speaking world?

In this assessment, I am reinforcing awareness and engagement of audience while planning, producing, and presenting a written communication.

Essential Questions: ▼ How is the concept of family portrayed in the literature and cinema of the French-speaking world? How do you define what it means to belong to a family? ▼ What conflicts are likely to arise among family members of different generations, and how are they resolved? ▼ Do attitudes toward friendship and love vary between cultures, or are there “universal” values?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	<p>Print « Ouverture d’une école des grands-parents à Namur » (RTL)</p> <p>Audio Podcast, « Le rôle des grands-parents » (RFI)</p> <p>Other materials studied in this unit include :</p> <p>Literature Chedid, « La Vérité » (<i>Face-à-face</i>, leçon 3)</p> <p>Audiovisual Guirado, <i>Le fils de l’épicier</i></p> <p>Print Geluck, <i>Le Chat</i> (<i>Face-à-face</i>, leçon 3)</p>	<p>Summative Assessment: The students read the article « Ouverture d’une école des grands-parents à Namur », and listen to « Le rôle des grands-parents. » Then they write a persuasive essay, synthesizing and citing the information in order to explain why grandparents today should or shouldn’t have more responsibility for their grandchildren than they had in the past.</p> <p>This summative assessment is related to the Essential Question: What conflicts are likely to arise among family members of different generations, and how are they resolved?</p>

With this activity, the focus is on developing the students’ ability to synthesize information from authentic resources, acknowledge those sources, and cite them appropriately in Written Presentational Communication.

Essential Questions:

- ▼ How is the concept of family portrayed in the literature and cinema of the French-speaking world? How do you define what it means to belong to a family?
- ▼ What conflicts are likely to arise among family members of different generations, and how are they resolved?
- ▼ Do attitudes toward friendship and love vary between cultures, or are there “universal” values?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication	Audiovisual Masocco, <i>Idole</i> (Face-à-face, leçon 2)	Instructional Activity: In this scaffolded activity, students participate in a two-way exchange, imagining that at the end of the main character's interview with her celebrity idol she has the opportunity to tell him how she feels about him. One of the students plays the role of the main character and should declare her feelings to her idol. The two discuss their hopes and dreams over dinner, and at the end of the evening they decide that they get along well and should see each other again.
Written Interpersonal Communication	Print « L'Oranger.com » (Ladd, p. 170)	Formative Assessment: Students reply to an email from a friend at « L'Oranger.com » who has invited them to download songs, books, and films for just one subscription price. Students should include an appropriate greeting and closing, respond to all questions and requests in the message, and ask for more details about something mentioned in the message.
Interpretive Communication: Audiovisual Texts	Audio Masocco, <i>Idole</i> (Face-à-face, leçon 2)	Instructional Activity: Students imagine that after the tragic death of the celebrity Markus in the film <i>Idole</i> , the young woman writes a letter to his press agent. In the letter, she offers her sympathy and declares her feelings for Markus.
Interpretive Communication: Audio Texts	Audio « Médias et Société » (<i>Allons au-delà</i> , p. 120)	Formative Assessment: After viewing the <i>court métrage</i> , students will be assessed on their comprehension of the podcast from <i>Allons au-delà</i> in which an author discusses the digital revolution and his book <i>Médias et Société</i> .
Interpretive Communication: Print Texts	Literature Diop, « La lance de l'hyène » (<i>Allons au-delà</i> , p. 98)	Instructional Activity: In this activity, small groups of students discuss how the fable « La lance de l'hyène » can be compared to mythology. Similar to myths, fables help us understand life. How does this story reflect our lifestyle today? What does it explain about the new gadgets in our contemporary world? Should a new gadget be considered as an intrusion or as an introduction? On newsprint or butcher paper, each group records their responses to these questions and then posts them on the wall of the classroom.

I'm focusing our exploration of the theme for this unit on three contexts: la technologie et ses effets sur la société, les nouveaux moyens de communication, and les choix moraux. This activity allows students to focus on using a variety of vocabulary and gives them an opportunity to sustain interaction through the use of various verbal and nonverbal strategies.

Writing this informal email allows the teacher to give individual feedback to each student in preparation for a more formal summative email toward the end of the unit. The students' replies allow me to make instructional decisions about how to improve student performance in the Written Interpersonal mode.

In this activity, I want students to demonstrate their comprehension of the film, especially the purpose of the message and the point of view of the main character. It also allows students to demonstrate their understanding of vocabulary, including culturally authentic expressions.

I discuss results with the students and suggest strategies for comprehension or vocabulary expansion, as needed, with individual students.

I'd like the focus of this unit to be more about the impact of technology than on new gadgets. I'd also like to focus on bringing multiple themes together, as well as giving students different perspectives (both historic and geographic) on technology.

Essential Questions:

▼ How have recent advances in science and technology affected your life? ▼ How are advances in technology related to ethical questions in society? ▼ How have human relationships changed with the advent of new technologies?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication		<p>Formative Assessment: The fable « La lance de l'hyène » ends with the moral: <i>on ne doit pas demander une lance à une hyène</i>. Using technology such as PowerPoint, Flash, Movie Maker, or a website for creating comic strips, the students write a modern fable illustrating that moral and ending with the same words. After presenting their fables, the teacher and classmates provide general feedback using a rubric that the class creates together before beginning the work.</p>
Written Presentational Communication		<p>Instructional Activity: Despite the popularity of the Kindle, iPad, and data phones, <i>La Presse</i> is still a cultural product in the Francophone world that is different from what most of my students know. The technology unit allows us to explore how this is evolving. In preparation for reading the piece by Berthiaume, <i>Les petits caractères</i>, groups or pairs of students design <i>La Une</i> for their own newspaper or journal in an online format after first doing some research about Francophone journalistic sites.</p>
Spoken Presentational Communication	<p>Literature Berthiaume, <i>Les petits caractères</i> (<i>Face-à-face</i>, leçon 2)</p>	<p>Summative Assessment: Students read and discuss <i>Les petits caractères</i> by Berthiaume. Keeping in mind the culture of the story, the students record their explanations of how a handheld device for reading could be either a disadvantage or an advantage. Then they compare their conclusion with how they feel about using a digital reader themselves.</p>

I want students to interpret the fable by assimilating its traits and synthesizing its details into their own creations. I want them to pay attention to the purpose of a text and identify the distinguishing features of their resource and the intended audience.

I want students to feel comfortable integrating content from multiple sources in order to report about a topic of interest. The nature of this project allows them to work with complex sentences in major time frames and requires them to edit their work for content, organization, and grammar.

This summative assessment is related to the Essential Question: How have recent advances in science and technology affected your life?

Essential Questions: ▼ How have recent advances in science and technology affected your life? ▼ How are advances in technology related to ethical questions in society? ▼ How have human relationships changed with the advent of new technologies?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	<p>Print Article, Asana, « SMS, textos : dites 'Je t'M' avec le poucel » (<i>Face-à-face</i>, leçon 2)</p> <p>Audio Podcast, « Et si vous jardiniez avec votre iPhone? » (France Info)</p> <p>Other materials studied in this unit include:</p> <p>Print Article, « Un appareil qui retranscrit du texte en braille consacré au Concours Lépine » (<i>Allons au-delà</i>, p. 107)</p> <p>Article, Chattam, « La mauvaise surprise Kindle » (<i>Allons au-delà</i>, p. 122)</p> <p>Bande dessinée, Roba, « Boule et Bill » (<i>Face-à-face</i>, leçon 2)</p> <p>Audio Calagero, <i>Pomme C</i></p> <p>Podcast, « Pour un courriel efficace » (Radio Canada)</p>	<p>Summative Assessment: Students read an article on how people today communicate long distance and then read a corresponding chart. Next, they listen to a podcast on microblogging with Twitter, which gives an opposing viewpoint. Citing the three sources, the students write a persuasive argument on how technology has changed traditional correspondence. This summative assessment is related to the Essential Question: How have human relationships changed with the advent of new technologies?</p>

This is really an integrated performance assessment based on interpreting print, visual, and audio sources. A hallmark learning objective for Written Presentational Communication is that students produce persuasive essays in which they acknowledge sources and cite them appropriately.

Essential Questions: ▼ How have recent advances in science and technology affected your life? ▼ How are advances in technology related to ethical questions in society? ▼ How have human relationships changed with the advent of new technologies?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication	Audiovisual Djebbari, <i>Pas de bagage</i> (Face-à-face, leçon 4)	Instructional Activity: After a brief class vocabulary review of conjunctions, which are followed by the subjunctive, students view the <i>court métrage Pas de bagage</i> . They then question one another about plans for an upcoming vacation (e.g., “Are you travelling by car?” “Yes, as long as the price of gas isn’t too high.”). Students should sustain the conversation by asking for more details, incorporating as many conjunctions as possible.
	Print « Un boulot pour l’été » (Ladd, p. 206)	Formative Assessment: Students call a friend to suggest that the friend applies for a summer job at the restaurant where they work. The students follow the outline provided by Ladd, in which they tell their friend what they will have to do. Based on the recorded questions, the students answer their friend’s questions. The teacher provides individual feedback using the Interpersonal Speaking rubric from the <i>AP French Language and Culture Course and Exam Description</i> and makes relevant next-steps decisions about instruction based on student performance.
	Audiovisual Djebbari, <i>Pas de bagage</i> (Face-à-face, leçon 4)	Formative Assessment: After watching the <i>court métrage Pas de bagage</i> , the students role-play a scene implied in the film but not actually shown. They enact the conversation between the woman in the film and her former husband in which she tells him that she is moving to New Caledonia with their children. In the scene the students create, the woman announces the news, her ex-husband reacts, she gives several reasons for the move, and he expresses his discontent with the idea. The role play ends as both characters suggest finding a better solution that will allow them both to share time with their children more fairly. After presenting the scene, the teacher and classmates provide general feedback using a rubric that the class has created together before beginning the activity.

I’m focusing our exploration of the theme for this unit on two contexts: les voyages and le monde du travail. In this activity, I am reinforcing the need to understand and use a variety of structures and vocabulary that are culturally appropriate.

It is important that students practice following a preset conversational framework that guides but does not prescribe specific information that would make a student simply translate their responses. It is also important for students to practice using appropriate register.

My focus here is to have students practice exchanging ideas in an informal situation that would require them to elicit information and clarify meaning. By working with a realistic context, the students feel more comfortable about initiating and sustaining the verbal interaction.

Essential Questions:

- ▼ How can the opportunity to travel and experience another culture affect someone’s perspective on his or her own community and culture?
- ▼ How do cultural attitudes toward a career vary between cultures? When you think of your future, do you imagine it to be more *vivre pour travailler* or *travailler pour vivre*?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Interpersonal Communication	Audiovisual Djebbari, <i>Pas de bagage</i> (Face-à-face, leçon 4)	Formative Assessment: Again using the <i>court métrage Pas de bagage</i> , students imagine that time has passed since the move to New Caledonia and that the daughter doesn't like it there. The students assume the role of the father, who has just received a letter from his daughter telling him that she wants to live in France with him. Students write a reply describing how things are going for the father and asking for more information about his daughter's life and what is making her unhappy. The students elaborate about upcoming vacation plans together and end the letter with encouraging words. Students are instructed to incorporate the subjunctive mood throughout. The teacher provides individual feedback using the Written Interpersonal rubric from the <i>Course and Exam Description</i> and plans relevant next steps based on student performance.
	Print « Secrétaires sur demande » (Ladd, p. 169)	Summative Assessment: Students write a reply to an email from a temp agency that is opening near them. The director has sent a letter looking for individuals who would like temporary work at companies that are short staffed while their regular employees are on vacation. Students respond with an email indicating their interest. In addition to an appropriate greeting and closing, their responses should address all questions and requests in the message. Students should also ask for more details about something mentioned in the message.
Interpretive Communication: Audio Texts	Audio « Les origines d'une profession » (<i>Allons au-delà</i> , p. 191) « Annonce de la SNCF » (<i>Allons au-delà</i> , p. 215)	Instructional Activity: Students listen to a Radio Canada podcast in which the guests speak about work and individualism. They also listen to a SNCF podcast in <i>Allons</i> .
Interpretive Communication: Print Texts	Print Daudet, « Le secret de Maître Corneille » (<i>Allons au-delà</i> , p. 184)	Formative Assessment: To connect the theme of science and technology from Unit 2 with this unit, students read a short story about a miller whose job becomes obsolete with the advent of the modern steam mill. After reading the text, students provide answers to a few questions that require them to reflect on events from the story and the main character's motivation, for example, why Maître Corneille didn't want anyone to know that he was out of work.

Here, the students can practice an informal exchange of information, opinions, and ideas using a variety of time frames. Since it is an activity based on a film viewed in class that shares cultural products, practices, and perspectives, students can demonstrate their understanding of these within their responses.

This summative assessment is related to one of the Essential Questions in the unit: How do cultural attitudes toward a career vary between cultures? When you think of your future, do you imagine it to be more *vivre pour travailler* or *travailler pour vivre*?

The teacher facilitates peer feedback about assessment results and provides targeted feedback to students to facilitate comprehension of the text.

Essential Questions: ▼ How can the opportunity to travel and experience another culture affect someone's perspective on his or her own community and culture? ▼ How do cultural attitudes toward a career vary between cultures? When you think of your future, do you imagine it to be more *vivre pour travailler* or *travailler pour vivre*?



Learning Objectives	Materials	Instructional Activities and Assessments
Interpretive Communication: Visual Texts	Print « Les accidents du travail » (Ladd, p. 34)	Formative Assessment: Students interpret information in a chart concerning the frequency of work-related accidents and read the accompanying commentary. They then respond to multiple-choice questions.
Spoken Presentational Communication	Print Daudet, « Le secret de Maître Corneille » (<i>Allons au-delà</i> , p. 184)	Formative Assessment: In small groups, students research and compare life today with life as depicted in Daudet's story about Maître Corneille. They focus their research on the roles of work, family, and transport, and present that information to the class.
Spoken Interpersonal Communication		Instructional Activity: Students form pairs and discuss the most important jobs in the future, which jobs will pay the most, which will be the most difficult to perform, and which will be the most respected.
Written Interpersonal Communication		Instructional Activity: Based on their discussion about jobs in the future, each pair of students creates a survey and sends it to our sister school in Chambéry, France.
Spoken Presentational Communication		Summative Assessment: Once our partner school has replied to their surveys, students analyze results and create a chart to show their conclusions. Each pair presents its survey, the survey results, and the conclusions they have drawn from the information to the class. This summative assessment is related to the unit's Essential Questions: How do cultural attitudes toward a career vary between cultures? When you think of your future, do you imagine it to be more <i>vivre pour travailler</i> or <i>travailler pour vivre</i> ?

I share assessment results with students and lead a class discussion to help the students understand the correct response to each question and analyze why each of the other possible answers is incorrect.

I facilitate feedback on the presentation.

Essential Questions:

▼ How can the opportunity to travel and experience another culture affect someone's perspective on his or her own community and culture? ▼ How do cultural attitudes toward a career vary between cultures? When you think of your future, do you imagine it to be more *vivre pour travailler* or *travailler pour vivre*?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Interpersonal Communication	<p>Other materials studied in this unit include:</p> <p>Literature La Fontaine, « La cigale et la fourmi »</p> <p>Montesquieu, <i>Lettres persanes</i> (<i>Allons au-delà</i>, p. 208)</p> <p>Print Bande dessinée, <i>Abouet et Oubrière</i>, « Aya de Yopougon » (<i>Face-à-face</i>, leçon 4)</p> <p>Article, Guène, « Voyage au bout du RER » (<i>Allons au-delà</i>, p. 194)</p> <p>Audio Marchet, « Idole »</p> <p>La Fontaine, « La cigale et la fourmi »</p> <p>Web Materials on Mobifrance found on YouTube and Twitter</p>	<p>Summative Assessment: Each student writes an email to report their group's findings with someone from our French partner school.</p>

This summative assessment is related to the unit's Essential Questions: How do cultural attitudes toward a career vary between cultures? When you think of your future, do you imagine it to be more vivre pour travailler or travailler pour vivre?

Essential Questions: ▼ How can the opportunity to travel and experience another culture affect someone's perspective on his or her own community and culture? ▼ How do cultural attitudes toward a career vary between cultures? When you think of your future, do you imagine it to be more *vivre pour travailler* or *travailler pour vivre*?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		Formative Activity: Small groups of students organize a TV game called "Qu'est-ce qui est beau?" The goal of the game is to answer the question, What is beauty? The contestants compare two songs, two paintings, two plays, two films, two statues, and two buildings from the French-speaking world. They decide on questions to be asked and how a player will earn points in their game. The group then explains the game to the class and each group's game is played. The teacher provides feedback to each group.
Interpersonal Communication: Audiovisual Texts	Audiovisual Bezace, <i>L'école des femmes</i>	Instructional Activity: Before reading the first act of <i>L'école des femmes</i> , I like to play a clip of the act from the Bezace film in order to give students a feel for the intonation and pronunciation before they begin reading.
Interpretive Communication: Print Texts	Literature Molière, <i>L'école des femmes</i>	Instructional Activity: Students read <i>L'école des femmes</i> and identify main ideas to summarize the play.
Interpretive Communication: Audiovisual Texts	Audiovisual Ouali, <i>Le roi soleil</i>	Instructional Activity: Students view <i>Le roi soleil</i> and identify main ideas to summarize the film.
Written Interpersonal Communication		Formative Assessment: Each student responds to an email from an exchange partner and his or her parents. In the email, the family has told them about having seen an American play and film in the same month and that they will soon be attending an American concert. In the reply, the student writes about seeing two French <i>spectacles</i> this month. The students share and support their opinions on both the play <i>L'école des femmes</i> and the film of the musical <i>Le roi soleil</i> . They also write about an upcoming event that they will attend. The teacher provides individual feedback using the Written Interpersonal rubric from the <i>Course and Exam Description</i> and makes relevant next-step instructional decisions based on student performance.
Interpretive Communication: Audiovisual Texts	Audiovisual Corbiau, <i>Le roi danse</i>	Instructional Activity: Students watch the scene from <i>Le roi danse</i> between Jean-Baptiste Lully and Louis XIV. They write down and summarize what Louis XIV says about music in France.

I focus our exploration of the theme for this unit on four contexts: les arts du spectacle, le beau, les arts littéraires, and la musique. Here, I want the students to choose several cultural products and provide sustained support for their opinions.

This activity will help students grasp the idiomatic and culturally authentic expressions in the play.

The students compare cultural products as they narrate and describe in several time frames. They also state and support opinions with some elaboration and detail using culturally appropriate vocabulary.

This exchange is pivotal to linking Louis XIV to both the patrimoine (la quête) and music themes. This activity helps students understand language structures and vocabulary, as well as the point of view of a main character.

Essential Questions:

- ▼ How are changes in cultural attitudes reflected in the music, literature, and cinema of the French-speaking world?
- ▼ How are beauty and creativity (re)defined by individuals as well as by communities? ▼ How are ideals of beauty and creativity reflected in cultural products, practices, and perspectives?



Learning Objectives	Materials	Instructional Activities and Assessments
Interpretive Communication: Print Texts Spoken Presentational Communication	Literature « La farce de Maître Pathelin » (<i>Allons au-delà</i> , p. 402)	Formative Assessment: Working in small groups, students read and then condense the story of « La farce de Maître Pathelin » into a one-minute play. Each group member is assigned a role and they present the mini-play to another French class. Next, the group leads a discussion by eliciting questions from the audience to help clarify the meaning of the play. The audience members complete a survey about their own level of comprehension and about the performance. The teacher provides synthesized, individual feedback to the group members/performers.
Written Presentational Communication	Literature « La farce de Maître Pathelin » (<i>Allons au-delà</i> , p. 402)	Summative Assessment: As a final Pathelin activity, students choose one of four proverbs from « La farce de Maître Pathelin » (<i>Qui emprunte ne choisit pas; Allez et n'oubliez pas de boire si vous trouvez Jean Crédit; Plût à Dieu qu'il n'y vît goutte!; Allons, revenons à nos moutons!</i>) and write an explanation of its meaning in that context. Next, they create a modern situation in which the phrase could be used and write a narrative explaining that situation.
Spoken Presentational Communication		Instructional Activity: Students turn our class into a courtroom and imagine that the « La farce de Maître Pathelin » is taking place today on a reality show before a famous judge. They choose roles, think of the charges, and ask questions about how a verdict will be decided.
Interpretive Communication: Print Texts Written Presentational Communication		Instructional Activity: Students use the Internet to research critiques written about at least two French films, two French theater productions, and two musical productions. They write a summary of what does and does not make a good critique and cite their sources.

Here, I want students to synthesize information from an authentic written source and demonstrate their comprehension. The process of creating a condensed mini-play will help them focus on the purpose of the message and demonstrate understanding of a variety of language structures and vocabulary, including culturally authentic expressions.

This summative assessment is related to two of the Essential Questions of the unit: How are changes in cultural attitudes reflected in the music, literature, and cinema of the French-speaking world? How are ideals of beauty and creativity reflected in cultural products, practices, and perspectives?

Since this activity takes place in a "courtroom," I give the students a few minutes to prepare their roles. They will not have enough time to write a statement to read. This activity is not meant to be a memorized skit.

This activity requires the students to use their Interpretive Communication skills on print materials, but since it is preparing them to write critiques of their own in the future, it also prepares them to report and explain about familiar topics while integrating content from multiple sources to support their presentations. This task will allow them to see the relationships between different cultural products and practices and to use some culturally appropriate vocabulary and idiomatic expressions.

Essential Questions:

- ▼ How are changes in cultural attitudes reflected in the music, literature, and cinema of the French-speaking world?
- ▼ How are beauty and creativity (re)defined by individuals as well as by communities?
- ▼ How are ideals of beauty and creativity reflected in cultural products, practices, and perspectives?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication		<p>Summative Assessment: After reminding the students that they have had the opportunity to attend many sporting events, concerts, plays, and festivals, I give them four minutes to choose two or three they have attended, make notes about them, and make comparisons. Students are then asked to consider how the events they have chosen compare to some <i>spectacles Francophones</i> that we have learned about in class or that they have attended themselves. After the four-minute preparation time, they record two-minute presentations.</p>
Spoken Interpersonal Communication		<p>Summative Assessment: Students choose a character from any of the resources used in our beauty unit to write and record the outline of a five-exchange telephone conversation about or from this character. For example, they call to invite a friend to see the new Marion Cotillard film. Students incorporate some aspect of the resource into an outline of the conversation for a classmate to view while recording a response to the initial recording. Both the initial call and the response will be assessed.</p>

This summative assessment is related to two of the essential questions of the unit: How are beauty and creativity (re)defined by individuals as well as by communities? How are ideals of beauty and creativity reflected in cultural products, practices, and perspectives?

This summative assessment is related to one of the Essential Questions of the unit: How are beauty and creativity (re)defined by individuals as well as by communities?

Essential Questions:

- ▼ How are changes in cultural attitudes reflected in the music, literature, and cinema of the French-speaking world?
- ▼ How are beauty and creativity (re)defined by individuals as well as by communities? ▼ How are ideals of beauty and creativity reflected in cultural products, practices, and perspectives?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	<p>Other materials studied in this unit include:</p> <p>Print Article, Baudin, « Marion Cotillard, Piaf réincarnée » (<i>Allons au-delà</i>, p.395)</p> <p>Audio Christophe Maé, <i>Mon paradis</i> Emmanuel Moire, <i>Être a la hauteur</i> « Interview de Gilbert Vahé, jardinier en chef du jardin de Claude Monet » (<i>Allons au-delà</i>, p. 378) « Vie et œuvre du compositeur Maurice Ravel » (<i>Allons au-delà</i>, p. 393)</p> <p>Audiovisual Dahan, <i>La même</i> Tirard, <i>Molière</i></p>	<p>Summative Assessment: Students write a persuasive essay comparing the arts, theater, and music during the 17th and 21st centuries. This summative assessment is related to two of the Essential Questions of the unit: How are beauty and creativity (re)defined by individuals as well as by communities? How are ideals of beauty and creativity reflected in cultural products, practices, and perspectives?</p>

I regard the development of ideas by synthesis and interpretation of background information as a key element to successful Written Presentational Communication and assess them accordingly.

Essential Questions:

- ▼ How are changes in cultural attitudes reflected in the music, literature, and cinema of the French-speaking world?
- ▼ How are beauty and creativity (re)defined by individuals as well as by communities? ▼ How are ideals of beauty and creativity reflected in cultural products, practices, and perspectives?



Learning Objectives	Materials	Instructional Activities and Assessments
Interpretive Communication: Audiovisual Texts Spoken Interpersonal Communication	Audiovisual Rousseau et Schatz, <i>Sans titre</i> (Face-à-face, leçon 6)	Instructional Activity: After viewing <i>Sans titre</i> , students discuss in groups the meanings of the word <i>titre</i> (meaning both title and, in this case, an official residency document) and the implications of the preposition <i>sans</i> . Students continue the discussion by thinking of at least three possible meanings for the comment a passerby made at the end of the film, « Si ce n'est pas malheureux, ça! »
Spoken Interpersonal Communication		Formative Assessment: In groups, the students discuss what the statement by Kofi Annan, the former Secretary General of the United Nations, means: « <i>les migrations internationales, soutenues par les bonnes mesures, peuvent être hautement bénéficiaires pour le développement des pays d'origine et des pays d'accueil.</i> » Each group member decides whether or not they share this opinion, and they must be prepared to defend their choice. The teacher provides feedback to individual students and the debate teams.
Written Presentational Communication	Literature Ben Jelloun, <i>Le racisme expliqué à ma fille</i> (<i>Allons au-delà</i> , p. 10)	Formative Assessment: Students read Ben Jelloun's story and then write a dialogue in a similar style in which they explain to a child one of the following themes: nationalism, patriotism, tolerance, or freedom of speech. The teacher provides written feedback to individual students.
Written Interpersonal Communication	Literature Roy, « Vincento » (<i>Allons au-delà</i> , p. 224)	Formative Assessment: Students read the story and then write an email reply for the following scenario: They are working as volunteer assistants to the teacher from this story. The school has received an email from a friend of the family asking how things have gone during this first week and what they could do to help the situation. The teacher has asked her assistant to please respond. I provide individual feedback using a Written Interpersonal Communication rubric.
Interpretive Communication: Audiovisual Texts Written Presentational Communication	Audiovisual Rousseau et Schatz, <i>Sans titre</i> (Face-à-face, leçon 6)	Formative Assessment: Students write a critique of <i>Sans titre</i> . They consider the film's subject matter, the importance of various scenes, the events that are implied but not shown in the film, the character's actions, and the manner in which the director uses music and other cinematic elements to portray the story.

I focus our exploration of the theme for this unit on three contexts: l'aliénation et l'assimilation, le nationalisme et le patriotisme, and la langue et l'identité.

This activity helps students prepare for a class debate. They state and support opinions and, as necessary, must also use circumlocution and paraphrasing to maintain communication.

Here, the students are writing Spoken Interpersonal Communication in a two-way written oral exchange of information, opinions, and ideas. Since it is in dialogue form, it will be necessary for at least one of the characters to elicit information.

Responding to a somewhat informal correspondence using legible and comprehensible language-appropriate formats and conventions is a hallmark of Written Interpersonal Communication.

I provide feedback in individual conferences.

Essential Questions:

▼ How can a person become part of a new community or society without losing something of his or her “home” identity? ▼ What are sources of national and patriotic pride? In the case of an immigrant, what does the individual owe to the country in which they live or to their country of birth? ▼ How do language and culture influence a person's identity?



Learning Objectives	Materials	Instructional Activities and Assessments
Interpretive Communication: Print Texts	Web Website of the Cité nationale de l'histoire de l'immigration	Formative Assessment: The teacher divides the students into six groups that will use the information from the website to research and tell the story of immigration in France during a specific time period: <i>Groupe 1: de 1820 à 1914</i> <i>Groupe 2: de 1914 à 1918</i> <i>Groupe 3: de 1919 à 1939</i> <i>Groupe 4: de 1939 à 1918</i> <i>Groupe 5: de 1945 à 1974</i> <i>Groupe 6: de 1974 à 2006</i>
Interpretive Communication: Print Texts	Literature Daudet, « La dernière classe » (<i>Allons au-delà</i> , p. 270)	Summative Assessment: Students read the text and then respond to this quote from the text: « <i>Quand un peuple tombe esclave, tant qu'il tient bien sa langue, c'est comme s'il tenait la clé de sa prison.</i> » This summative assessment is related to two of the Essential Questions of the unit: How can a person become part of a new community or society without losing something of his or her "home" identity? How do language and culture influence a person's identity?
Spoken Presentational Communication	Audiovisual Rousseau et Schatz, <i>Sans titre</i> (<i>Face-à-face</i> , leçon 6)	Formative Assessment: After watching <i>Sans titre</i> , the students work in groups to organize a protest against the deportation of the young man from Congo. They discuss how they will protest, develop an argument against his arrest, give reasons for letting him go free and resolving the issue, state their group's overall opinion on immigration, and explain what they hope to accomplish with the protest.

After presenting their research, the students and I provide general feedback to each group using a rubric that the class creates before beginning the assignment work.

Here, I want students to identify the intended purpose and describe the basic context of the resource material. It will also help them demonstrate their understanding of some of the historical, geographic, social, and political features of one of the target culture communities.

The teacher and classmates will provide general feedback to each group using a rubric that the class will have created together before beginning their work.

Essential Questions:

▼ How can a person become part of a new community or society without losing something of his or her "home" identity? ▼ What are sources of national and patriotic pride? In the case of an immigrant, what does the individual owe to the country in which they live or to their country of birth? ▼ How do language and culture influence a person's identity?



Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication	Audiovisual Benguigui, <i>Inch'allah dimanche</i> Boon, <i>Bienvenue chez les Ch'tis</i> Dupeyron, <i>Monsieur Ibrahim</i> Vigne, <i>Le retour de Martin Guerre</i>	Summative Assessment: In what ways are the films that were discussed during this unit similar? Students choose two of the four films — <i>Le retour de Martin Guerre</i> , <i>Bienvenue chez les Ch'tis</i> , <i>Monsieur Ibrahim</i> , and <i>Inch'allah dimanche</i> — and make a two-minute recording of how they are each good examples of the theme of <i>Alienation and Assimilation</i> . This summative assessment is related to all of the Essential Questions of the unit: How can a person become part of a new community or society without losing something of his or her “home” identity? What are sources of national and patriotic pride? In the case of an immigrant, what does the individual owe to the country in which they live or to their country of birth? How do language and culture influence a person’s identity?

I have the students identify relationships between products, practices, and perspectives in target cultures. They also compare and contrast geographic, historical, social, and political features of target culture communities.

Essential Questions:

▼ How can a person become part of a new community or society without losing something of his or her “home” identity? ▼ What are sources of national and patriotic pride? In the case of an immigrant, what does the individual owe to the country in which they live or to their country of birth? ▼ How do language and culture influence a person’s identity?



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	<p>Audio « Le droit des immigrés » (<i>Allons au-delà</i>, p. 236)</p> <p>Print Bande dessinée, Wolinski, <i>L'Enragé</i> (<i>Face-à-face</i>, leçon 6)</p> <p>Literature Ben Jelloun, <i>Le racisme expliqué à ma fille</i> (<i>Allons au-delà</i>, p. 10)</p> <p>Other materials studied in this unit include:</p> <p>Literature Bégag, <i>Béni ou le paradis privé</i> (<i>Allons au-delà</i>, p. 255)</p> <p>Djemaï, (<i>Face-à-Face</i>, leçon 6)</p> <p>Print Article, « Immigration — Ces étrangers, élèves modèles » (<i>Allons au-delà</i>, p. 239)</p> <p>« Questions sociales et juridiques concernant l'immigration » (<i>Allons au-delà</i>, p. 276)</p> <p>Audio Grands corps malade, « Saint Denis »</p> <p>Kamini, « Marly Gaumont »</p> <p>Leïla, « Passeport »</p>	<p>Summative Assessment: Students listen again to the podcast about the rights of immigrants, reread <i>Le racisme expliqué à ma fille</i>, and review the pie chart showing immigrant population percentages in France and Wolinski's <i>L'enragé</i>. Citing from each of these sources, students state and support their opinions on the theme of alienation and assimilation by responding to the questions: If aspects of an individual's culture make it difficult for him or her to be accepted into a community, should that individual still try to maintain his or her original culture? Do "outsiders" have a responsibility to adapt to their adopted community?</p>

This summative assessment is related to all of the Essential Questions of the unit: How can a person become part of a new community or society without losing something of his or her "home" identity? What are sources of national and patriotic pride? In the case of an immigrant, what does the individual owe to the country in which they live or to their country of birth? How do language and culture influence a person's identity?

Essential Questions: ▼ How can a person become part of a new community or society without losing something of his or her "home" identity? ▼ What are sources of national and patriotic pride? In the case of an immigrant, what does the individual owe to the country in which they live or to their country of birth? ▼ How do language and culture influence a person's identity?



Learning Objectives	Materials	Instructional Activities and Assessments
Interpretive Communication: Print Text Spoken Interpersonal Communication	Literature Sebbar, « Celle qui aimait les arbres et le Rouquin de Nanterre » (<i>Face-à-face</i> , leçon 5)	Formative Assessment: After reading « Celle qui aimait les arbres et le Rouquin de Nanterre », the students role-play a conversation between the young woman and her grandmother about <i>le rouquin de Nanterre</i> . I provide immediate feedback by prompting questions that will clarify the students' comprehension of the reading and the vocabulary.
Written Interpersonal Communication		Formative Assessment: Students write an email encouraging a friend's participation in the school ecology club's recycling program by giving two examples of how this initiative is important. They explain why the club would be of interest and provide information about the next meeting of the club. Students end by stating that they hope to see the friend at the meeting and to contact them if there are any questions.
Written Interpersonal Communication	Print <i>Bande dessinée, Ratte, Toxic Planet</i>	Summative Assessment: In the <i>bande dessinée Toxic Planet</i> , a young worker has a nightmare about finding himself alone in an unfamiliar environment. Students create the email that the young man would write to a coworker in which he describes finding himself in a green, natural world where plants and birds live, and explains what scares him about this new world. In their role as the young worker, the students explain their fears and what calms their fears. They conclude with an explanation of why they prefer life in a factory to life in the great outdoors. This summative assessment is related to the Essential Questions: What are the most urgent environmental issues today? What actions or attitudes are at the root of these issues?
Interpretive Communication: Audiovisual Texts	Audiovisual Arthus-Bertrand, <i>Vu du ciel, le lagon néo-calédonien</i> (<i>Face-à-face</i> , leçon 5)	Instructional Activity: While watching the film, students take notes and listen specifically for two new facts the film mentions about coral. A brief discussion follows in which I ask students to identify the facts, and I clarify any words or concepts that may have been misunderstood.
Interpretive Communication: Audio Texts	Print « Comment acheter pour être un bon consommateur » (Ladd, p. 148)	Summative Assessment: Students listen to the podcast « Comment acheter pour être un bon consommateur » and respond to the accompanying multiple-choice questions.

I focus the exploration of the theme for this unit on two contexts: l'environnement and l'alimentation.

I provide targeted feedback through a color-coded marking system that gives directions to the students as they edit their writing. I meet with students individually to discuss the revised work.

This kind of email response helps my students learn to sustain interaction in written exchanges by negotiating meaning with their correspondent in the appropriate register while eliciting information and stating and supporting their opinions, which should include idiomatic expressions and appropriate formats and conventions.

In this assignment, I want students to demonstrate their comprehension, especially their ability to identify the distinguishing features of the resource.

This assessment relates to the Essential Question: What can be done in order to respond to the global challenge of malnutrition?

Essential Questions:

- ▼ What are the most urgent environmental issues today? What actions or attitudes are at the root of these issues?
- ▼ Are more problems in the United States and in Francophone countries caused by a lack of food or by an excess of food? What can be done in order to respond to the global challenge of malnutrition?

Les défis mondiaux

(continued)

Unit 6:



Learning Objectives	Materials	Instructional Activities and Assessments
Interpretive Communication: Audio and Print Texts	Print « La nutrition et l'énergie » (Ladd, p. 86)	Instructional Activity: Students read an article and listen to an interview relevant to one of the unit's themes and essential questions in order to synthesize information.
Spoken Presentational Communication	Audiovisual Arthus-Bertrand, <i>Vu du ciel, le lagon néo-calédonien</i> (Face-à-face, leçon 5)	Formative Assessment: Students choose two endangered animal species — one from our region and one from a Francophone country. They work in pairs or groups to make their own <i>court-métrage</i> about the animals. Using the film <i>le lagon néo-calédonien</i> as a model, students identify the region and endangered animals, give a description of how the population is doing today, and explain what should be done to improve the animals' situation. Finally, the students ask their audience to mobilize and help the endangered animals. After presenting their film, the teacher and students provide feedback to each group using a rubric that the class created together before beginning their work.
		Summative Assessment: Students speak for two minutes addressing this topic: It is said that more than half the world's population goes to bed each evening hungry. Do you believe this is true based on what you have seen in your community? If true, what would be some possible solutions to addressing this problem?
Written Presentational Communication		Formative Assessment: Students play the role of a food critic and write a critique of a restaurant in a Francophone country where they would like to dine. They research sample critiques before writing their own.

As an integrated activity, students will synthesize information from two types of sources and demonstrate their comprehension.

I want the students to develop ideas by demonstrating their ability to synthesize materials, including new vocabulary. I also want them to learn to compare and contrast various features of the target culture community.

This summative assessment is related to the Essential Questions: Are more problems in the United States and in Francophone countries caused by a lack of food or by an excess of food? What can be done in order to respond to the global challenge of malnutrition?

The teacher provides feedback, first through a rubric and then through individual conferencing.

Essential Questions:

- ▼ What are the most urgent environmental issues today? What actions or attitudes are at the root of these issues?
- ▼ Are more problems in the United States and in Francophone countries caused by a lack of food or by an excess of food? What can be done in order to respond to the global challenge of malnutrition?

Les défis mondiaux

(continued)

Unit 6:



Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	<p>Audio Podcast, « La malbouffe favorise la dépression » (Radio Canada)</p> <p>Podcast, « Agriculture : l’Afrique pourrait nourrir le monde » (RFI)</p> <p>Other materials studied in this unit include:</p> <p>Literature Condé, <i>Rêves amers</i> (<i>Allons au-delà</i>, p. 67)</p> <p>Prévert, « Soyez polis » (<i>Allons au-delà</i>, p. 22)</p> <p>Zola, <i>Le ventre de Paris</i> (<i>Allons au-delà</i>, p. 62)</p> <p>Print Article, « Le recyclage en France : on croule sous les déchets » (<i>Allons au-delà</i>, p. 27)</p> <p>Audio « Périodes de fluctuation climatique » (<i>Allons au-delà</i>, p. 25)</p> <p>« Émeutes de la faim » (<i>Allons au-delà</i>, p. 72)</p>	<p>Summative Assessment: After listening to both podcasts, students write a persuasive essay responding to the following prompt: There are clearly many problems in feeding everyone in the world. Often though, it is not a lack of food that causes problems. Do you agree with the kinds of problems that are described in our sources?</p> <p>This summative assessment is related to the Essential Questions: Are more problems in the United States and in Francophone countries caused by a lack of food or by an excess of food? What can be done in order to respond to the global challenge of malnutrition?</p>

In this activity, I want students to first use their Interpretive Communication skills to process the additional information found in the audio. The integrated Written Presentational Communication should reflect their ability to synthesize resource information in order to defend and support their opinions.

Essential Questions:

- ▼ What are the most urgent environmental issues today? What actions or attitudes are at the root of these issues?
- ▼ Are more problems in the United States and in Francophone countries caused by a lack of food or by an excess of food? What can be done in order to respond to the global challenge of malnutrition?



General Resources

- Ghillebaert, Françoise. *Face-à-face*. Boston: Vista Higher Learning, 2011.
- Ladd, Richard. *Allons au-delà*. Upper Saddle River, NJ: Pearson Education, 2012.
- Ladd, Richard. *AP French: Preparing for the Language and Culture Examination*. Upper Saddle River, NJ: Pearson Education, 2012.

Unit 1 Resources

- Le fils de l'épicier*. Directed by Eric Guirado. 2007. New York: Film Movement, 2009. DVD.
- Radio France Internationale « Le rôle des grands-parents. »
<http://www.rfi.fr/emission/20110225-1-le-role-grands-parents>
- RTL. « Ouverture d'une école des grands-parents à Namur. »
<http://www.rtl.be/info/belgique/societe/744613>
- « Une Lettre D'amour De George Sand à Alfred De Musset. »
<http://www.archive.org/details/UneLettreDamourDeGeorgeSandAlfredDeMusset>

Unit 2 Resources

- Application programmes de TV5Monde.
<http://www.tv5.org/cms/chaine-Francophone/publications/TV5MONDE-sur-votre-lphone-lpad-et-lpod-Touch/p-9220-TV5MONDE-sur-votre-lphone-lpad-et-lpod-Touch.htm>
- Calogero. *Pomme C*. 2007.
http://platea.pntic.mec.es/~cvera/hotpot/calogero_pomme_c.htm
<http://www.youtube.com/watch?v=-47Fmmj1FsA>
- Radio Canada. *L'après-midi porte conseil*. 1er févr. 2011. « Pour un courriel efficace. »
http://www.radio-canada.ca/audio-video/pop.shtml#urlMedia=http://www.radio-canada.ca/Medianet/2011/CBF/LapresmidiPorteConseil201102011305_3.asx
- RTL, C'est notre planète « Et si vous jardiniez avec votre iPhone ? »
<http://www.rtl.fr/emission/c-est-notre-planete/ecouter/et-si-vous-jardiniez-avec-votreiphone-7663304507>

Unit 3 Resources

- La Fontaine. « La cigale et la fourmi. » Internet Archive.
<http://www.archive.org/details/La-Cigale-et-la-Fourmi>
- La Fontaine. « La cigale et la fourmi. » Poésie Française. 1er site français de poésie.
http://poesie.webnet.fr/lesgrandsclassiques/poemes/jean_de_la_fontaine/la_cigale_et_la_fourmi.html
- Madame de Sévigné: « Une mère éplorée, une chroniqueuse mondaine » - Emeric Lefebvre, professeur certifié de lettres modernes, activités proposées aux élèves d'une classe de quatrième du collège Arausio. Includes a good section on letter writing.
<http://lettres.ac-aix-marseille.fr/college/lectecr/sevigne.html>
- Marchet, Florent. 2011. « Idole. »
<http://www.tv5.org/cms/chaine-Francophone/Revoir-nos-emissions/Acoustic/Episodes/p-14441-Florent-Marchet.htm>
- Mobifrance.com Twitter and Micro blogging.
<http://www.mobifrance.com/articles/testslongiciels/id1123/Test-BlackBerry-Twitter/>
- Mondon, Bernard. *Petite Anthologie de la Cigale*. Barbantane: Equinoxe, 1999.
- YouTube, Micro blogging sur Twitter.
<http://www.youtube.com/watch?v=QcNLPtXkcC0>

Unit 4 Resources

- Emmanuel Moire. « Être a la hauteur. » In *Le Roi Soleil [L'Intégrale]*. Warner Music France, 2005.
- La môme*. Directed by Olivier Dahan. 2007. Boulogne-Billancourt: TF1 Video, 2007. DVD.
- L'école des femmes*. Directed by Didier Bezace. 2002. Arte France Développement, 2007. DVD.
- Lenard, Yvone. *Trésors du temps*, 166–168. New York: Glencoe/McGraw-Hill, 1996.
- Le roi danse*. Directed by Gérard Corbiau. 2000. Montreal: Remstar, 2003. DVD.
- Le roi soleil*. Directed by Kamel Ouali. Boulogne-Billancourt: TF1 Video, 2006. DVD.
- Le Siècle de Louis XIV.
<http://17emesiecle.free.fr/>
- Maé, Christophe. *Mon Paradis*. 2007.
<http://www.youtube.com/watch?v=xUsIRmhMPhU>

Resources

(continued)



Molière. Directed by Laurent Tirard. 2007. Culver City, CA: Sony Pictures Home Entertainment, 2008. DVD.

Molière (Jean-Baptiste Poquelin; 1622–1673).
<http://www.yale.edu/aatfct/ap.html#Moliere>

Molière, Jean-Baptiste. 1662. *L'École des femmes*. Association de Bibliophiles Universels. <http://site-moliere.com/pièces/femmes.htm>

Site-moliere.com.
<http://www.site-moliere.com/>

Vatel. Directed by Roland Joffé. 2000. New York: Miramax, 2001. DVD.

Unit 5 Resources

ABD Al Malik.
<http://www.youtube.com/watch?v=ND02gD-hnQg&feature=youtu.be>

Bande pour le Concert pour la Tolérance.
<http://www.youtube.com/watch?v=x4UhWA68sJU&feature=related>

Bienvenue chez les Ch'tis. Directed by Dany Boon. 2008. Paris: Pathé, 2008. DVD.

Biographie de Kamini.
<http://www.tv5.org/TV5Site/musique/artiste-870-kamini.htm>

Blog, how to move to France to live and work.
http://voyageforum.com/forum/travailler_vivre_en_france_D886073/

Cité nationale de l'histoire de l'immigration.
www.histoire-immigration.fr

Concert pour la Tolérance.
<http://www.agadirinou.com/modules/news/article.php?storyid=6208>

« Concert pour la Tolérance 2010 : les chaînes M6 diffuseront le show avec Superbus, Grégoire, Inna, Garou dès le 6 novembre. » *Premiere.fr*.
[http://tele.premiere.fr/News-Tele/Concert-pour-la-Tolerance-2010-les-chaines-M6-diffuseront-le-show-avec-Superbus-Gregoire-Inna-Garou-des-le-6-novembre/\(gid\)/2435494](http://tele.premiere.fr/News-Tele/Concert-pour-la-Tolerance-2010-les-chaines-M6-diffuseront-le-show-avec-Superbus-Gregoire-Inna-Garou-des-le-6-novembre/(gid)/2435494)

Garou.
<http://www.youtube.com/watch?v=mDpO0f9RS-k&NR=1>

Grand corps malade. « Saint Denis. » 2009.
<http://www.universalmusic.fr/grand-corps-malade/video-clip/grand-corps-malade-Saint-Denis/>

Inch'allah dimanche. Directed by Yamina Benguigui. 2001. New York: Film Movement, 2005. DVD.

Interview avec Grégoire au Concert pour la Tolérance à Agadir 2009.
<http://www.youtube.com/watch?v=AMfSUSGdWpA&feature=youtu.be>

Interview Grand Corps Malade.
<http://www.youtube.com/watch?v=mrDvk29zMYs&NR=1>

Kamini. « Marly-Gomont. »
<http://www.tv5.org/TV5Site/musique/paroles-2384-marlygomont.htm>

Leïla. « Passeport. » 2010.
http://www.dailymotion.com/video/xe49ua_leila-passeport-clip-officiel_music

Le Retour de Martin Guerre. Directed by Daniel Vigne. 1982. New York: Fox Lorber, 1998. DVD.

Monsieur Ibrahim. Directed by François Dupeyron. 2003 Film. Culver City, CA: Sony Pictures, 2004. DVD.

Paroles de clip « Marly-Gomont. » *Enseigner.tv*.
http://www.tv5.org/TV5Site/enseigner-apprendre-francais/fiche-391-Marly_Gomont.htm?artiste=kamini&chanson=&keywords

Radio Canada. *L'après-midi porte conseil*. 4 févr. 2011.
http://www.radio-canada.ca/audio-video/pop.shtml#urlMedia=http://www.radio-canada.ca/Medianet/2011/CBF/LapresmidiPorteConseil201102041305_3.asx

Unit 6 Resources

France Info.
<http://www.rfi.fr/emission/20110225-agriculture-afrique-pouvait-nourrir-le-monde>

Radio Canada.
http://www.radio-canada.ca/audio-video/pop.shtml#urlMedia=http://www.radio-canada.ca/Medianet/2011/CBF/LapresmidiPorteConseil201102011305_2.asx

Ratte, David. *Toxic Planet, Tome 1*. Geneva: Paquet, 2006.