



West Windsor-Plainsboro Regional School District
AP French Language and Culture

Unit 1: Families in Different Societies - Introductory Review

Content Area: World Language

Course & Grade Level: AP French, 9-12

Summary and Rationale

As a teen in today's world, I am developing my identity. How does my family, my community, my education and my environment shape my present and my future?

Recommended Pacing

15 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

CPI #	Cumulative Progress Indicator (CPI)
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7.1.AL.IPRET.1:	Identify main ideas and significant details in a range of oral, viewed, and written texts.
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7.1.AL.IPRET.2:	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
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7.1.AL.IPRET.3:	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
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7.1.AL.IPRET.4:	Demonstrate an understanding of most content of other academic disciplines.
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7.1.AL.IPRET.5:	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
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7.1.AL.IPRET.6:	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
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7.1.AL.IPRET.7:	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
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7.1.AL.IPRET.8:	Analyze elements of the target language that do not have a comparable linguistic element in English.
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7.1.AL.IPRET.9:	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
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7.1.AL.IPRET.10	Collect, share, and analyze data related to global issues including climate change.
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Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information,

compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPERS.1:	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.2:	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3:	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.4:	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5:	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Standard:

Presentational Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.PRSNT.1:	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2:	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3:	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4:	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5:	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

Standard: Craft and Structure

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

Standard: Global and Cultural Awareness

CPI #	Cumulative Progress Indicator (CPI)
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
Interdisciplinary Standards (Social Studies)	
Standard: History, Culture and Perspectives: Understanding Perspectives	
6.1.12.HistoryC A.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistoryS E.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Educational communities, social networks, human geography, traditions and values, global citizenship and family structure play a major role in our identity. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What constitutes a family in French-speaking societies? What are some important aspects of family values and family life in Francophone societies? What challenges do families face in today's world? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> vocabulary related to family and personal relationships formal email response expressions past tense uses adjective forms and placement prepositions idiomatic language distinguishing characteristics of linguistic registers <p>Students will be able to:</p> <ul style="list-style-type: none"> Elaborate on statements about the family in francophone and their own communities Describe the literal meaning of a text Describe data Apply appropriate communication strategies in interpersonal speaking Compare and contrast their community with the Francophone community Ask and answer questions about the impact of culture in educational systems Explain how families shape their identity and their community 	
Evidence of Learning	
Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress	
Resources	
Core:	

<https://apclassroom.collegeboard.org/>

RFI (Radio France International)

Suggested:

TV5 monde

Authentic video, audio and textual resources

Unit 2: The Influence of Language and Culture on Identity

Content Area: World Language

Course & Grade Level: AP French, 9-12

Summary and Rationale

As a teen in today's world, I am developing my identity. How do language and culture influence my identity?

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPRE T.1:	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRE T.2:	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRE T.3:	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRE T.4:	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRE T.5:	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRE T.6:	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRE T.7:	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRE T.8:	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRE T.9:	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRE T.10:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
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7.1.AL.IPER S.1:	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPER S.2:	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPER S.3:	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPER S.4:	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPER S.5:	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPER S.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Standard:

Presentational Mode of Communication

Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and facts, and narrating and describing a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.PRSN T.1:	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSN T.2:	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSN T.3:	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSN T.4:	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSN T.5:	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSN T.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

Standard: Craft and Structure

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

Standard: Global and Cultural Awareness

CPI #	Cumulative Progress Indicator (CPI)
9.4.12.GCA. 1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
Interdisciplinary Standards (Social Studies)	
Standard: History, Culture and Perspectives: Understanding Perspectives	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Language, culture and national and ethnic identity have great influence in the development of our identity. Topics will include: <ul style="list-style-type: none"> ● Language and Identity ● Beliefs and Values ● Holidays and Celebrations ● Multiculturalism, Plurilingualism ● Nationalism and Patriotism 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do different situations influence our identity? ● How do language and culture influence a person's identity? ● How does a person's identity develop through time? 	
Objectives	
Students will know: <ul style="list-style-type: none"> ● vocabulary related to linguistic and cultural identity ● basic history and structure of Organisation Internationale de la Francophonie ● Names and regions of the world's Francophone communities ● present and past tenses ● pronouns ● transitional expressions ● infinitive structures Students will be able to: <ul style="list-style-type: none"> ● Reflect on the most influential factors that determine our identity ● Express with significant details opinions, advice, and preferences ● Narrate in present and past tenses ● Describe, respond to, and negotiate a complication related to predictions ● Interpret meaning from authentic realia (articles, film clips, etc.) ● Maintain conversations by comparing and contrasting identity formation in French-speaking and American cultures ● Give examples of the factors that affect a person's self-image and self-esteem ● Ask and answer questions about the connection between our personal interests and our identity and daily life 	

Evidence of Learning
Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress
Resources
Core: https://apclassroom.collegeboard.org/ RFI (Radio France International) "Clown" by Soprano Suggested: TV5 monde Authentic video, audio and textual resources Albert Camus, <i>L'Étranger</i>

Unit 3: Influences of Beauty and Art (Review)

Content Area: World Language

Course & Grade Level: AP French, 9-12

Summary and Rationale

As a student, I am continuing to develop my identity as a globally aware citizen. The rich cultural heritage and artistic environments of Francophone countries will provide perspective to better understand and appreciate the impact of cultural heritage and the arts on my ability to tell my own story.

Recommended Pacing

15 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

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7.1.AL.IPRE T.4:	Demonstrate an understanding of most content of other academic disciplines.
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7.1.AL.IPRE T.10:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

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Standard:	
Presentational Mode of Communication	
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7.1.AL.PRSN T.5:	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
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Standard: Global and Cultural Awareness	
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6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Unit Enduring Understandings	
Students should understand that:	
<ul style="list-style-type: none"> ● Interpretations of beauty and creativity in society play a major role in shaping a student’s identity ● Individual and community support of the arts help to strengthen/promote diversity in the community ● Fashion has helped to modernize society’s look and also preserve local and regional traditional clothing ● The performing and visual arts offer a rich understanding of France's history 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do interpretations of beauty reflect cultural perspectives? ● How are the perceptions of beauty and creativity perceived? ● How does the notion of beauty shape my identity? ● How do the arts challenge and reflect cultural perspectives? ● How does admiring and appreciating the arts shape my identity? ● Can the arts influence changes in society? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● Vocabulary about the arts, beauty, and cultural heritage ● Direct object, indirect object, disjointed and relative pronouns ● Present and past subjunctive forms ● Conditional and imperfect forms in structures with “si” ● Adjective forms and placement 	
Students will be able to:	
<ul style="list-style-type: none"> ● Give advice to a prospective exchange student about living abroad ● Describe, express opinions and react to art at community arts events ● Give expressive opinions about role of the arts in school ● Avoid repetition in formal emails with the use of pronouns, circumlocution and synonymes ● Create complex sentences with the use relative pronouns in a 3 source essay on the arts ● Express uncertainty, opinions and emotions ● Discuss the cultural aspects that influence the perception of beauty ● Reflect on the connection between fashion and personal attitudes and values ● Talk about the importance of language and literature in a country’s culture 	

Evidence of Learning
Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress
Resources
Core Resource: https://apclassroom.collegeboard.org/ RFI (Radio France International) Suggested: TV5 monde Authentic video, audio and textual resources

Unit 4: How Science and Technology Affect our Lives	
Content Area: World Language	
Course & Grade Level: AP French, 9-12	
Summary and Rationale	
As a teen in today's world, I am developing my identity. How do scientific and technological developments shape my present and my future?	
Recommended Pacing	
45 days	
New Jersey Student Learning Standards for World Language	
Standard: Standards for Interpretive Mode	
Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.	
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7.1.AL.IPRE T.5:	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
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7.1.AL.IPER S.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Standard:
Presentational Mode of Communication
Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and facts, and narrating and describing a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
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7.1.AL.PRSN T.3:	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSN T.4:	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSN T.5:	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSN T.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

Standard: Craft and Structure

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
Standard: Global and Cultural Awareness	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
Interdisciplinary Standards (Social Studies)	
Standard: History, Culture and Perspectives: Understanding Perspectives	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Science both creates and resolves changes in contemporary society • Technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities • Technology affects society and the quality of life • Science and Technology affect the values and ethics of a community 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What factors drive innovation and discovery in the fields of science and technology? • How do scientific and technological developments impact our lives? • How important is the role of ethics in scientific developments? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • vocabulary related to science, technology and innovation • relative pronouns • adverb forms and placement • future and conditional <p>Students will be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions about how technology has changed their way of interacting with the world • Reflect on the impact of technology on their health. • Provide detail in making statements about the moral dilemmas that accompany scientific and technological development • Compare and contrast the use of technology in different cultures 	
Evidence of Learning	
Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress	
Resources	
Core Text:	

<https://apclassroom.collegeboard.org/>

RFI (Radio France International)

Suggested:

TV5 monde

Authentic video, audio and textual resources

Unit 5: Factors that Affect the Quality of Contemporary Life (Review)

Content Area: World Language

Course & Grade Level: AP French, 9-12

Summary and Rationale

As a student, I am continuing to develop my identity as a globally aware citizen. My experiences in Francophone countries will provide me with opportunities to better understand contemporary Francophone cultural traditions and lifestyles.

Recommended Pacing

15 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPRE T.1:	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRE T.2:	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRE T.3:	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRE T.4:	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRE T.5:	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRE T.6:	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRE T.7:	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRE T.8:	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRE T.9:	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRE T.10:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information,

compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.	
7.1.AL.IPER S.2:	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPER S.1:	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPER S.3:	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPER S.4:	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPER S.5:	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPER S.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.
Standard:	
Presentational Mode of Communication	
Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.PRSN T.1:	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSN T.2:	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSN T.3:	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSN T.4:	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSN T.5:	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSN T.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Craft and Structure	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
Standard: Global and Cultural Awareness	

9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
Interdisciplinary Standards (Social Studies)	
Standard: History, Culture and Perspectives: Understanding Perspectives	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Social status influences one’s quality of life ● Cultural perspectives and traditions relate to quality of life ● Education, health care, justice, food, and water impact the quality of life. ● Geography influences the quality of life 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● 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 perceptions of the quality of life? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● vocabulary related to education, the work world and everyday life ● conditional, subjunctive modes ● future indicative tense ● sequence of tenses <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Ask and answer questions about how our schools today can prepare students for the challenges and opportunities of the future ● Reflect on the connection between cultural perspectives and leisure activities ● Provide detail in making statements about the benefits of traveling to get to know other people and cultures 	
Evidence of Learning	
Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress	
Resources	
<p>Core Resource: https://apclassroom.collegeboard.org/ RFI (Radio France International)</p> <p>Suggested: TV5 monde</p>	

Unit 6: Environmental, Political, and Societal Challenges

Content Area: World Language

Course & Grade Level: AP French, 9-12

Summary and Rationale

As a teen in today's ever-changing world, I am developing my identity as a global citizen. How do current social, political and environmental challenges shape my present and my future?

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPRE T.1:	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRE T.2:	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRE T.3:	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRE T.4:	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRE T.5:	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRE T.6:	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRE T.7:	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRE T.8:	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRE T.9:	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRE T.10:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPER S.1:	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPER S.2:	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPER S.3:	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPER S.4:	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPER S.5:	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPER S.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.
Standard: Presentational Mode of Communication	
Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.PRSN T.1:	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSN T.2:	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSN T.3:	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSN T.4:	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSN T.5:	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSN T.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Craft and Structure	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.GCA. 1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
Interdisciplinary Standards (Social Studies)	
Standard: History, Culture and Perspectives: Understanding Perspectives	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Economic developments and environmental challenges often impact society and politics on a larger scale, which in turn individual families and communities. Individuals can positively or negatively influence the world around them. Possible solutions address contemporary global challenges. 	
Unit Essential Questions	
<ul style="list-style-type: none"> 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? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> Vocabulary related to environmental, political, and economic challenges Present, past and future indicative tenses Conditional and subjunctive modes Prepositions Pronouns <p>Students will be able to:</p> <ul style="list-style-type: none"> Ask and answer questions about the role of a free market in the development of a global economy Reflect on the connection between human activities and the environment Provide detail in making statements about the global challenges caused by the changes in human population Give examples of how the government and individuals can contribute to the social welfare of a community 	
Evidence of Learning	
Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress	
Resources	
<p>Core Resource: https://apclassroom.collegeboard.org/ RFI (Radio France International)</p> <p>Suggested: TV5 monde Authentic video, audio and textual resources</p>	