

Verona Public School District Curriculum Overview

FRENCH V AP



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Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

This course provides a continuing study of the French language and culture presented within the context of the contemporary French-speaking world. Attainment of proficiency of the four skills of listening, speaking, reading and writing are emphasized throughout the year and students learn language structures in context and focus on the development of fluency to convey meaning. The course is based on the six themes outlined by the College Board: Global challenges, Science and Technology, Contemporary life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics. This course is designed to allow students to gain deeper insight into the nature of the French language and modern life of the French-speaking countries. Students use several primary textbooks and other authentic materials and resources that are in accordance with those suggested by the College Board.
Student must take AP exam in order to receive AP course credit.

Prerequisite(s): French IV H

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	X CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	X CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	X CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● "Themes" Vista Higher Learning 	<ul style="list-style-type: none"> ● https://quizlet.com ● http://tf1.fr ● http://rfi.fr ● http://www.canalacademie.com/apprendre ● http://www.audio-lingua.eu/ ● http://enseigner.tv5monde.com/ ● http://fr.ver-taal.com/reportages.htm ● http://www.lepointdufle.net ● https://www.tes.co.uk ● http://www.fluentu.com/french

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| | <ul style="list-style-type: none">● “Allons au-delà” by Richard Ladd● AP® French: Preparing for the Language and Culture Examination by Richard Ladd● Barron’s AP French Language and Culture● “En bonne forme” by Richard Van Hooff● “Une fois pour toute” Pearson publishing● “En d’autres termes” by Renée White |
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Unit Title / Topic: Contemporary Life	Unit Duration: 7 weeks
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Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for
 8.1.12.E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes
 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings
 7.1.AL.A.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.A.5 Evaluate information from oral and written discourse dealing with a variety of topics
 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts
 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests
 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies
 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings
 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals
 7.1.AL.C.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.C.3 Use language creatively in writing for personal, career, or academic purposes
 7.1.AL.C.4 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.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture

Transfer Goal:
 Students will be able to independently use their learning to identify challenges of living in a big metropolitan area; discuss how the urban problems are solved in US and in French-speaking countries with fluency and accuracy in the target language

Meaning

Students will understand that: <i>Students will understand that:</i>	Essential Questions:
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- Learning a different language leads to a greater understanding of one's own culture and the way of living

- How do societies and individuals define quality of life?
- How do cultural products, practices, and perspectives influence contemporary life?
- What are the challenges of contemporary life?

Acquisition of Knowledge & Skills

Students will know:

- Educational system in France and other French-speaking countries
- Common leisure activities in France and French-speaking countries
- Popular occupations/carriers in France and French-speaking countries
- Different types of advertisement in France and French-speaking countries
- Extended list of vocabulary related to the topic of the unit

Students will be able to:

- Discuss, contrast and compare educational system in French and US
- Discuss, contrast and compare past time of americans and people in French-speaking countries
- Discuss their qualifications
- Talk about their future educational and professional plans
- Discuss the role of traveling in their lives
- Analyze written and oral texts on the topic of the unit
- Write an email soliciting a job interview
- Write an email requesting a scholarship
- Write an essay discussing the challenges of the contemporary life
- Discuss how the contemporary life is influenced by country's perspectives and practices

Stage 2: Acceptable Evidence

Transfer Task

Presentational: Discuss an aspect of the contemporary life in France or another francophone country and compare it to the US

SLO: Students will be able to comprehend the main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source concentrating on the topic of the unit

I can identify and understand the main points

I can identify and understand supporting details

I can make a list of facts mentioned in the text and/or audio/video

SLO: Students will be able to contrast and compare educational system in France and US

I can synthesize written and oral information

I can express my opinion

SLO: Students will be able to write a cohesive email requesting a scholarship

I can persuade someone

I can express myself in a paragraph-level discourse

I can talk about my educational and professional goals

SLO: Students will be able to discuss the role of advertisement in modern society and its impact on our lives

I can understand the message of the advertisement ad

I can understand and appreciate the humor

SLO: Students will be able to discuss the leisure and travel habits of French people and compare it to the Americans

I can list popular leisure activities in France and US

Stage 3: Activities

Interpretive:

Understand main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source on the topic of the unit

Demonstrate comprehension of spoken and written language as expressed by the native speakers in various situations through appropriate responses

Infer meaning of unfamiliar words in written and listening authentic sources

Comprehend vocabulary and an expanded number of idiomatic expressions related to the topic of the unit presented in authentic video, audio, and/or written text

Comprehend fully the intent of the message that is asking, refusing or thanking for help

Use linguistic knowledge to understand fully information in an authentic listening or written source

Synthesize information from oral and written discourse using the vocabulary and idiomatic expressions presented in the unit

Interpersonal:

Maintain a conversation while communicating in a paragraph-length conversation on the topic of the unit

Share and defend point of view while discussing the issues related to the topic of the unit by producing discourse in full oral paragraph that is well organized, cohesive and detailed

Ask complex questions on the topic of the unit to probe beyond basic details

Respond to questions in full oral paragraph format, when applicable, that is well organized, cohesive and detailed as part of a group discussion on the topic of the unit

Presentational:

Present the educational system in France

Discuss in writing the role of traveling and its impact on people's lives

Unit Title / Topic:

Family and Community

Unit Duration: 7 weeks**Stage 1: Desired Results****Established Goals:****New Jersey Student Learning Standards (NJSLS) for**

8.1.12.E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes

7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings

7.1.AL.A.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.A.5 Evaluate information from oral and written discourse dealing with a variety of topics

7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts

7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests

7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies

7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings

7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals

7.1.AL.C.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.C.3 Use language creatively in writing for personal, career, or academic purposes

7.1.AL.C.4 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.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture

Transfer Goal:

Students will be able to independently use their learning to hold a conversation in the target language presenting various points of view and discussing changes in different types of relationships, traditions and celebrations in modern society compared to the historical precedents with fluency and precision

Meaning

<p>Students will understand that: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● In different countries, family unit can be defined in many different ways due to the history and traditions of the country. ● Community starts with each one of us, we are responsible for the welfare of people around us, helping each other brings us together. ● Modern family unit and a community are influenced by the ever-changing world around us, they shape our views and personalities and define who we are 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What constitutes a family in different societies? ● How do individuals contribute to the well being of communities? ● How do the roles that families and communities assume differ in societies around the world?
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Acquisition of Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> ● Traditional holidays in francophone countries ● Traditions and customs of the francophone world ● Common problems that exist in modern families ● Role of family unit in modern society 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe their relationship with family members ● Contrast and compare the role of a family unit in the society in French-speaking countries and US ● Explain what constitutes a family unit ● Describe different types of families in modern society ● Talk about different holidays and its meaning ● Discuss the role of family traditions in their lives ● Improvise a conversation between a parent and a child ● Describe feeling ● Present their family
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Stage 2: Acceptable Evidence

Transfer Task
Presentational:
Compare attitudes and perspectives towards family and community in French-speaking countries and US.

SLO: Students will be able to comprehend the main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source concentrating on the topic of the unit
I can identify and understand the main points
I can identify and understand supporting details
I can make a list of facts mentioned in the text and/or audio/video

SLO: Students will be able to describe their family traditions at a paragraph level
I can use independently new vocabulary in complete and complex sentences

SLO: Students will be able to maintain a conversation discussing the role of a family unit in modern day society
I can state and defend my opinion

SLO: Students will be able to use the language creatively presenting a variety of situations on the topic of the unit
I can start, continue and end a conversation

Stage 3: Activities

Interpretive:

Understand main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source on the topic of the unit

Demonstrate comprehension of spoken and written language as expressed by the native speakers in various situations through appropriate responses

Infer meaning of unfamiliar words in written and listening authentic sources

Comprehend vocabulary and an expanded number of idiomatic expressions related to the topic of the unit presented in authentic video, audio, and/or written text

Comprehend fully the intent of the message that is asking, refusing or thanking for help

Use linguistic knowledge to understand fully information in an authentic listening or written source

Synthesize information from oral and written discourse using the vocabulary and idiomatic expressions presented in the unit

Interpersonal:

Maintain a conversation while communicating in a paragraph-length conversation on the topic of the unit

Share and defend point of view while discussing the issues related to the topic of the unit by producing discourse in full oral paragraph that is well organized, cohesive and detailed

Ask complex questions on the topic of the unit to probe beyond basic details

Respond to questions in full oral paragraph format, when applicable, that is well organized, cohesive and detailed as part of a group discussion on the topic of the unit

Presentational:

Discuss in writing a variety of challenges that could exist between parents and children using a cohesive paragraphs leight

Contrast and compare the role of the family unit in some of the French-speaking countries and US

Unit Title / Topic: Global Challenges and Personal/Public Identities	Unit Duration: 7 weeks
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Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for
8.1.12.E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes
7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings
7.1.AL.A.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.A.5 Evaluate information from oral and written discourse dealing with a variety of topics
7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts
7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests
7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies
7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings
7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals
7.1.AL.C.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.C.3 Use language creatively in writing for personal, career, or academic purposes
7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture

Transfer Goal:
Students will be able to independently use their learning to identify and discuss the problems of the 21st century, its sources and analyze the role of a human being in finding solutions or propose new ones with clarity, precision and maximum impact using the target language

Meaning

Students will understand that:
Students will understand that:

- We are all responsible for creating a safe world for the future generations

Essential Questions:

- We are all responsible for creating a safe world for the future generations.

<ul style="list-style-type: none"> ● “It takes a village to raise a child”; the environment around us (family, school, community) shapes the kind of person we become ● Through understanding of tolerance and cooperation with each other we can arrive at possible solutions to the environmental, political and social issues in global societies 	<ul style="list-style-type: none"> ● “It takes a village to raise a child”; the environment around us (family, school, community) shapes the kind of person we become ● How do environmental, political and social issues pose challenges to societies throughout the world?
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Acquisition of Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> ● Extended list of vocabulary related to the topic of the unit ● Global problems ● Main points of health care system in France 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Discuss different global challenges ● Discuss the roots/causes of a variety of problems/challenges that exist in the world ● Debate the possible solutions to the global challenges ● Contrast and compare a variety of solutions that different countries implement to solve common problems ● Talk about their personal feelings and believes ● Discuss the impact of global challenges on their personal lives ● Contrast and compare health system in France and US ● Discuss, contrast and compare the notion of a healthy lifestyle in various francophone countries and US ● Give examples and explain the respect of the human rights in different parts of the world ● Discuss rights and duties of a citizen in different countries
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Stage 2: Acceptable Evidence

<p>Transfer Task Presentational: Write an article commenting on a violation of human rights in a francophone country.</p> <p>SLO: Students will be able to comprehend the main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source concentrating on the topic of the unit</p> <p>I can identify and understand the main points I can identify and understand supporting details I can make a list of facts mentioned in the text and/or audio/video</p> <p>SLO: Students will be able to discuss how human rights are respected in different societies I can list basic human rights</p>

I can discuss the history of the Universal Declaration of Human Rights

SLO: Students will be able to discuss health system in France and US

I know how the health system works in France and US

I know what to do if I am sick if living in France

SLO: Students will be able to make a list of global challenges of the 21st century and explain how different countries solve them

I can name a variety of problems that different countries face in the 21st century

I can discuss how different countries solve a variety of global challenges

SLO: Students will be able to talk about their families and their roots

I can talk about myself using advanced vocabulary and complex sentences

SLO: Students will be able to give advice to each other on how to maintain a healthy lifestyle and explain the reasoning behind it

I can give advice

I can defend my opinion

Stage 3: Activities

Interpretive:

Understand main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source on the topic of the unit

Demonstrate comprehension of spoken and written language as expressed by the native speakers in various situations through appropriate responses

Infer meaning of unfamiliar words in written and listening authentic sources

Comprehend vocabulary and an expanded number of idiomatic expressions related to the topic of the unit presented in authentic video, audio, and/or written text

Comprehend fully the intent of the message that is asking, refusing or thanking for help

Use linguistic knowledge to understand fully information in an authentic listening or written source

Synthesize information from oral and written discourse using the vocabulary and idiomatic expressions presented in the unit

Interpersonal:

Maintain a conversation while communicating in a paragraph-length conversation on the topic of the unit

Share and defend point of view while discussing the issues related to the topic of the unit by producing discourse in full oral paragraph that is well organized, cohesive and detailed

Ask complex questions on the topic of the unit to probe beyond basic details

Respond to questions in full oral paragraph format, when applicable, that is well organized, cohesive and detailed as part of a group discussion on the topic of the unit

Presentational:

Discuss current events in a variety of French-speaking countries and the impact on it's population

Unit Title / Topic:
Science and Technology

Unit Duration: 7 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for

- 8.1.12.E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings
- 7.1.AL.A.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.A.5 Evaluate information from oral and written discourse dealing with a variety of topics
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings
- 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals
- 7.1.AL.C.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.C.3 Use language creatively in writing for personal, career, or academic purposes
- 7.1.AL.C.4 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.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture

Meaning

Students will understand that:

Students will understand that:

- Scientific and technological developments have enhanced living conditions, promoted cultural development, and facilitated many aspects of everyday life
- One could slow down but never stop the scientific and technological progress

Essential Questions:

- How do developments in science and technology affect our lives?
- What factors have driven innovation and discovery in the fields of science and technology?
- What role do ethics play in scientific advancement?

Acquisition of Knowledge & Skills

Students will know:

- Extended list of vocabulary on the topic of the unit
- Names of francophone scientists
- Recent scientific and technological discoveries
- Apps popular in French-speaking countries

Students will be able to:

- Discuss the role of science in our everyday life
- Discuss the ethical and moral questions that arise with the scientific and technological progress
- Discuss different discoveries and inventions that impacted our lives in a positive or a negative way
- Discuss impact of social media on our lives
- Discuss the concept of intellectual property

Stage 2: Acceptable Evidence

Transfer Task

Presentational:

Present a discovery or an invention that you think made an important impact on modern life and explain your opinion

SLO: Students will be able to comprehend the main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source concentrating on the topic of the unit

I can identify and understand the main points

I can identify and understand supporting details

I can make a list of facts mentioned in the text and/or audio/video

SLO: Students will be able to name scientists from French-speaking countries and explain their works

I can speak in a paragraph length

I can use complex and complete sentences in my speech

SLO: Students will be able to discuss some ethical/moral issues and/or questions related to the scientific research that arise in different countries

I can speak in a paragraph length

I can use complex and complete sentences in my speech

SLO: Students will be able to discuss the role of social media in francophone and american societies

I can name the social media sites popular in different countries

SLO: Students will be able to play a situation when they give pros and cons of the law on intellectual properties

I can start, continue and end a conversation

Stage 3: Activities

Interpretive:

Understand main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source on the topic of the unit

Demonstrate comprehension of spoken and written language as expressed by the native speakers in various situations through appropriate responses

Infer meaning of unfamiliar words in written and listening authentic sources

Comprehend vocabulary and an expanded number of idiomatic expressions related to the topic of the unit presented in authentic video, audio, and/or written text

Comprehend fully the intent of the message that is asking, refusing or thanking for help

Use linguistic knowledge to understand fully information in an authentic listening or written source

Synthesize information from oral and written discourse using the vocabulary and idiomatic expressions presented in the unit

Interpersonal:

Maintain a conversation while communicating in a paragraph-length conversation on the topic of the unit

Share and defend point of view while discussing the issues related to the topic of the unit by producing discourse in full oral paragraph that is well organized, cohesive and detailed

Ask complex questions on the topic of the unit to probe beyond basic details

Respond to questions in full oral paragraph format, when applicable, that is well organized, cohesive and detailed as part of a group discussion on the topic of the unit

Presentational:

Present problems that arise with scientific and technological discoveries

Talk about the role of science and technology in our lives

Unit Title / Topic: Beauty and Aesthetics	Unit Duration: 7 weeks
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Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for

8.1.12.E.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes

7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings

7.1.AL.A.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.A.5 Evaluate information from oral and written discourse dealing with a variety of topics

7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts

7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests

7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies

7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings

7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals

7.1.AL.C.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.C.3 Use language creatively in writing for personal, career, or academic purposes

7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture

Transfer Goal:

Students will be able to independently use their learning to discuss the evolution of beauty standards and role that culture plays in a society over time with precision and clarity in the target language

Meaning

Students will understand that:

Students will understand that:

- Throughout the history, people’s appreciation of life is influenced by standards of beauty and aesthetics

Essential Questions:

- How are perceptions of beauty and creativity established?
- How do ideals of beauty and aesthetics influence daily life?
- How do the arts both challenge and reflect cultural perspectives?

- Standards of beauty are constantly changing to echo the ever-changing life of a society
- Arts reflect the history and traditions of a society

Acquisition of Knowledge & Skills

Students will know:

- Examples of ideals of beauty in literature and fine arts
- An extensive list of vocabulary related to the topic of the unit
- Names of writers, painters, fashion designers, architects, singers from the French-speaking countries

Students will be able to:

- Explain how they understand the meaning of “art”, “beauty” and “creativity”
- Describe a painting
- Describe a piece of architecture
- Give their opinion on a piece of art
- Discuss the role of art in their everyday lives
- Discuss how the concept of beauty changes with time
- Contrast and compare the ideals of beauty in different countries
- Discuss the stereotypes that exist in different places in the world
- Discuss how the ideals of beauty and aesthetics influence everyday life

Stage 2: Acceptable Evidence

Transfer Task

Presentational:

Write a persuasive essay explaining what do you find beautiful in life.

SLO: Students will be able to comprehend the main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source concentrating on the topic of the unit

I can identify and understand the main points

I can identify and understand supporting details

I can make a list of facts mentioned in the text and/or audio/video

SLO: Students will be able to present an art piece and explain what and/or why they find attractive

I can use expressions of opinion

SLO: Students will be able to discuss the role of stereotypes in different societies

I can present my opinion

I can speak in a paragraph length

I can use advanced vocabulary

SLO: Students will be able to contrast and compare the ideals of beauty in different countries

I can speak in a paragraph length
I can use advanced vocabulary

Stage 3: Activities

Interpretive:

Understand main idea and supporting details of narrative, descriptive and/or straightforward persuasive text from the culturally authentic written or listening source on the topic of the unit

Demonstrate comprehension of spoken and written language as expressed by the native speakers in various situations through appropriate responses

Infer meaning of unfamiliar words in written and listening authentic sources

Comprehend vocabulary and an expanded number of idiomatic expressions related to the topic of the unit presented in authentic video, audio, and/or written text

Comprehend fully the intent of the message that is asking, refusing or thanking for help

Use linguistic knowledge to understand fully information in an authentic listening or written source

Synthesize information from oral and written discourse using the vocabulary and idiomatic expressions presented in the unit

Interpersonal:

Maintain a conversation while communicating in a paragraph-length conversation on the topic of the unit

Share and defend point of view while discussing the issues related to the topic of the unit by producing discourse in full oral paragraph that is well organized, cohesive and detailed

Ask complex questions on the topic of the unit to probe beyond basic details

Respond to questions in full oral paragraph format, when applicable, that is well organized, cohesive and detailed as part of a group discussion on the topic of the unit

Presentational:

Express their feelings toward the role of art class requirement in high school

Present an art piece and explain how it makes you feel