

**MOORESTOWN TOWNSHIP PUBLICSCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown High School
World Language Department*

AP French Language and Culture

Grade 12

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Content

<u>Administration</u>	3
<u>Course Description and Fundamental Concepts</u>	4
<u>New Jersey Student Learning Standards</u>	5
<u>Pacing Guide</u>	21
<u>Units</u>	29

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[Course Description and Fundamental Concepts](#)

AP French Language and Culture is an advanced, college level course designed to enable students to develop advanced proficiency in the language. The course will emphasize the use of the French language to improve communication and help the students to develop the ability to speak and understand the language in a variety of contexts. Students will explore the different cultures of French speaking areas around the world. Through this study of culture, they will be engaged in attaining proficient fluency in French in the three communicative modes (interpersonal, presentational, interpretive) in the Intermediate-Mid to Advanced range (ACTFL-NJSLS) as defined in the Standards for World Languages. A variety of regular and spontaneous assessments will provide feedback to help in the pursuit of advanced level control of reading, listening, speaking and writing so that extemporaneous communication in the three modes remains the objective for acquiring higher levels of proficiency in language and culture.

Students will read articles and excerpts from French language magazines, newspapers and literary texts. They will explore websites focusing on the culture of the French speaking countries. They will refine verbal and written language skills, and will be able to apply language competencies beyond the school setting. The six themes and all of the related sub-themes, based on the College Board's Curriculum Framework, will be the focus of teaching and learning throughout the year. During the entire course, the teacher will speak French in class and students are encouraged and expected to practice speaking French at all times.

Prerequisite: Successful completion of French 4 Honors with a B+ or better and teacher recommendation.

New Jersey Student Learning Standards (NJSLS)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Interpretive Mode of Communication

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

Core Idea	Performance Expectations
<p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one’s own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. • 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners’ own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Current events, contemporary and emerging global issues, population, migration, environment, discrimination, resources.</p>

<p>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</p>	<p>Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources.</p>
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Interpersonal Mode of Communication

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

Core Idea	Performance Expectations
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. • 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. • 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change resources.</p>
<p>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</p>	<p>Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources.</p>

Presentational Mode of Communication

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

Core Idea	Performance Expectations
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<ul style="list-style-type: none"> • 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. <ul style="list-style-type: none"> • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Intercultural Statements	Possible Topics
<p>Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Current events, contemporary and emerging global issues including migration, population, discrimination, resources, and climate change.</p>
<p>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</p>	<p>Impact of current events and global issues on the target culture societies and on the students' own society, effects of population growth and migration across the globe, environmental degradation and protections, discrimination and other conflicts that affect the world, and the allocation of scarce resources.</p>

English Language Arts Anchor Standards

List appropriate units below for which standards may be addressed

Unit Addressed	Standard #	Standard Description
<p>Units 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>NJSLSA.R1.</p>	<p>Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p>Units 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>NJSLSA.R2.</p>	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>Units 1, 2, 3, 4, 8, 9</p>	<p>NJSLSA.R3.</p>	<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p>Units 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>NJSLSA.R4.</p>	<p>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.</p>

Units 5, 6, 7	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.
Units 1, 2, 3, 4	NJSLSA.R6.	Assess how point of view or purpose shapes the content and style of a text.
Units 1, 2, 3, 4	NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Units 1, 2, 7, 8	NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Units 3, 4, 5, 6, 7, 8	NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
Units 1, 2, 3, 4, 5, 6, 8	NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Units 5, 7, 8	NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Units 1, 3, 4	NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Units 1, 3, 4, 5, 6, 7, 8	NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Units 1, 3, 5, 7	NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Units 7, 8	NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Units 1, 2, 3, 4, 6, 7, 8	NJSLSA.W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Units 1, 2, 3, 4, 5, 6, 7	NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Units 1, 2, 3, 4, 5, 6, 7, 8	NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Units 1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Units 1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Units 1, 2, 3, 4, 5, 6, 7, 8	NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Units 1, 5, 7, 8	NJSLSA.SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Units 1, 3, 5, 7, 8	NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Units 1, 3, 5, 7, 8	NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	NJSLSA.SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Units 1, 4, 6	NJSLSA.L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Units 1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Units 1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
Units 1, 2, 3, 4, 5, 6, 7, 8, 9	NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
Unit 3, 7	There are strategies to improve one's professional value and marketability.	<p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>
Unit 3	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p>

		<p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
Unit 2, 5, 7	An individual's income and benefit needs and financial plan can change over time.	<p>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>
	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<p>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p>
	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<p>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</p> <p>9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</p>

		<p>9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p> <p>9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</p> <p>9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</p> <p>9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</p>
	There are ways to assess a business’s feasibility and risk and to align it with an individual’s financial goals.	<p>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</p> <p>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</p> <p>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</p>

Life Literacies and Key Skills ([Standard 9.4](#))

By Grade 12

Unit Addressed	Core Idea	Standard / Description
Unit 1-9	Creativity and Innovation: With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Unit 1, 6	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>
Unit 2, 6, 8	Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

		<p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p>
Unit 2, 6	<p>Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.</p>	<p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</p> <p>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</p>
Unit 2, 6, 7	<p>Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.</p>	<p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</p> <p>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</p> <p>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</p>
Unit 7	<p>Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</p>
Unit 2	<p>Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>	<p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</p>

<p>Unit 8</p>	<p>Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>	<p><i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i></p>
<p>Unit 1, 2, 5, 7, 8</p>	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p><i>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 (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</i></p>
<p>Unit 1-9</p>	<p>Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p><i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i> <i>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></p>
<p>Unit 3, 4, 5, 7, 8</p>	<p>Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i> <i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i></p>
<p>Unit 8</p>	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p><i>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</i></p>

		<i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</i>
Unit 2, 3, 5, 7, 8	Information and Media Literacy: Accurate information may help in making valuable and ethical choices.	<i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</i>
Units 1-9	Information and Media Literacy: Media have embedded values and points of view.	<i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i>
Unit 1-9	Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	<i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.). 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i>
Unit 2, 3, 5, 7, 8	Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	<i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standard 1.5 Visual Arts (may be addressed)

Unit Addressed	Anchor Standard #	Standard Description
Unit 6	Anchor Standard 1	Generating and conceptualizing ideas: Creativity and innovative thinking are essential skills that can be developed. Artists and designers shape artistic

		<i>investigations, following or breaking with traditions in pursuit of creative art-making goals.</i>
Unit 6	Anchor Standard 2	Organizing and developing ideas.: <i>Artists and designers experiment with form, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</i>
	Anchor Standard 3	Refining and completing products: <i>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</i>
	Anchor Standard 4	Selecting, analyzing, and interpreting work: <i>Artists and other presenters consider various techniques, methods, venues and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.</i>
Unit 2, 6	Anchor Standard 5	Developing and refining techniques and models or steps needed to create products. <i>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</i>
Unit 6	Anchor Standard 6	Conveying meaning through art: <i>Objects, artifacts and artwork collected, preserved, or presented either by artists, museums or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.</i>
Unit 3, 6	Anchor Standard 7	Perceiving and analyzing products: <i>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influence understanding and responses to the world.</i>
Unit 6, 7	Anchor Standard 8	Interpreting intent and meaning: <i>People gain insights into meanings of artworks by engaging in the process of art criticism.</i>
Unit 6	Anchor Standard 9	Applying criteria to evaluate products: <i>People evaluate art based on various criteria.</i>
	Anchor Standard 10	Synthesizing and relating knowledge and personal experiences to create products: <i>Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledges and experiences.</i>

Unit 1, 5, 6	Anchor Standard 11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding: <i>People develop ideas and understanding of society, culture and history through their interactions with and analysis of art.</i>
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Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
Unit 8	Science Earth and Human Activity HS-ETS1-1	<i>Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants</i>
Unit 2, 8	Science Earth and Human Activity HS-ESS3-4	<i>Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.</i>
Unit 7, 8	Science Earth and Human Activity HS-ESS3-1	<i>Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.</i>
Unit 4, 8	Science Earth and Human Activity HS-PS4-2	<i>Evaluate questions about the advantages of using a digital transmission and storage of information.</i>
Units 2, 7	Social Studies Economics, Innovation and Technology 6.2.12.EconGE.6.c	<i>Relate the rise of the Internet and social media to global economy.</i>
Unit 3	Social Studies Economics, Innovation and Technology 6.1.12.EconNE.3.a	<i>Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.</i>
Unit 5, 8	Social Studies Civics, Government and Human Rights 6.2.12.CivicsPI.5.a	<i>Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace</i>
Unit 8	Social Studies Global Interconnections 6.2.12.CivicsHR.5.a	<i>Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.</i>

Unit 7, 8	Comprehensive Health and Physical Education 2.2.12.N.1	<i>Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.</i>
Unit 1, 3, 4, 5,6	Comprehensive Health and Physical Education 2.1.12.SSH.1	<i>Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</i>
Unit 4, 5	Comprehensive Health and Physical Education 2.1.12.EH.2	<i>Analyze factors that influence the emotional and social impact of mental health illness on the family.</i>
Units 2, 3, 4	Comprehensive Health and Physical Education 2.3.12.PS.8	<i>Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</i>

Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion Laws: Grades 6-12

Unit Addressed	Performance Expectations
Unit 5, 6	Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
Unit 5	Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
Unit 1, 5	LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.
Unit 3, 4	Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias

	and economic disparities have at both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
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Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p>1. La langue et l'identité : C'est personnel <i>et</i> culturel. Introduction to all of the AP Themes and subthemes Introduction to La Francophonie and la francophonie: A post-colonial reality</p> <p>La quête de soi / Issues of Identity Les défis du monde / Global Challenges</p> <p>La langue et l'identité : Le bilinguisme Chapitre 18 dans <i>Allons au-delà</i> • <i>Schizophrénie linguistique</i> Jean Arceneaux (Louisiane) p. 260 • Podcast AUDIO: Use of French in Algérie p. 264 • <i>Faut-il simplifier l'orthographe?</i> p. 26 Chapitre 1 dans <i>En bonne forme</i> <i>Le symbole</i> Bernard Dadié (Côte d'Ivoire) p. 17</p> <p>Cross-cultural comparison - the use of the non-dominant language</p> <p>Immigration et assimilation <i>La cour de Babel</i> a documentary film discussion</p> <p>Chapitre 16 dans <i>Allons au-delà</i> • <i>Vincento</i> Gabrielle Roy (Manitoba) p. 222 • <i>Béni ou le paradis privé</i> Azouz Bégag p. 230 • Podcast AUDIO: Immigrants' rights compared to nationals • <i>Immigration— Ces étrangers, élèves modèles</i> p. 239</p> <p>Le racisme et la tolérance Chapitre 1 dans <i>Allons au-delà</i> • <i>Le racisme expliqué à ma fille</i> Tahar Ben Jelloun p. 9 • Rapportage AUDIO: l'expulsion des Roms p. 15 • <i>SOS Racisme: Nos missions • Nos combats</i> p. 17</p> <p>Film sur l'histoire de l'immigration en France</p> <p>Adopt a Francophone country for the year and closely research and analyse the essential questions introduced and developed in class. Theme by theme students add slides to their visual / oral presentations, integrating knowledge as they do.</p> <p>Minorités et exclusion</p>	<p>September (~19 days)</p>
<p>2. La technologie: avantages, inconvénients et risques</p> <p>La science et la technologie</p> <p>Les inventions et les progrès La science au service de l'humanité La technologie dans les relations humaines et sociales</p>	<p>October (~19 days)</p>

<p>Les médias sociaux</p> <p>AP Curriculum module: Activité 1 - <i>Pensons à la technologie</i> Activité 2 - <i>La magie de la technologie</i> Activité 3 - <i>Se servir de la technologie pour s'informer</i> Activité 4 - <i>La technologie au service de la communauté</i></p> <p>Technologie: Aliénation et accélération Technologie: Avantages, inconvénients et risques</p> <p>Les révolutions industrielle et numérique</p> <p>Dossier sur le numérique (Le Monde éducation)</p> <p>Science fiction: <i>OrdinaTueur</i> de Christian Grenier</p> <p>Chapitre 7 dans <i>Allons au-delà</i> • <i>La lance de l'hyène</i> Birago Diop (Sénégal) p. 96 • Podcast AUDIO: les planètes et les étoiles p. 105 • <i>Un appareil qui retranscrit du texte en braille consacré au Concours Lépine</i> p. 107</p> <p>Chapitre 8 dans <i>Allons au-delà</i> • <i>La fin des livres</i> Albert Robida & Octave Uzanne p. 110 • Passage AUDIO: La révolution numérique p.120 • <i>La mauvaise surprise Kindle</i> p. 122</p> <p>Chapitre 9 dans <i>Allons au-delà</i> • <i>Concentration</i> Amélie Nothomb p. 126 • Podcast RFI: nouveaux scanners p. 131</p> <p>Une imprimante plus vraie que la nature</p>	<p>October continued</p>
<p style="text-align: center;">3. La vie contemporaine: L'éducation, les rites de passages</p> <p>La vie contemporaine Les rites de passage, l'école</p> <p>Chapitre 14 dans <i>Allons au-delà</i> • <i>Le pagne noir</i> Bernard Dadié p. 197 • <i>Allô maman, j'ai décroché mon bac</i> p. 206 Résultats du bac: Réaction Rite de passage: Vanuatu Calendrier de rites et traditions au Sénégal</p> <p>Chapitre 4 dans <i>En bonne forme</i> • <i>Une humiliation mémorable</i> Azouz Begag p. 83</p> <p>La fraude au BAC</p> <p>Chapitre 9 dans <i>Allons au-delà</i> • <i>Tricher au bac comme un geek</i> p. 133</p>	<p>November (~16 days)</p>

<p>L'école sans notes L'école sans notes : expérience scientifique</p> <p>Une école belge où on apprend en s'amusant</p> <p>Un lycée autogéré</p> <p>Les défis de l'éducation: Le redoublement & le décrochage Le débat Efficace ou pas? Le décrochage au Québec Le décrochage en France</p> <p>Le baccalauréat</p> <p>Films: <i>Être et avoir</i> <i>Être et devenir</i> <i>Entre les murs</i></p>	<p>November continued</p>
<p>4. La famille et la communauté</p> <p>Climbing the social ladder Les différents types de familles La famille recomposée Les fêtes Le logement L'enfance, l'amitié et l'amour</p> <p>Graded French Reader - Part 2 1. <i>La parure</i> Guy de Maupassant p.51 2. <i>Mateo Falcone</i> Prosper Mérimée p. 67 3. <i>Oriflamme</i> Eugène Ionesco p. 87</p> <p>Graded French Reader - Part 3 4. <i>Une mort très douce</i> Simone de Beauvoir p. 105 5. <i>Je déteste les enfants</i> Françoise Mallet-Joris p. 117</p> <p>Chapitre 23 dans <i>Allons au-delà</i> 6. <i>Cendrillon</i> Charles Perrault p. 330</p> <p>Chapitre 9 dans <i>En bonne forme</i> • <i>Un père inflexible</i> Jean-Marie Le Clézio p. 196</p> <p>Chapitre 17 dans <i>En bonne forme</i> • <i>Le cadeau de mariage</i> Michelle Maurois p. 380 : Differences in gift-giving for special occasions</p> <p>Chapitre 22 dans <i>Allons au-delà</i> • <i>Manon des sources</i> Marcel Pagnol p. 317 • Podcast AUDIO: un livre sur Halloween p. 323 • <i>La foire de la Sainte-Catherine</i> p. 325</p> <p>Chapitre 2 dans <i>En bonne forme</i> • <i>Déjeuner du matin</i> Jacques Prévert p. 42</p>	<p>December (~15 days)</p>

<p>• <i>Une demande en mariage</i> Mariama Bâ p. 44 La dot au Bénin La dot, un élément déterminant Dot en Afrique, mariés à tout prix !</p> <p>Discussion, debate about dowry</p>	<p>December continued</p>
<p>La famille et la communauté (cont.)</p> <p>Discussion, hypotheses and position on <i>la parité dans le couple</i> as discovered and elaborated in the short documentary series Qui va garder les enfants ?</p> <p>Chapitre 3 dans <i>En bonne forme</i> • <i>Les fêtes en Indochine</i> Suzanne Prou p.64</p> <p>Chapitre 16 dans <i>En bonne forme</i> • <i>Une visite à l'exposition coloniale</i> Michel Ragon p. 354</p> <p><i>Oscar et la dame rose</i> Éric-Émmanuel Schmidt</p> <p>Chapitre 11 dans <i>Allons au-delà</i> • <i>Les petits enfants du siècle</i> Christiane Rochefort p. 153 • <i>L'enfance</i> Nathalie Sarraute p. 160 • Extrait AUDIO: l'importance de rester à la maison p. 165</p> <p>Chapitre 18 dans <i>En bonne forme</i> <i>Une enfance bizarre</i> Françoise Giroud p. 401</p> <p>Dans <i>Bulles de France</i> <i>Le choix du Pacs</i> p. 17 <i>Politique, famille et hystérie</i> p. 50</p> <p>Le mariage pour tous - La manif pour tous</p>	<p>January (~18 days)</p>
<p>5. Quelques défis du monde - les droits de l'homme (et de la femme et des enfants), les sans-abris, l'économie</p> <p>Les défis mondiaux / Global Challenges</p> <p>Les droits de l'homme et de la femme La guerre Transition from housing to homelessness</p> <p>Chapitre 11 dans <i>Allons au-delà</i> • <i>Qui sont les SDF?</i> P. 167</p> <p>Toitchezmoi - Les éclaireurs podcast Besoin d'un toi - appli pour aider les SDF Peut-on trouver un toit à tous les sans-abri ?</p> <p>Le microcredit</p>	<p>February (~18 days)</p>

<p>L'économie du partage</p> <p>Chapitre 4 dans <i>Allons au-delà</i></p> <ul style="list-style-type: none"> • <i>Du contrat social</i> J-J Rousseau p. 44 • <i>La déclaration des droits de l'homme et du citoyen</i> p. 50 • Passage AUDIO: Les droits de tout le monde p. 54 <p>Simone Veil</p> <p>Chapitre 6 dans <i>Allons au-delà</i></p> <p>Poèmes: • <i>Le dormeur du val</i> A. Rimbaud p.80, • <i>Liberté</i> P. Éluard p. 81, • <i>Familiale</i> J. Prévert p. 82</p> <ul style="list-style-type: none"> • Passage AUDIO: un tract p. 90 • <i>La lettre de Guy Môquet</i> p. 87 <p>Le déserteur</p> <p>Chapitre 21 dans <i>En bonne forme</i></p> <ul style="list-style-type: none"> • <i>Le rapt des enfants africains</i> Maryse Condé p. 458 <p>Dans <i>La littérature francophone</i></p> <ul style="list-style-type: none"> • <i>Les indépendances tombèrent sur l'Afrique</i> Ahmadou Kourouma p. 344 	<p>February continued</p>
<p>6. L'art et l'esthétique — le beau et le patrimoine dans le monde francophone</p> <p>L'esthétique Le patrimoine, L'art et le beau, L'architecture La mode "L'artivisme"</p> <p>Dans <i>Bonne Continuation</i></p> <p>1. Les beaux arts.</p> <ul style="list-style-type: none"> • <i>La Cathédrale</i>: nouvelle d'André Maurois. • <i>Une lettre de Vincent Van Gogh</i>. • <i>Pour faire le portrait d'un oiseau</i>: poème de Jacques Prévert. • <i>Calligrammes</i>: poèmes d'Apollinaire. • <i>Le portrait</i>: nouvelle d'Yves Thériault. <p>Camille Claudel: une appréciation.</p> <p>Artstor</p> <p>Kit pédagogique sur le patrimoine mondial UNESCO</p> <ul style="list-style-type: none"> • Les femmes puissantes de JR 2009 • Qui est JR, le mystérieux artiste qui a fait "disparaître" la pyramide du Louvre ? • Expliquez-nous l'artiste JR. • Vivent les femmes de JR <p>Dans <i>Bulles de France</i></p> <ul style="list-style-type: none"> • <i>Une logique toute littéraire</i> p. 104 • <i>Cannes: Une histoire du cinéma</i> p. 102 	<p>March (~15-20 days)</p>

<p>Journée du patrimoine</p> <p>Le poids économique de la culture</p> <p>Architecture from the French-speaking world including countries in North Africa, Sub-Saharan Africa, Asia, Polynésia, the Caribbean, North America</p> <p>Film: <i>Seraphine</i></p>	<p>March continued</p>
<p>7. La vie contemporaine</p> <p>La vie contemporaine</p> <p>Le marketing, la publicité, les sondages Les loisirs et le sport Le monde de travail</p> <p>Chapitre 10 dans <i>En bonne forme</i> <i>Enquêtes-minute</i> Georges Pérec p. 217</p> <p>Chapitre 10 dans <i>Allons au-delà</i> <i>99 Francs</i> Frédéric Beigbeder p. 140 Passage AUDIO: callcenters p. 144 <i>Apple introduit le blocage des publicités dans Safari</i> p. 146</p> <p>Analyse de publicités francophones La publicité mensongère</p> <p>Chapitre 13 dans <i>Allons au-delà</i></p> <ul style="list-style-type: none"> • <i>Le secret de Maître Cornille</i> Alphonse Daudet p. 184 • Radio-Canada AUDIO: métier de laitier p. 191 • <i>Voyage au bout du RER</i> p. 194 <p>Chapitre 12 dans <i>Allons au-delà</i></p> <ul style="list-style-type: none"> • <i>Le chandail</i> Roch Carrier p. 171 Radio-Canada AUDIO: Jeux Olympiques p. 177 • <i>Les pom-pom girls, nouvelle passion française ?</i> p. 179 <p>Dans <i>La littérature francophone</i></p> <ul style="list-style-type: none"> • <i>Il n'y a point de travail qui dépasse celui de l'or</i> Camara Laye p. 242 <p>Les 35 heures Le SMIC Les vacances</p> <p>Les transports: Dans <i>Bulles de France</i> <i>Métro, boulot, dodo</i> p. 14</p> <p>Chapitre 5 dans <i>En bonne forme</i> <i>Les transports parisiens</i> Didier Daeninckx p. 101</p>	<p>April (~15-20 days)</p>

<p>Chapitre 8 dans <i>En bonne forme</i> <i>Mobs, deux-roues, gros cubes...</i> Nicolas Hulot p. 174</p> <p>Les vacances</p> <p>Chapitre 15 dans <i>En bonne forme</i> <i>Si j'étais à ta place</i> Geneviève Dormann p. 332</p>	<p>April continued</p>
<p>Review of all 6 themes in preparation for AP French test. Complete an AP practice test</p> <p>Contemporary novel and film studies - Close analysis of AP themes that appear in French or francophone literature and in the film adaptation of the novel(s)</p> <p>And / or Preparation of the DELF B2 for students who are interested and able to pass a pretest in early April</p> <p>8. Les défis mondiaux - l'alimentation / l'environnement Les défis mondiaux / Global Challenges</p> <p>L'alimentation, la santé - Les OGM L'environnement</p> <p>Chapitre 6 dans <i>En bonne forme</i> • <i>Un "grand" malade</i> Benoît Duteurtre p. 120</p> <p>Chapitre 3 dans <i>Allons au-delà</i> • <i>Le dernier espoir</i> Véronique Tadjo p. 32 • Podcast AUDIO: le stress p. 36 • <i>Mineurs et vaccinés</i> Alain Bergeron p. 38</p> <p>Cyprien-La bouffe</p> <p>Chapitre 5 dans <i>Allons au-delà</i> • <i>Le ventre de Paris</i> Émile Zola p. 62 • Passage AUDIO: Les émeutes de la faim p. 72 • <i>Rêves amers</i> Maryse Condé p. 67 • <i>Une génération élevée au fromage pasteurisé et au soda</i> • <i>Cantines scolaires: Ce que l'on vous cache</i></p> <p>Salon de l'agriculture</p> <p>Chapitre 7 dans <i>En bonne forme</i> • <i>Du marché au garde-manger</i> Romain Gary p. 148 • <i>Festin étranger</i> Nancy Huston p. 150</p> <p>Le gaspillage alimentaire L'obésité</p> <p>Dans <i>La littérature francophone</i> • <i>Grand merci pour sa bonté</i> Axel Gauvin p. 345</p> <p>Pierre Rabhi <i>Au nom de la terre</i> (documentary)</p> <p><i>Vers une sobriété heureuse</i>- a written and thorough summary of Rabhi's book</p>	<p>May (~18 days)</p>

<p><i>L'homme qui plantait les arbres</i> Jean Giono</p> <p>L'importance des arbres</p> <p>Chapitre 2 dans <i>Allons au-delà</i></p> <ul style="list-style-type: none"> • <i>Soyez polis</i> Jacques Prévert p. 22 • Passage AUDIO: fluctuation climatique p. 25 • <i>Le recyclage en France: on croule sous les déchets</i> p. 27 	<p>May continued</p>
<p>9. Film and fiction</p> <p>Adopt a Francophone country final presentations - DELF B2</p> <p>Contemporary or classic novel and film studies cont. and / or Preparation of the DELF B2 for students who are interested and who passed a pretest in March or April.</p> <p>Fiction and cinematographic adaptation</p> <p>From among the possibilities:</p> <p><i>Madame Bovary</i> Gustave Flaubert <i>Le comte de Monte Cristo</i> A. Dumas</p> <p><i>Au bonheur des ogres</i> Daniel Pennac <i>Le hérisson</i> Muriel Barbery <i>Ensemble, c'est tout</i> Anna Gavalda <i>Stupeur et tremblements</i> Amélie Nothomb <i>Délicatesse</i> David Foenkinos</p>	<p>June (~15 days)</p>

Units

Contact the Content Supervisor for unit details.