

WORLD LANGUAGE



Title: Health and Humanitarian Work in Francophone Communities

LEVEL 5H/AP6 ODD FRENCH UNIT 1

AP THEME: GLOBAL CHALLENGES

French HS | Intermediate High - Advanced Low | Level 5H/AP6 | 6 Weeks

ESSENTIAL QUESTION

BIG IDEAS

How do global health issues impact citizens around the world?

Students use the target language to understand and communicate about:

- global challenges related to health issues in the francophone world
- what causes the lack of access to health care
- possible solutions and global humanitarian efforts

GUIDING QUESTIONS

- What are the health challenges in the francophone world?
- What causes the challenges that francophone communities face?
- How are people and global organizations helping to resolve these challenges?
- How can we support humanitarian efforts in francophone countries?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: ADVANCED (low, mid, high). understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.

ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: ADVANCED (low, mid, high). I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: ADVANCED (low, mid, high). I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators - ADVANCED-LOW

Interpretive	<p>Across major time frames, I can...</p> <ul style="list-style-type: none"> ● identify the underlying message and some supporting details in descriptive informational texts. ● follow the main story and some supporting detail in fictional texts. ● understand the main message and some supporting details in conversations and discussions.
Interpersonal	<p>Using a few simple paragraphs across major time frames, I can...</p> <ul style="list-style-type: none"> ● exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics ● interact and negotiate to resolve an unexpected complication that arises in a familiar situation ● maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics
Presentational	<p>Using paragraphs across major time frames, I can...</p> <ul style="list-style-type: none"> ● tell stories about school and community events and personal experiences ● state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest ● deliver presentations on some concrete academic, social and professional topics of interest

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:** Doctors Without Borders (MSF) UNICEF, World Health Organization (OMS), Red Cross (Croix Rouge); global campaigns to promote health awareness and solve world health challenges
- **Practices:** Medical personnel go to third-world countries to provide medical aid
- **Perspectives:** Health risks in other parts of the world impact everyone regardless of where they live on the planet. Global citizens protect public health.

CONNECTIONS

Making Connections to Other Disciplines

- **Social Studies**--globalization of *Doctors Without Borders*, founded in France, now operates as an international organization

Acquiring Information & Diverse Viewpoints

- Using a variety of resources from the target culture to gain understanding of diverse perspectives

COMPARISONS

Language Comparisons

- Subjunctive vs. Indicative

Cultural Comparisons

- Health practices and concerns in the francophone world and in the U.S.
- Humanitarian efforts in the francophone world and in the U.S.

COMMUNITIES

School & Global Communities

- Involvement in humanitarian efforts around the world

Lifelong Learning

- Self-reflection and desire for continued personal growth and enrichment

WORLD LANGUAGE



Title: Immigration and Assimilation

LEVEL 5H/AP6 ODD FRENCH UNIT 2

AP THEME: PERSONAL AND PUBLIC IDENTITIES

French HS | Intermediate High - Advanced Low | Level 5H/AP6 | 6 Weeks

ESSENTIAL QUESTION

BIG IDEAS

How is diversity both a challenge and an asset?

Students use the target language to understand and communicate about:

- the cultural benefits of immigration in a society
- the challenges of immigration and assimilation into French society
- similarities and differences between France and the U.S. regarding immigration and assimilation

GUIDING QUESTIONS

- Why does diversity look like in France and in the U.S.?
- Why is assimilation into a new society difficult for immigrants?
- What can assist with assimilation for immigrants?
- How do societies promote inclusion?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: ADVANCED (low, mid, high). understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.

ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: ADVANCED (low, mid, high). I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: ADVANCED (low, mid, high). I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators - ADVANCED-LOW

Interpretive	<p>Across major time frames, I can...</p> <ul style="list-style-type: none"> ● identify the underlying message and some supporting details in descriptive informational texts. ● follow the main story and some supporting detail in fictional texts. ● understand the main message and some supporting details in conversations and discussions.
Interpersonal	<p>Using a few simple paragraphs across major time frames, I can...</p> <ul style="list-style-type: none"> ● exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics ● interact and negotiate to resolve an unexpected complication that arises in a familiar situation ● maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics
Presentational	<p>Using paragraphs across major time frames, I can...</p> <ul style="list-style-type: none"> ● tell stories about school and community events and personal experiences ● state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest ● deliver presentations on some concrete academic, social and professional topics of interest

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:** *SOS Racisme*
- **Practices:** Repair and denounce acts of racial discrimination, (i.e. provide housing & employment assistance, protection & advocacy services, raise social awareness, monitor for infractions against fair treatment)
- **Perspectives:** Advocacy promotes inclusion. Immigrants have equal rights as human beings.

- **Products:** peaceful protests for specific causes
- **Practices:** call for justice through demonstrations, music, literature, and media
- **Perspectives:** France has a long history of the will and voice of the people being heard which has made a significant impact. The French value societal responsibilities.

CONNECTIONS

Making Connections to Other Disciplines

- **Social Studies:** Immigration and assimilation

Acquiring Information & Diverse Viewpoints

- Using a variety of resources from the target culture to gain understanding of diverse perspectives

COMPARISONS

Language Comparisons

- Complex sentence structures

Cultural Comparisons

- attitudes and tolerance for immigration and assimilation in France and the USA

COMMUNITIES

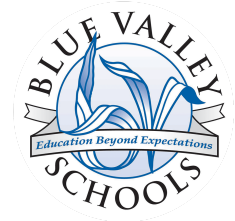
School & Global Communities

- Global citizens promote inclusion

Lifelong Learning

- Self-reflection and desire for continued personal growth and enrichment

WORLD LANGUAGE



Title: Curiosity and Exploration

LEVEL 5H/AP6 ODD FRENCH UNIT 3

AP THEME: SCIENCE AND TECHNOLOGY

French HS | Intermediate High - Advanced Low | Level 5H/AP6 | 6 Weeks

ESSENTIAL QUESTIONS

BIG IDEAS

Why does man explore?

How does literature present universal principles pertaining to curiosity and exploration?

Students use the target language to understand and communicate about:

- the need to explore and the role that curiosity and exploration play in their lives
- the plot, characters, symbolism & themes of curiosity and exploration in *Le Petit Prince*
- the universality and timelessness of the themes of *Le Petit Prince*
- the fictional aspect of exploration compared to past and present scientific exploration
- a past or present exploration of interest to them

GUIDING QUESTIONS

- *Why are curiosity and exploration a universal desire?*
- *How are the themes and characters of *Le Petit Prince* universal?*
- *How are curiosity and failure often part of exploration?*
- *How are the ideas of curiosity and exploration reflected in real life?*

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can

communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE HIGH

Interpretive	<p>In various time frames, I can usually...</p> <ul style="list-style-type: none"> ● follow the main message in straightforward, and sometimes descriptive, paragraph-length informational texts ● follow the main story and actions expressed in paragraph-length fictional texts ● understand the main idea and flow of events expressed in conversations and discussions.
Interpersonal	<p>Using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames, I can...</p> <ul style="list-style-type: none"> ● exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched ● interact with others to meet my needs in a variety of situations, sometimes involving a complication ● explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched
Presentational	<p>Using a few short paragraphs, often across various time frames, I can...</p> <ul style="list-style-type: none"> ● tell stories about school and community events and personal experiences ● state my viewpoint on familiar or researched topics and provide reasons to support it ● give detailed presentations on a variety of familiar topics and some concrete topics I have researched

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** *Le Petit Prince* book
- **Practice:** Symbolic use of characters
- **Perspective:** Universality of symbols

- **Product:** CNES - Centre Nationale d'Etudes Spatiales
- **Practice:** Space exploration
- **Perspective:** Society benefits by exploring space.

CONNECTIONS

Making Connections to Other Disciplines

- **English Language Arts:** Analysis of themes, symbolism in literature supported by evidence from the piece of literature.
- **Science** – modern day exploration

Acquiring Information & Diverse Viewpoints

- what is valued by a country as an exploration priority, how we document and share past explorations

COMPARISONS

Language Comparisons

- Quotes from *Le Petit Prince* commonly known in French culture:
“*L'essentiel est invisible aux yeux.*”
“*Dessine-moi un mouton.*”

Cultural Comparisons

- Common themes in literature

COMMUNITIES

School & Global Communities

- Create an online site to share information about explorers

Lifelong Learning

- Develop an understanding of the role of curiosity and failure in terms of exploring the world
- Self-assess progress toward unit goals

WORLD LANGUAGE



Title: The Value of Friendship

LEVEL 5H/AP6 ODD FRENCH UNIT 4

AP THEME: FAMILY AND COMMUNITIES

French HS | Intermediate High - Advanced Low | Level 5H/AP6 | 5-6 Weeks

ESSENTIAL QUESTIONS

BIG IDEAS

Why do people need and desire to connect with others?

Students use the target language to understand and communicate about:

- The ways people connect with others around the world
- The value of the connections we make with others
- The qualities of a true friend
- The universality and timelessness of the themes of *Le Petit Prince*

How is friendship a universal and timeless theme in literature?

GUIDING QUESTIONS

- Why is friendship a universal desire and need ?
- What are the important qualities of true friends ?
- How is friendship celebrated around the world ?
- How has your best friend impacted your life ?
- How are the themes and characters of *Le Petit Prince* universal and timeless ?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE HIGH

<p>Interpretive</p>	<p>In various time frames, I can usually...</p> <ul style="list-style-type: none"> ● follow the main message in straightforward, and sometimes descriptive, paragraph-length informational texts ● follow the main story and actions expressed in paragraph-length fictional texts ● understand the main idea and flow of events expressed in conversations and discussions.
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<p>Presentational</p>	<p>Using a few short paragraphs, often across various time frames, I can...</p> <ul style="list-style-type: none"> ● tell stories about school and community events and personal experiences ● state my viewpoint on familiar or researched topics and provide reasons to support it ● give detailed presentations on a variety of familiar topics and some concrete topics I have researched

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:** International Friendship Day
- **Practices:** People in communities around the world participate in events to celebrate connections with each other, with their community, and with international communities.
- **Perspectives:** Friendship is a universal value.

CONNECTIONS

Making Connections to Other Disciplines

- Literature - character and plot development, universal themes

Acquiring Information & Diverse Viewpoints

- Using a variety of resources from the target culture to gain understanding of diverse perspectives

COMPARISONS

Language Comparisons

- Complex sentence structures including present participles

Cultural Comparisons

- Universal values and themes

COMMUNITIES

School & Global Communities

- Reading for pleasure

Lifelong Learning

- Self-reflection and desire for continued personal growth and enrichment