

Southern York County School District Instructional Plan

Course/Subject: AP French Language and Culture

Grade Level: 12

Textbook(s)/Instructional Materials Used: Thèmes; ISBN # 978-1-68004-034-0; Publisher: Vista Higher Learning

Dates: August/September

Unit Plan: Thème 1 Family and Communities

Stage 1 – Desired Results

PA Core State Assessments/Standards:

Communication

- 12.1S3A. Know details of the sound system and spelling patterns of the target language.
- 12.1S3B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.
- 12.1S3C. Recognize advanced vocabulary through listening and reading selections.
- 12.1S3D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.
- 12.1S3E. Analyze and compare the origins and meanings of common target language words used frequent Target Language in the English language.
- 12.1S3F. Analyze how the target language has influenced the school curriculum.
- 12.1S4A. Know and compare distinct regional accents of the sound system of the target language.
- 12.1S4B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.
- 12.1S4C. Recognize enhanced vocabulary used in complex listening and reading selections.
- 12.1S4D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.
- 12.1S4E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.
- 12.1S4F. Research, analyze and describe the target language's influence in different areas of the school curriculum

Culture

- 12.3S3A. Explain a variety of services, products and customs of the target culture.
- 12.3S3B. Assess cultural patterns in a variety of social settings.
- 12.3S3C. Compare and contrast the similarities and differences in social institutions between cultures.
- 12.3S3D. Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.
- 12.3S4A. Analyze unfamiliar products, customs and institutions of the target culture.
- 12.3S4B. Analyze the misconceptions that occur in cross-cultural situations.
- 12.3S4C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.
- 12.3S4D. Synthesize cultural information acquired in the target language for use in other subject areas.

Community

- 12.5S3A. Identify employment areas in the local community where the target language is used and how and why the target language is necessary.
- 12.5S3B. Know national employment opportunities where the target language is used and how and why the target language is necessary.
- 12.5S3C. Know global employment opportunities where the target language is used and how and why the target language is necessary.
- 12.5S3D. Explain comparisons and connections for employment opportunities that can be made in the local, national and global English-speaking communities with those who speak a target language.
- 12.5S4A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.

- **12.5S4B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.**
- **12.5S4C. Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.**
- **12.5S4D. Assess comparisons and connections of available opportunities in the local, national and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.**

<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> 1. How families are defined in different cultures. (12.3S4A, 12.3S4B, 12.3S4C, 12.3S3C, 12.3S3D) 2. How individuals contribute to communities. (12.5S4A, 12.5S4B, 12.5S4C, 12.1S4E, 12.3S3D) 3. The differences in the roles that community and family play in different societies of the world. (12.5S4A, 12.5S4B, 12.5S4C, 12.1S4E, 12.3S3D) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ <i>Qu'est-ce qui constitue une famille dans différentes sociétés?</i> (How is "family" defined in different societies) (12.3S4A, 12.3S4B, 12.3S4C, 12.3S3C, 12.3S3D) ▪ <i>En quoi les individus contribuent-ils au bien-être des communautés?</i> (How do individuals contribute to the well-being of communities?) (12.5S4A, 12.5S4B, 12.5S4C, 12.1S4E, 12.3S3D) ▪ <i>En quoi les rôles assumés par les familles et les communautés diffèrent-ils à travers le monde?</i> (What are the differences in the roles that community and family play in different societies of the world?) (12.5S4A, 12.5S4B, 12.5S4C, 12.1S4E, 12.3S3D)
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Vocabulary pertaining to family, holidays, celebrations, and emotions (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D) <ul style="list-style-type: none"> ○ The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations by writing an email to a Hispanic family inquiring about the family traditions and values. ○ The student elicits information and clarifies meaning using a variety of strategies by researching the family dynamics in different countries globally using news articles, infographics, graphs and charts, and including audio clips of family dynamics around the world. ○ The student states and supports opinions in oral interactions with classmates comparing the investigated information of other countries' family and dynamics and comparing to the USA. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Predict the content of a story based on the title in target language (12.1S3A, 12.1S3B, 12.1S3D) ▪ Analyze and compare literary texts in Target Language (12.1S3B, 12.1S3C, 12.1S3D, 12.1S4B, 12.1S4C) ▪ Investigate through interviews and present information about families and communities in Target Language (12.1S3B, 12.1S3C, 12.1S4B, 12.1S4C, 12.1S4D, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D) ▪ Reflect and compare family rules, the generation gap, and family relationships through a journal or blog in Target Language (12.3S4A, 12.3S4C) ▪ Investigate through interviews and present information about families and communities in Target Language (12.1S3B, 12.1S3C, 12.1S4B, 12.1S4C, 12.1S4D, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D) ▪ Engage in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations by interviewing native speakers in the school about their family traditions, values, and holidays. ▪ Reflect and compare family rules, the generation gap, and family relationships through a journal or blog in Target Language (12.3S4A, 12.3S4C) ▪ Reflect and compare family rules, the generation gap, and family relationships

through a journal or blog in Target Language (12.3S4A, 12.3S4C)

Dates: October

Unit Plan: Thème 2 Science & Technology

Stage 1 – Desired Results

PA Core State Assessments/Standards:

Communication

- 12.1S3A. Know details of the sound system and spelling patterns of the target language.
- 12.1S3B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.
- 12.1S3C. Recognize advanced vocabulary through listening and reading selections.
- 12.1S3D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.
- 12.1S3E. Analyze and compare the origins and meanings of common target language words used frequently in the English language.
- 12.1S3F. Analyze how the target language has influenced the school curriculum.
- 12.1S4A. Know and compare distinct regional accents of the sound system of the target language.
- 12.1S4B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.
- 12.1S4C. Recognize enhanced vocabulary used in complex listening and reading selections.
- 12.1S4D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.
- 12.1S4E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.
- 12.1S4F. Research, analyze and describe the target language's influence in different areas of the school curriculum.

Culture

- 12.3S3A. Explain a variety of services, products and customs of the target culture.
- 12.3S3B. Assess cultural patterns in a variety of social settings.
- 12.3S3C. Compare and contrast the similarities and differences in social institutions between cultures.
- 12.3S3D. Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.
- 12.3S4A. Analyze unfamiliar products, customs and institutions of the target culture.
- 12.3S4B. Analyze the misconceptions that occur in cross-cultural situations.
- 12.3S4C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.
- 12.3S4D. Synthesize cultural information acquired in the target language for use in other subject areas.

Community

- 12.5S3A. Identify employment areas in the local community where the target language is used and how and why the target language is necessary.
- 12.5S3B. Know national employment opportunities where the target language is used and how and why the target language is necessary.
- 12.5S3C. Know global employment opportunities where the target language is used and how and why the target language is necessary.
- 12.5S3D. Explain comparisons and connections for employment opportunities that can be made in the local, national and global English-speaking communities with those who speak a target language.
- 12.5S4A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.
- 12.5S4B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.
- 12.5S4C. Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.
- 12.5S4D. Assess comparisons and connections of available opportunities in the local, national and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. How the development of science and technology impacts our lives. (12.1S4E, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.5S3C, 12.5S4C) 2. The innovation of science and technology (12.1S4E, 12.3S3B, 12.3S3C, 12.3S3D, 12.5S3C, 12.3S4A, 12.5S4C) 3. The role ethnicity plays in scientific advances (12.3S3D, 12.3S4B, 12.3S4C) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ <i>En quoi le développement scientifique affecte-t-il nos vies?</i> [What impact does scientific and technological development have in our lives?] (12.1S4E, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.5S3C, 12.5S4C) ▪ <i>Quels facteurs ont poussé à l'innovation et à la découverte dans les domaines des sciences et des technologies?</i> [What factors have advanced the development of and innovation in science and technology?] (12.1S4E, 12.3S3B, 12.3S3C, 12.3S3D, 12.5S3C, 12.3S4A, 12.5S4C) <i>Quel rôle les questions d'éthique jouentelles dans les progrès de la science?</i> [What role does ethnicity play in scientific advances?] (12.3S3D, 12.3S4B, 12.3S4C)
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Vocabulary pertaining to science and technology (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Analyze and react to presentational text in the target language (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4B, 12.3S4C, 12.3S4D) ▪ Analyze and review literary text in the target language (12.1S3B, 12.1S3C, 12.1S3D, 12.3S4A, 12.3S4B, 12.3S4C, 12.3S4D1) ▪ Listen to and discuss the media revolution and the effect of technology on traditional life through a journal or blog in target language (12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D)
<p>Dates: November/December</p>	<p>Unit Plan: Thème 3 Beauty and Aesthetics</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> ▪ 12.1S3A. Know details of the sound system and spelling patterns of the target language. ▪ 12.1S3B. Know advanced vocabulary and idiomatic expressions used in speaking and writing. ▪ 12.1S3C. Recognize advanced vocabulary through listening and reading selections. ▪ 12.1S3D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend. ▪ 12.1S3E. Analyze and compare the origins and meanings of common target language words used frequently in the English language. ▪ 12.1S3F. Analyze how the target language has influenced the school curriculum. ▪ 12.1S4A. Know and compare distinct regional accents of the sound system of the target language. ▪ 12.1S4B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications. ▪ 12.1S4C. Recognize enhanced vocabulary used in complex listening and reading selections. ▪ 12.1S4D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events. ▪ 12.1S4E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture. ▪ 12.1S4F. Research, analyze and describe the target language's influence in different areas of the 	

school curriculum.	
Understanding(s): <i>Students will understand...</i> 1.	Essential Question(s): ▪
Learning Objectives: <i>Students will know...</i> ▪	<i>Students will be able to:</i> ▪
Dates:	Unit Plan:
Stage 1 – Desired Results	
PA Core State Assessments/Standards: ▪	
Understanding(s): <i>Students will understand...</i> 1.	Essential Question(s): ▪
Learning Objectives: <i>Students will know...</i>	<i>Students will be able to:</i>
Dates:	Unit Plan:
Stage 1 – Desired Results	
PA Core State Assessments/Standards: ▪	

<p>Understanding(s): <i>Students will understand...</i></p> <p>1.</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪
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<p>Learning Objectives: <i>Students will know...</i></p>	<p><i>Students will be able to:</i></p>
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<p>Dates:</p>	<p>Unit Plan:</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪
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<p>Understanding(s): <i>Students will understand...</i></p> <p>1.</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪
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<p>Learning Objectives: <i>Students will know...</i></p>	<p><i>Students will be able to:</i></p>
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<p>Dates:</p>	<p>Unit Plan:</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪
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<p>Understanding(s): <i>Students will understand...</i></p> <p>1.</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪
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<p>Learning Objectives:</p>	
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<i>Students will know...</i>	<i>Students will be able to:</i>
Dates:	Unit Plan:
Stage 1 – Desired Results	
PA Core State Assessments/Standards:	
<ul style="list-style-type: none"> ▪ 	
Understanding(s): <i>Students will understand...</i>	Essential Question(s): <ul style="list-style-type: none"> ▪
Learning Objectives: <i>Students will know...</i>	<i>Students will be able to:</i>