



World Language | French Honors 4/AP5 Cycle1 Intermediate High Performance level



QTR	ORGANIZING THEME/TOPIC	COMMUNICATION STANDARDS & SKILLS
1	<p>UNIT 1: LE PETIT PRINCE (AP: Contemporary Life > holidays and celebrations, leisure)</p> <p>Time Frame: 4-5 weeks August-mid September</p> <p>Vocabulary Focus: literary and descriptive vocabulary to describe setting, characters, story line, themes, symbols.</p>	<p>1.1 INTERPERSONAL SPEAKING. Converse about everyday and global topics, using a variety and series of sentences in various time frames. (IH)</p> <ul style="list-style-type: none"> • Ask and answer questions to maintain a 4-minute conversation about events that occur in <i>Le Petit Prince</i>. (1.1) • Discuss and support ideas about universal themes in <i>Le Petit Prince</i>. (1.1) <p>1.2 INTERPERSONAL WRITING. Correspond on everyday and some global topics using short, organized paragraphs, using various time frames. (IH)</p> <ul style="list-style-type: none"> • ? (1.1) <p>1.2 INTERPRETIVE READING. Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s and cultural perspectives and make inferences from multiple authentic text and genres. (IH)</p> <ul style="list-style-type: none"> • Read to identify main idea, supporting details and make inferences in about the characters and storyline in <i>Le Petit Prince</i>.. (1.2) <p>1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various times frames, integrating multiple authentic sources. (IH)</p> <ul style="list-style-type: none"> • Retell events from <i>Le Petit Prince</i>. (1.3) <p>1.3 PRESENTATIONAL WRITING. Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)</p> <ul style="list-style-type: none"> • Write to narrate a sequence of events in <i>Le Petit Prince</i>. (1.3)

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2

UNIT 2: GLOBAL CHALLENGES

(AP: Global Challenges > environmental issues, health issues)

Time Frame: 6 weeks mid-September-end of October

Vocabulary Focus: environment, recycling, health

1.1 INTERPERSONAL SPEAKING. Converse about everyday and global topics, using a variety and series of sentences in various time frames. (IH)

- Ask and answer questions to maintain a 4-minute conversation about global health and environmental challenges. (1..1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify purpose, supporting details, inferences, speaker's and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)

- Listen for main ideas, supporting details and inferences in passages about global health and environmental challenges. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author's and cultural perspectives and make inferences from multiple authentic text and genres. (IH)

- Read to identify main idea, supporting details and make inferences in texts about global health and environmental challenges (1.2)

1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various times frames, integrating multiple authentic sources. (IH)

- Identify, describe causes and propose solutions to a global environmental issue.(1.3)

1.3 PRESENTATIONAL WRITING. Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)

- . Write organized and cohesive essay about a global health issue. (1.3)

2

UNIT 3: SCIENCE AND TECHNOLOGY AND ITS IMPACT (AP: Science & Technology > social impact of technology)

Time Frame: 5- 6 weeks November/December

Vocabulary Focus: current technology devices and media; using technology

1.1 INTERPERSONAL SPEAKING. Converse about everyday and global topics, using a variety and series of sentences in various time frames. (IH)

- Ask and answer questions to maintain a 4-minute conversation about current technology, social media and its impact. (1..1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify purpose, supporting details, inferences, speaker's and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)

- Listen for main ideas, supporting details and inferences in passages about technology and its impact on society and life today. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author's and cultural perspectives and make inferences from multiple authentic text and genres. (IH)

- Read to identify main idea, supporting details and make inferences in texts about technology, social media and its impact on society today. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various times frames, integrating multiple authentic sources. (IH)

- Present information about the advantages and disadvantages of social media in everyday life..(1.3)

1.3 PRESENTATIONAL WRITING. Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)

- . Write organized and cohesive essay about technology and its advantages and inconveniences. (1.3)

3

UNIT 4: CHILDHOOD TO ADOLESCENCE

(AP: Family & Community > childhood and adolescence)

Time Frame: 4 weeks January

Vocabulary Focus: family and childhood

1.1 INTERPERSONAL SPEAKING. Converse about everyday and global topics, using a variety and series of sentences in various time frames. (IH)

- Ask and answer questions to maintain a 4-minute conversation about childhood, and family experiences. (1..1)
- Discuss the similarities and differences in social relationships in the United States and France. (1.1)

1.2 INTERPERSONAL WRITING. Correspond on everyday and some global topics using short, organized paragraphs, using various time frames.

- Write an email about childhood experiences. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify purpose, supporting details, inferences, speaker's and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)

- Listen for main ideas, supporting details and inferences in passages about family and childhood experiences. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author's and cultural perspectives and make inferences from multiple authentic text and genres. (IH)

- Read to identify main idea, supporting details and make inferences in texts about family and childhood experiences. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various times frames, integrating multiple authentic sources. (IH)

- Narrate past events about one's childhood. (1.3)

1.3 PRESENTATIONAL WRITING. Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)

- . Write organized and cohesive essay about one's childhood family experiences. (1.3)

3

UNIT 5: RITES OF PASSAGE

(AP: Contemporary Life > rites of passage)

Time Frame: 5 weeks February –early March

Vocabulary Focus: high school and university education

1.1 INTERPERSONAL SPEAKING. Converse about everyday and global topics, using a variety and series of sentences in various time frames. (IH)

- Ask and answer questions to maintain a 4-minute conversation about present and future educational experiences in high school and college. (1.1)
- Discuss the similarities and differences in educational systems in the United States and France. (1.1)
- Discuss the various rites of passage events that shape an adolescent in the American and Francophone cultures. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify purpose, supporting details, inferences, speaker's and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)

- Listen for main ideas, supporting details and inferences in passages about educational systems in the United States and France.. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author's and cultural perspectives and make inferences from multiple authentic text and genres. (IH)

- Read to identify main idea, supporting details and make inferences in texts about educational systems in the United States and France. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various times frames, integrating multiple authentic sources. (IH)

- Present information about the rites of passages of teens and young adults in the Francophone world. (1.3)

1.3 PRESENTATIONAL WRITING. Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)

- Synthesize information and write cohesive essay about defining life events that occur in the teen and young adult years with respect to education.. (1.3)

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UNIT 6: IMMIGRATION AND ASSIMILATION

(AP:Personal & Public Identities > immigration and assimilation)

Time Frame: 5-6 weeks March – mid April

Vocabulary Focus: immigration, assimilation

1.1 INTERPERSONAL SPEAKING. Converse about everyday and global topics, using a variety and series of sentences in various time frames. (IH)

- Ask and answer questions to maintain a 4-minute conversation about citizenship in the United States, Canada and France. (1..1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify purpose, supporting details, inferences, speaker’s and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)

- Listen for main ideas, supporting details and inferences in passages about immigration and assimilation challenges in the United States and France. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s and cultural perspectives and make inferences from multiple authentic text and genres. (IH)

- Read to identify main idea, supporting details and make inferences in texts about immigration and assimilation issues in the United States and France. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various times frames, integrating multiple authentic sources. (IH)

- Present information about immigration issues in the United States and France. (1.3)

1.3 PRESENTATIONAL WRITING. Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)

- Synthesize information and write a cohesive essay about comparing immigration issues in Francophone regions and the United States. (1.3)

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UNIT 7: BEAUTY & AESTHETICS

(AP: Beauty & Aesthetics > music and poetry)

Time Frame: 5-6 weeks mid-April – early May

Vocabulary Focus: poetry and song lyrics

1.1 INTERPERSONAL SPEAKING. Converse about everyday and global topics, using a variety and series of sentences in various time frames. (IH)

- Maintain a 4-minute conversation about the messages and universal themes conveyed by selected poetry and song lyrics. (1..1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify purpose, supporting details, inferences, speaker’s and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)

- Listen for main ideas, supporting details and inferences in passages about music in Francophone cultures. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s and cultural perspectives and make inferences from multiple authentic text and genres. (IH)

- Read to identify main idea, supporting details and make inferences in poetry and song lyrics from various Francophone cultures. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various times frames, integrating multiple authentic sources. (IH)

- Research and present information about music in Francophone cultures. (1.3)

1.3 PRESENTATIONAL WRITING. Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)

- Write an essay about the influence of culture on poetry and music. (1.3)