

Curriculum Units and Learning Outcomes

Content Area: World Language/French	Level: AP French Language and Culture
Unit Title: 1 - Beauty and Aesthetics	Proficiency Target: Intermediate High - Advanced Low
Unit Summary: Students will learn about beauty and aesthetics and how they are reflections of one's culture, as well as learning about the role of UNESCO.	
Massachusetts Framework (state standards): 1. Interpretive Communication - In <i>texts and conversations on topics that relate personally to students</i>, relying mostly upon understanding of <i>single, simple sentences</i>, supported by <i>repetition and plain language</i>, students: a. Understand traits of multiple cultures and communities. (NH.1.a) b. Identify and recognize the main topic and some related information. (NH.1.b) 2. Interpersonal Communication - In <i>conversations on topics that relate personally to students in a variety of settings</i>, using <i>mostly simple sentences</i>, sometimes relying upon <i>repetition, clarification, and circumlocution</i>, in such a way that <i>speakers/signers of the language who are accustomed to engaging with language learners usually understand</i>, students: a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (NH.2.a) b. Understand, answer, and ask a variety of questions. (NH.2.b) c. Engage in conversation by understanding and creating language that conveys authentic, personal meaning. (NH.2.c) 3. Presentational Communication - In <i>presentations on topics that relate personally to students in a variety of settings</i>, using <i>mostly simple sentences</i>, sometimes relying upon <i>clarification and circumlocution</i>, in such a way that <i>speakers/signers of the language who are accustomed to engaging with language learners usually understand</i>, students: a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (NH.3.a) b. Provide prepared information in culturally appropriate ways. (NH.3.b)	

- c. **Express their own authentic thoughts and preferences** in culturally appropriate ways. (NH.3.c)

- **4. Intercultural Communication** - In *interactions in a variety of settings*, using mostly simple sentences, sometimes relying upon *repetition, clarification, and circumlocution*, in such a way that *speakers/signers of the language who are accustomed to engaging with language learners usually understand*, students:
 - a. Refer to **and ask questions about** common products, practices, **and/or perspectives** familiar to an audience's or interlocutor's culture to demonstrate understanding **and curiosity of** a target-language culture and respect towards diversity. (NH.4.a)
 - b. Use appropriate **learned** gestures and behaviors. (NH.4.b)
 - c. **Avoid major social blunders.** (NH.4.c)

Linguistic Cultures Standards

5. Cultures - In *a variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:

- a. **Analyze** products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NH.5.a)
- b. **Investigate, explain, and reflect on how culture affects identity.** (NH.5.b)
- c. **Investigate, explain, and reflect on the similarities and differences of cultures over time.** (NH.5.c)

6. Comparisons - In *a variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate linguistic scaffolding*, students minimally but consistently:

- a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target- language cultures studied and their own by:
 - i. Making comparisons between products, practices, and perspectives. (IL.6.a.1)
 - ii. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (IL.6.a.2)
 - iii. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
- b. Interpreting, expressing, and comparing the meaning of idioms. (IL.6.b.1) 2. Making comparisons of basic language forms. (IL.6.b.2)

Lifelong Learning Standards

7. Connections - In *a variety of settings*, using *the target language exclusively or almost exclusively*, with *appropriate*

linguistic scaffolding, students most often succeed but sometimes need help to:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (NH.7.a)
- b. **Understand**, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (NH.7.b)

8. Communities - *In a variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding*, students most often succeed but sometimes need help to:

- a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 - i. **Engaging with** resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (NH.8.a.1)
 - ii. Identifying needs and/or injustices and **designing** and taking collective action to contribute to strong communities. (NH.8.a.2)
- b. Become lifelong learners by:
 - i. Using languages for enjoyment and enrichment and **accessing and evaluating** further opportunities for doing so. (NH.8.b.1)
 - ii. Interacting **on a regular basis** with speakers/signers of the target language to build diverse relationships. (NH.8.b.2)
 - iii. **Explaining** language education requirements for careers of interest. (NH.8.b.3)

7. **Setting goals** for growth in these areas and reflecting upon progress. (NH.8.b.4)

Enduring Understandings

Students will understand that:

- How I define beauty depends on my culture (be it physical, musical, or literary taste).
- Beauty and creativity are influenced by societal norms.
- Societal norms and political values shape perspectives and beliefs regarding art and culture.

Essential Questions:

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

Students will demonstrate KNOWLEDGE of

Vocabulary:

- Vocabulary relating to beauty and aesthetics

Culture:

- What UNESCO is and what French and U.S. sites are recognized by it
- Who Edith Piaf was and her influence on French music
- The history behind the construction of 3 French chateaux: Chenonceau, Chambord and Cheverny
- What defines “patrimoine”
- Francophone cuisine

Grammar/language structures to scaffold skills:

- Faux amis (false cognates)
- Le comparatif et le superlatif (the comparative and the superlative)

Students will be SKILLED at:

- Distinguishing between cognates and common false friends
- Defining beauty in their own terms
- Analyzing the architectural style of famous French chateaux
- Comparing and contrasting UNESCO sites in the United States and the French-speaking world

Estimated Duration: 6 weeks