

# THEME 4: Contemporary Life (La vie contemporaine)

Content Area: **World Language**  
Course(s): **AP French Language and Culture**  
Time Period: **Semester 2**  
Length: **5 weeks**  
Status: **Published**

## Standards

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| 7.1.AL.IPRET.1 | Identify main ideas and significant details in a range of oral, viewed, and written texts.                                                                        |
| 7.1.AL.IPRET.4 | Demonstrate an understanding of most content of other academic disciplines.                                                                                       |
| 7.1.AL.IPRET.5 | Analyze a literary or informational text including theme, author's purpose and tone, inferences.                                                                  |
| 7.1.AL.IPRET.6 | Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.                                                                |
| 7.1.AL.IPRET.7 | Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.                                                                           |
| 7.1.AL.IPERS.3 | Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.          |
| 7.1.AL.IPERS.5 | Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.                    |
| 7.1.AL.PRSNT.1 | Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.                         |
| 7.1.AL.PRSNT.2 | Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. |
| 7.1.AL.PRSNT.3 | Offer and support opinions and use persuasive language when presenting ideas and information.                                                                     |

## Enduring Understanding

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- Enduring Understanding 1: Professional & Educational Landscapes - Educational options and professional paths reflect a society's changing economy, requiring continuous adaptation to global market trends and technological shifts. (WL.AL.7.1.AL.IPRET.5)
- Enduring Understanding 2: Leisure vs. Labor - The way a community balances hard work with free time, travel, and entertainment directly reveals its deeply held values regarding quality of life and personal well-being. ( WL.AL.7.1.AL.IPERS.3)
- Enduring Understanding 3: Civic Engagement & Living Spaces - Lifestyle choices, housing architecture, and volunteer initiatives show how distinct communities organize themselves to build social support networks and maintain local traditions. (WL.AL.7.1.AL.IPRET.1)

## Essential Questions

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- Essential Question 1: How do economic changes and structural access shape education and career opportunities across different French-speaking regions?  
(WL.AL.7.1.AL.IPRET.5)
- Essential Question 2: What do a society's choices in entertainment, travel, and leisure reveal about its internal values regarding lifestyle and happiness?  
WL.AL.7.1.AL.IPERS.3)
- Essential Question 3: How do civic volunteer programs and local lifestyles help communities preserve their cultural heritage while adapting to modern urban life?  
(WL.AL.7.1.AL.IPRET.1 & WL.AL.7.1.AL.PRES.2)

## Knowledge and Skills

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The Performance Expectations for this course are:

### INTERPERSONAL COMMUNICATION

- engage in the oral exchange of information, options, and ideas in a variety of time frames in formal and informal situations. ***FL.AL.7.1.AL.IPERS.1***
- engage in the oral exchange of information and to clarify meaning by using a variety of strategies. ***FL.AL.7.1.AL.IPERS.2***
- state and support opinions in oral interactions. ***FL.AL.7.1.AL.IPERS.4***
- use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. ***FL.AL.7.1.AL.IPERS.5***

### WRITTEN INTERPERSONAL COMMUNICATION

- engage in the written exchange of information, opinions, and ideas in a variety of frames in formal and informal situations. ***FL.AL.7.1.AL.PRSNT.4***
- write formal and informal correspondence in a variety of media using appropriate formats and conventions ***FL.AL.7.1.AL.PRSNT.4***
- uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. ***FL.AL.7.1.AL.PRSNT.3***
- self-monitor and adjust language production. ***FL.AL.7.1.AL.IPERS.5***

### INTERPRETIVE COMMUNICATION

- demonstrate comprehension of content from authentic audio, audiovisual, and visual

resources. ***FL.AL.7.1.AL.IPRET.2***

- demonstrate comprehension of a variety of vocabulary, including idiomatic and culturally authentic expressions. ***FL.AL.7.1.AL.IPRET.1***
- identify the distinguishing features of authentic audio, visual, and audiovisual resources. ***FL.AL.7.1.AL.IPRET.6***
- demonstrate and understand the features of target cultures communities. ***FL.AL.7.1.AL.PRSNT.5***

## **Transfer Goals**

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Students will be able to:

1. Analyze texts and synthesize information.
2. Formulate an opinion or position on an issue in French.
3. Communicate effectively in the target language(s) in realistic situations while displaying a sensitivity to culture and context.
4. Emulate native speakers.
5. Willingly taking risks with language, both within and outside of the classroom.

## **Resources**

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Resources

### 1. Core Textbook & Program Materials

- Primary Text: Themes: AP® French Language and Culture (Vista Higher Learning)
- Digital Learning Platform: VHL Central Supersite (utilizing digital audio tracks, integrated text-mapping, and interactive text boxes for digital composition practice).
- Exam Prep Companion: AP® French: Language and Culture Exam Preparation workbook (Vista Higher Learning).

### 2. Official College Board Course Project Scaffold Packets

- Phase 1: Source Material Graphic Organizer — Template used by students to deconstruct regional materials into the 3Ps (Products, Practices, Perspectives) and map contextual project factors.
- Phase 1: Initial Written Reflection Feedback Form — Benchmark tool used to assess written integration of initial source data.
- Phase 2: Research Action Plan Template — Guide for establishing independent regional targets and drafting localized SMART Objectives.

- Phase 3: Personalized Project Reference (PPR) Template — The official word-limited and character-limited outline interface (max 10 words or 70 characters per box) implemented for exam-day support.
- Phase 3: Practice Presentation Feedback Form — Criteria checklist for auditing the 3-minute unassisted oral report.
- Phase 4: Anticipatory Project Q&A Organizer and Practice Q&A Feedback Form — Scaffolding sheets used to target semantic blueprints and track the 40-second spontaneous response windows.

### 3. Technology & Digital Environment Resources

- AP Digital Portfolio: Platform for accessing the annual prompt/sources packet and submitting the final PPR by April 30.
- AP Classroom & Bluebook App Environment: Simulated interfaces utilized for practicing targeted computer-based testing, keyboard shortcuts, and character-input layouts.
- Digital Text Editors: Cloud platforms (such as Google Docs) with mandatory localized Spanish keyboard inputs active for 100% of paragraph and essay compositions.