Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: French 6AP – Intermediate-High to Advanced-Low range.
Length of Course: From September to June with preparation to the AP French Language Culture Exam.

Curriculum

Course Description: To be productive members of the global society in the 21st century, students must be able to communicate effectively in more than one language. Preparing students to speak French with accuracy and ease is the fundamental goal of the AP French Language and Culture course. The total classroom immersion in authentic French that is essential to this course emphasizes all aspects of language: listening, speaking, reading, and writing. The course provides opportunities for students to demonstrate their proficiency in Interpersonal, Interpretive, and Presentational modes in the Intermediate to Pre-advanced range.

The teacher uses French almost exclusively in class, and encourages students to use French to communicate with peers and native French speakers; to demonstrate an understanding of the cultures of French speaking countries and compare them to their own; to establish connections with other disciplines; and to exchange information and opinions with communities outside of the classroom.

Standard 7.1 World Languages:
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Big Ideas: 
Course Objectives / Content Statement(s)
The course work provides students with opportunities to demonstrate their proficiency in the Interpersonal mode, which consists of direct oral or written communication between individuals who are in personal contact. All students will be paired with a partner in the classroom to read a variety of material, discuss the meaning of the information, and present an opinion. Students will watch short videos to stimulate discussion and to encourage students to express their opinion. Class participation will be graded to reflect the requirement that students express their opinions in the classroom, that they do so almost exclusively in French, and that they demonstrate an active engagement in spontaneous communications during class discussions and debates. The course will promote the use of technology to communicate with class members on Google Groups to exchange information and opinions on topics and course themes discussed in class, as well as to communicate with a native French correspondent.

Students will also demonstrate proficiency in the Interpretive mode, which consists of understanding, analyzing, and synthesizing information from written, audio, and video sources. Students will conduct current events research and present a summary on an almost daily basis. Students will choose three news events from diverse Internet media sources to create a three-minute presentation of important news, using accurate and precise vocabulary,
and engaging all students in classroom discussions. When possible, students’ current events will relate to themed units, expanding students’ knowledge and contributing to a Problem-based learning project, which culminates at the end of each unit with a technology-based presentation to the class. Finally, students will write a formal essay based on class discussions and all material presented to them during a unit. Concurrent to the essay, students will demonstrate mastery of information acquired throughout a unit with a speaking task requiring a voice recording on PowerPoint and/or Audacity.

The course focuses on the formal presentation of information, concepts and ideas in spoken form. Students’ presentational skills will be developed through the research of media content. Selected information will be analyzed and presented for the daily news presentation. Students will be able to demonstrate cultural understanding, vocabulary and formal language control with the themed research project and its presentation.

This AP French Language and Culture course develops students’ skills in all three modes: Interpersonal, Interpretive, and Presentational. It is centered upon the five current organizing principles for foreign language study: Communication, Cultures, Connections, Comparisons, and Communities. It explores the 6 themes and recommended contexts for a complete preparation to the AP French Language and Culture exam.

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<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
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<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>Students will understand that environmental issues are a major concern for the French government and the European communities. Many laws ratified by the European government have demanded great efforts from the industrial and agricultural communities in order to address health hazards resulting from a careless use of resources. Most recently, in 2009 and 2011, the French government has organized two workshops for government officials as well as scientists and concerned citizens to discuss ways to respect our planet by preventing pollution. These workshops called Grenelle 1 and Grenelle 2 led to two new laws to assess the environmental challenges and to carry through governmental propositions and strategies. Another aspect of this unit will touch on child obesity that is a growing concern in France. Students will read material to gain knowledge on the different aspects of the problem and compare/contrast French and American data to draw conclusions on the effectiveness of different policies.</td>
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<td>What environmental issues pose challenges to societies throughout the world?</td>
<td>In this curriculum module, AP French language students will have the opportunity to gain knowledge of, and discuss these issues through news articles and video clips. This</td>
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<td>What are possible solutions to environmental challenges?</td>
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<td>What are the various dangers threatening the environment in France?</td>
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<td>What is “Le congrès de Grenelle”? What recommendations were made?</td>
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<td>How are French political decisions influenced by environmental issues?</td>
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<td>What are the major concerns about child obesity? How can we fight it?</td>
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<td>How can we compare child obesity in France and in the United States?</td>
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How do language and culture influence identity?
How does one’s identity develop over time?
What is patriotism?
What is nationalism?
What is the importance of French colonization on the propagation of French culture and language?
What are the pros and cons of immigration (compare immigration policies in France and in the United States)?
How do assimilation and integration of immigrant population influence acceptance of cultural differences by residents?
What causes intolerance and how can we promote tolerance?
Is youth unemployment directly linked to increasing immigrant population?

In the AP French Language and Culture Curriculum Framework, the topics of Alienation and Assimilation, Beliefs and Values, Language and Identity, Multiculturalism, and Nationalism and Patriotism function as the recommended contexts for addressing Personal and Public Identities.

This topic represents a concern of high priority for the current French government. Indeed, a new law voted in 2005 recognizes for the first time the role of the French government in colonialism and recommends that teachers should discuss this topic in class. French president Nicolas Sarkozy has stressed in several speeches in 2007 the importance of France’s partnership with its former colonies in Africa.

In this curriculum module, AP French language students will have the opportunity to gain
What constitutes a family in different societies?
How do the roles that families and communities assume differ in societies around the world?
What are difficulties experienced by some families? (Addiction, alcoholism, child abuse...).
Can we compare family problems of the 19th century with their problems today?
How are family structures evolving?

In the AP French Language and Culture class students will understand that there are many different kinds of families. Some have two parents, while others have a single parent. Sometimes there is no parent and grandparents raise grandchildren. Some children live in foster families, adoptive families, or in stepfamilies. Families are much more than groups of people who share the same genes or the same address. They should be a source of support and encouragement. This does not mean that everyone gets along all the time. Conflicts are a part of family life. Many issues can lead to conflict, such as illness, disability, addiction, job loss, school...
| How is contemporary life influenced by technology? | French citizens see the 20th century as a time of great economic, social and technological progress. Science and technology are widely seen as the engines of the century’s economic prosperity. Americans point to advancements in these fields as principal reasons for improvements in their own family’s well-being, and they celebrate the inventions and conveniences of the 20th century. A host of innovations ranging from the automobile to the Internet are lauded for making life today better. This century has yielded technologies, which have already changed the way we communicate and learn. We can only |
| What are the pros and cons of our dependence on technology? | difficulties and marital problems. Many governments around the globe have recognized the necessity to address the growing problem raised by divorces and their impact on children. |
| Is our society addicted to the internet? | In this curriculum module, AP French language students will have the opportunity to gain knowledge of, and discuss these issues through excerpts of 2 novels, 3 movies, and one short story. The short story “Mon oncle Jules” (Maupassant) and the 2 novels “Madame Bovary” (Flaubert) and “L’Assommoir” (Zola) complemented by movie excerpts from Madame Bovary and L’Assommoir, will enable students to discuss: family structures, friendship and love, unfaithfulness, poverty, alcoholism and its effects on family members particularly violence on women and children in the 19th century. The closing segment of this unit will present similar topics: family structures, friendship and love, unfaithfulness, poverty, drug addiction, and adoption in a different setting: Indochina, former French colony in the 1930’s. Students will watch segments of the movie each day, answer written questions, analyze and discuss relationships and family issues of that time. Students will take turns presenting the “French news” each day: 3 current news events will be researched and summarized. They will be presented and discussed in class. New vocabulary linked to the news will be used in context. |
| How can we best monitor the safety of the Internet for our children? | |
| What is more important: freedom of speech or children safety against predators? | |
| Should all information on the Internet be free? Should we pay for “Intellectual property”? | |
| How can we monitor the accuracy of the information on the Internet? | |
How is the medical field coping with technological advances? (should doctors’ choice prevail against patients request?)

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<th>Housing and Education issues are major concerns for the French government and the French speaking communities globally. Many laws have demanded great efforts to provide sufficient and affordable housing for the many homeless people in France. Students will understand in this unit that homelessness strikes at any age and can happen to anyone. Housing is also an issue in the suburbs where many poor people (often immigrants) find some kind of accommodation in HLM (France’s subsidized housing) that only promote drug addiction and violence. Comparing this situation to America’s inner cities that offer inadequate schooling is relatively new in France and unfortunately true. Violence and poor education in overpopulated districts of unemployed immigrants leads to rioting that the French government grapples to control. In this curriculum module, AP French</th>
<th>anticipate a wider selection of technological “tools” to link us to the rest of the world in the 21st century.</th>
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<td>In this curriculum module, AP French language students will have the opportunity to gain knowledge of, and discuss these issues through excerpts of a novel, several video clips and many news articles. The first segment will present a formidable French writer who used many inventions in his novels: Jules Verne. Two excerpts from “2,000 leagues under the sea” will help students compare/contrast technological inventions (real and imaginary) of the 19th century to those of our time. Students will discuss and understand how technology saves lives and how at the same time it can be detrimental to our health when we still use communication tools while on vacation (can we talk about addiction?). We will consider French president Nicolas Sarkozy’s propositions to legalize some form of governmental oversight on the use of the Internet particularly when young children are concerned or when dealing with intellectual property.</td>
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<td>What are the challenges of contemporary life? How is the French education system different from the American one? Is bullying the most important issue in education today? Are standardized tests such as the “Bac” the best measure of students’ achievement? Which rites of passage exist today? Why are they important? How does housing define us? Who are the homeless? What does the French government do to help them? Can we compare the turmoil of the French suburbs with the American inner cities?</td>
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In this curriculum module, AP French
Who was the baron Haussmann?
Why do we still admire his legacy today?
What makes Paris such a stunning city?
How can we best describe its architecture?
What are some of its most famous monuments?
What are some of the most famous Parisian department stores from the 19th century that we can still admire today?
Can we affirm that the Parisian society of the 19th century has created the world of fashion?
What is Coco Channel famous for?
Is France still a leader in world fashion?

The French government of the 19th century invested enormous sums to turn Paris into the city we know today, admired by the entire world. Baron Georges Eugène Haussmann (1809-1891), as French prefect of the Seine, carried out under Napoleon III a huge urban renewal program for the city of Paris. During the administration of Baron Haussmann, 71 miles of new roads, 400 miles of pavement, and 320 miles of sewers were added to Paris; 100,000 trees were planted, and housing, bridges, and public buildings were constructed. The instigator of the beautification of Paris was Napoleon III, who admired London, especially its squares. Such a program of beautification would in addition stimulate the banks and solve the problems of unemployment. Haussmann spent a total of 2,115,000,000 francs, the equivalent of $1.5 billion in today's currency. Haussmann was forced to retire in 1869, having succumbed to his critics, who accused him of "Haussmannomania," heavy spending, and disrespect for the laws governing finance. During that time some of the most aesthetically alluring department stores opened their doors to a new form of shopping that would greatly influence the world of fashion. France's most profound changes took place that promoted the spread of its culture in the entire world. France's cuisine, wines, fashion,
and perfume still prevail today and represent a vast portion of its economy.

In this curriculum module, AP French students will have the opportunity to gain knowledge of, and discuss these issues through news articles and video clips. This module has been designed to take place over three weeks of instruction with a wide variety of authentic resources and activities, formative and summative assessments, and a problem-based learning project on Haussmann’s accomplishments. Students will use newspaper and magazine articles found on the Internet and will look for relevant video and/or audio clips to gain knowledge on one particular Paris feature, improvement, or monument achieved during the later years of the 19th century. They will include this information and their opinion about the usefulness and/or aesthetic of the structures into a letter to a friend.

### Areas of Focus: Proficiencies
(Cumulative Progress Indicators)

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<th>Examples, Outcomes, Assessments</th>
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Students will:

1. Increase breadth of language (vocabulary).

   - Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.

   - Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

   - Evaluate information from oral and written discourse dealing with a variety of topics.

   - Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.

   - Use digital tools to participate in extended conversations on topics of a personal academic, or social nature using a variety of timeframes to exchange information.

   - Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

Instructional Focus:

1. Global Challenges (environment, pollution, preservation of natural resources, green energies, GMO, food quality/safety, youth obesity)


3. Families and Communities (family struggles linked to alcoholism, poverty, lack of education, and historical events)

4. Science and Technology (scientific discoveries, effects of technology on today’s life and on health services with its legal implications, children’s safety
7.1.ALB.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

7.1.ALC.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

7.1.ALC.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.ALC.3 Use language creatively in writing for personal, career, or academic purposes.

7.1.ALC.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

7.1.ALC.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.

on the Internet, monitoring Internet information, illegal use of intellectual property)

- Contemporary Life (French holidays and celebrations, homelessness, French suburbs and French education)
- Beauty and Aesthetics (Parisian architecture, monuments, and department stores, French fashion)

2. Examine and improve linguistic structures such as: Le subjonctif, les conjonctions, les phrases conditionnelles, les expressions interrogatives, les temps du passé, le passif, le passif au passé, le futur, le futur antérieur, les verbes avec prépositions, le discours direct/indirect, le participe présent, le gérondif, les expressions négatives, le comparatif, le superlatif, les pronoms relatifs.

3. Explore and analyze cultural similarities and differences between France and the United States and other French speaking countries, for example: France’s approach to the preservation of the environment, political decisions, laws passed by the French government regarding the use of chemical products, food safety, the homeless (SDF), insecurity in the French suburbs, education – bullying, cheating, architectural renovations, and cultural image (fashion).

4. Build reading and speaking skills while expanding vocabulary: Students will read excerpts from several 19th century and contemporary French speaking authors: Gustave Flaubert, Emile Zola, Jules Verne, Guy de Maupassant, Alphonse Daudet, Marcel Pagnol, Dalila Kerchouche, Abdelkader Djemai, Samia Shariff, Yasmina Khadra, Asia Djebbar, Camara Laye, and Joseph Zobel. They will read articles from several French newspapers and magazines (see Texts and Ressources). All readings will be analyzed, and discussed in class. Class discussions will be followed by blog entries (sharing opinions with French students) and oral presentations.
Sample Assessments:

Assessment:
Oral performance, based on regular informal in-class participation, will be graded daily to encourage students to speak as much as possible and to use French exclusively. Debates will extend beyond the classroom environment via electronic devices. Written entries will be graded according to their content and language accuracy using the AP scoring guidelines.

In the Interpersonal Mode, characterized by active negotiation of meaning among individuals as well as the oral and written exchanges of information, opinions, and ideas, examples of assessments are:

- Students take turns starting the class with the presentation of the French news (Les nouvelles). They must research three events (one topic should, if possible, be related to the current theme). Students ask discussion questions to engage the rest of the class in participating and volunteering ideas and opinions. All students will keep a daily journal where they will write information from the news discussion and a vocabulary list of unknown words used to discuss the news events.

- Partners engage in dialogues in French to review vocabulary and grammar concepts. Exercises include role-playing, think-pair-share, and formulating questions answered by class members.

- Students participate in daily discussions in French and practice speaking in pairs to answer comprehension and discussion questions about a book excerpt (based on a literary reading assignment) or a magazine article. In-class discussion of theme-related literary and non-literary texts will be conducted almost daily.

- Students are required to communicate with each other using a blog entry on
Google groups or the school server in order to continue class discussions and improve writing skills in the exchange of ideas. Students also learn to react to information posted by classmates while being able to provide and support their own opinion.

- Students are required to communicate with a French partner from Montpellier on class-related themes and topics, thus considering outside opinions to enhance class discussions.

Written assessments involve students writing both expository and persuasive compositions in French that demonstrate both their control of French grammar and vocabulary, as well as their competency in applying the techniques of literary analysis. Students are also graded on various non-literature writing assignments that help them demonstrate comprehension of the connections between the author’s ideas and the culture in the target language. Written performance based on in-class essays and comprehension/reflection paragraphs are graded using the AP scoring guidelines. Formal speaking assessment includes recording answers to analytical and interpretive questions using PowerPoint and Audacity. In the Interpretive Mode, characterized by the appropriate cultural interpretation of meaning in written and spoken forms, students synthesize information from a variety of authentic audio and audiovisual resources. Students demonstrate comprehension of content from authentic written and print resources. They identify, examine, and analyze the author’s main ideas. Examples of assessments are:

- Students answer written comprehension questions varying from plot summary to synthesis and analysis level questions. Students support their responses by selecting key passages that exemplify textual elements of plot, character development, structure, style, and theme.
• Students write homework paragraphs and/or blog entries analyzing a specific aspect of a theme and/or giving a personal opinion on a particular topic treated in a reading. These paragraphs are graded for effort in using various vocabulary and grammar structures presented and reviewed in class.

• After completion of various formative grammar and vocabulary exercises, students take grammar and vocabulary quizzes to verify understanding and mastery of specific concepts and vocabulary used within a theme.

• Students read articles from various French newspapers and magazines, and watch theme-related video clips from Internet sources to gain comprehension, analyze, and synthesize information on a particular topic. Listening practices include TV5 news program alternating with students’ presentations, various authentic video clips from Internet sites (You tube, Daily motion, and INA), and DVD excerpts.

• In-class compositions serve as Unit tests: students will write a formal, well-organized, analytical or persuasive essay that is evaluated for its content, vocabulary, and grammatical correctness. All essays are written during a class period in order to best simulate the testing format of the AP exam and are based on the completed theme.

• Students record their answers to questions about a specific theme using PowerPoint or Audacity. Answers are graded according to the AP French Language and Culture exam scoring guidelines.

Formal presentations are graded using the AP writing and speaking guidelines. Presentations
include reports (Problem-based learning projects) that rely on use of technology (PowerPoint and/or imovie), sound files posted by students on school server, and book summaries.

In the Presentational mode, characterized by the creation of messages delivered to an audience where no direct opportunity for active verbal interaction exists, students plan, produce, and present spoken and/or written communications. Students produce a variety of creative oral presentations (speech performance), they retell or summarize information in a narrative form, they create and present a report based on researched information. Examples of assessments are:

- Students research information on the Internet related to the AP French Language and Culture specific themes. This information helps students become familiar with the topics to be discussed in class and is included in a cultural Problem-based project that contributes to develop students’ reading, writing, and editing skills. The product is presented in class using technology (PowerPoint or imovie). These oral presentations are graded using the AP speaking guidelines.

- Students write a persuasive essay at the end of each unit to demonstrate understanding of news articles, literary books, and video excerpts discussed in class. In-class essays are graded using the AP writing guidelines.

- Oral thematic assessment asks students to record answers and comments about topics discussed in class. They include five questions ranging from recall of information to presentation of opinion. They are graded using the AP speaking guidelines.
Instructional Strategies:

Interdisciplinary Connections:

Connections are made with Language Arts. Students can compare/contrast language structures, patterns of speech, and etymology of words (about 40% of English words come from French). In connection with Social Studies, students can transfer knowledge on France’s geography, history, and culture. Additionally, students can apply information on former French colonies (in Africa and Indochina) as well as current French territories in the Caribbean and French Polynesia.

Technology Integration:

Technology is used as a research tool. Students use the French Internet to research information on different topics (history, geography, culture…) and write a PowerPoint presentation on the effects of pollution on the increasing population of a French speaking African country, the effects on employment of increasing immigration in France and in the United States, the French and American teaching models (their values and shortcomings), and the effects of Haussmann’s architecture on Parisian life and tourism.

Computers are used as an assessment tool to record oral answers to questions with PowerPoint or Audacity. Students will use computers to respond to each other on specific topics and to share ideas and opinions on Unit related Themes: for example they will exchange emails, post blogs on the class Google groups site, and share opinions via emails and/or Skype with their French partner in Montpellier. The Google group site as well as the school server will be used to share information orally and in writing.

Media Literacy Integration

Students will be encouraged to think critically and analyze information from Internet sites, video clips, magazine articles, and literary selections related to the AP French Language and Culture themes. They will evaluate the
role of culture in the interpretation of various news messages. For example, students will watch the French news on TV5 and will be able to recognize differences in the presentation of the same event on French and American television stations. Students will be able to compare/contrast the French and American presentation of specific news and analyze content that is poorly presented or misleading.

This exercise helps emphasize the importance of getting information from many different sources to be able to formulate one’s own opinion on a particular topic. For example students will compare/contrast ways in which the information is presented on a French and American news report, compare the amount of time devoted to a topic, discuss journalistic format (studio setting, interruptions, dress code, interview skills, abundance or lack of journalists’ personal opinions…).

Using print media, students will practice reading and comprehension skills. For example they will read many articles from French newspapers and magazines and discuss presented information. They will use the Internet to watch French television and video clips to expend their knowledge and use of current vocabulary and practice specific grammatical structures. For example during the presentation of the “French news” they will be encouraged to keep a journal to write down information and most useful vocabulary related to the news. Magazine articles will be edited to provide students with authentic vocabulary or grammar exercises.

At the end of each unit students will have an opportunity to summarize their knowledge about a topic in a final report that employs other forms of media, for example they will produce a computer-illustrated report or audio/video production (imovie) that they will be able to post on the school server and share with other students.

Students will collaborate with their partners in France to exchange views and opinions on all the themes discussed in class via emails, blogs or Skype. The electronic exchanges will enhance the collaboration between students in Summit and Montpellier and will be presented
in class to fuel our class discussions with the integration of different views. Students will read several excerpts from literary novels and short stories. They will be able to read longer texts for overall understanding, retell the story in their own words, analyze the characters, and identify the author’s message. For example, students will read two short stories from Maupassant, excerpts from novels written by Emile Zola, Victor Hugo, Jules Verne and many contemporary authors from French speaking countries.

**Global Perspectives**

Students will understand the extent of diversity in products and practices that exist with the target language/culture and compare French practices with those in the United States. For example, they will be able to understand the differences in celebrations (A Christmas scene from “Les Misérables” or a Epiphany scene from “Mademoiselle Perle”) and compare/contrast the French customs with the American ones. Students will sample the types of foods related to these celebrations. Students are encouraged to participate in the French club activities. For example, they can attend the annual French concert, participate in trips to shows or French restaurants, celebrate Mardi-Gras, and interview a French-speaking hockey player during “French Night” at the New Jersey Devils arena.

The double exchange program with Montpellier is scheduled to take place during our spring break. A ten-day homestay in France is reciprocated with a French student visit in Summit.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

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<th>21st Century Skills:</th>
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<td>Creativity and Innovation</td>
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<td>Critical Thinking and Problem Solving</td>
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<td>Media Literacy</td>
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<tr>
<td>21st Century Themes (as applies to content area):</td>
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<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
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<td>Civic Literacy</td>
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<tr>
<td>Health Literacy</td>
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### Texts and Resources:

#### Course materials

**Primary textbooks:**

#### Supplementary reading:
- Sugarman, Judy. *Indochine*. Film Arobics, 1996.
Online articles from:
- L'Express. www.lespress.fr/
- France Soir. www.francesoir.fr/
- Corse Matin. www.corsematin.com/
- Sud-Ouest. www.sudouest.fr/
- 1 jour 1 actu, Le site d'info des 7/13 ans. http://1jour1actu.com/

Online video clips from:
- www.youtube.com/
- www.tv5.org/
- www.dailymotion.com/
- www.ina.fr/

Video (DVD) excerpts: