

AP French Language and Culture

Syllabus for French V - AP

Course Overview

AP French Language and Culture is a college level course that will use various literary, journalistic, musical, and cinematic works as well as text-based and online materials to allow students to develop the three modes of communication (interpersonal, interpretive and presentational) while exploring the six major cultural themes. The AP French course is organized into thematic units that will allow students to immerse themselves into real world language situations where they will perform in the intermediate to pre-advanced range as described in the ACTFL Performance Guidelines for K-12 Learners. Following the philosophy demonstrated by the schematic of the six overlapping themes, this course presents themes in pairs. Within each unit, students work to improve their competency through a wide variety of tasks with thorough interaction with authentic materials. When communicating, students in the AP French Language and Culture course will demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (connections), make comparisons between the native language and the target language and between cultures (comparisons), and use the target language in real-life settings (communities).

Course objectives:

- To have students become highly proficient in French by demonstrating their abilities via the six primary learning objectives that lie at the core of the AP French Language and Culture course. These primary learning objectives represent what students should know and be able to do across the three modes of communication. These objectives outline expectations of student abilities in the following areas:

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication
- Spoken Presentational Communication
- Written Presentational Communication

- To enrich the cultural knowledge of the students by exposing them to a variety of authentic materials from the francophone world.
- To attain proficiency in the French language in accordance with National Standards.

The majority of our class time is devoted to a well-balanced mixture of :

- discussion and writing activities based on material that we have read
- refinement of language skills based on text activities
- oral presentations dealing with our readings and cultural discussions
- listening to a variety of authentic broadcasts and recordings

By using only the target language, students will increase their skills across the board in all communication areas. Having exposure to French language newscasts, podcasts, films, music and recordings by native French speakers, students will interact with a significant variety of authentic language.

Practice and assessment of skills will reflect the variety of learning objectives and will feature the use of simulated AP Exams. This course is taught as a one semester, eighteen week course in a block scheduled format with each class lasting approximately one hour and twenty minutes each.

Primary Resources

Connaissances et Reactions is the primary textbook used in the course. It provides a complete grammatical overview of the language along with a varied selection of readings that introduces significant vocabulary and touches on diverse topics and genres. This text is organized along thematic lines that reflect the six major themes of this course.

A selection of reading materials also help form the backbone of the course. This selection includes works from different eras that represent various types of literature. The readings include the twentieth century detective novel by George Simenon, *Maigret et Le Clochard*, Moliere's *L'Ecole des Femmes*, a selection of readings from the period of romanticisme that includes prose excerpts and poetry, and Balzac's *Le Pere Goriot*. These works are supplemented by a substantial variety of newspaper and magazine articles and online readings.

Allons au-dela is an accompanying text that is six themed-structured and has both readings and listening selections. *AP French – Preparing for the*

French Language and Culture Examination is the resource that is used to aid students in the preparation for the AP exam. This text is divided into the seven sections that are represented in the AP French Language and Culture exam. It provides critical preparation and practice for the skills required by the exam. The text has a listening component that offers audio practice for the varied listening portions of the exam. This resource is used more frequently as the course progresses.

Une Fois Pour Toutes is the grammatical source that is used to supplement the primary textbook. It offers detailed explanations of all significant structures accompanied by challenging activities.

Course Planner

Unit One

Themes- Contemporary Life / Global Challenges

Students will examine the phenomenon of homelessness/poverty in the francophone world via the novel *Maigret et le Clochard* and numerous articles, songs and podcasts related to the topic.

Week 1

- Review the basic simple and compound tenses taught in the first four courses of the program along with essential irregular verbs
- Writing assessments include short essays on vacation activities and plans for the current year
- Interpreting a “wordle” (www.wordle.com) that introduces themes and vocabulary to the Simenon novel “Maigret et le Clochard”
- Listening to a teacher-created podcast on author George Simenon then reading an online article about Les Restos du Coeur
- Assessment on review material
- Assessment on the vocabulary and content of the novel chapter 1

Week 2

- Reading chapters 2-4 of novel / online reading @ BBC site
- Listen to song *Pauvre Type* (Mariam et Amadou) then retell the story orally
- Writing a presentational piece based on the reading of *Les petits enfants du siècle*, dealing with life in a HLM in France
- Speaking – interpersonal role play based on characters in novel - includes discussion of text and character profiles
- Listening / watching of video from French govt. on strategies to help les

SDF

- Assessments – chapters 2-4 comprehension/vocabulary

Week 3

- Grammar – relative pronouns – chapter 15 *Connaissance et Reactions*
- Reading - La Tour Eiffel - chapter 15 text / novel chapters 3-7
- Listening – Podcast *N'oublions pas les SDF* (Europe 1)
- Writing – journal entries / relative pronoun worksheet
- Speaking – description of short reading *L'Enfance* by Natalie Sarraute
- Assessments – Maigret chapter 3-7 quiz comprehension/vocabulary and relative pronoun quiz

Week 4

- Grammar – effective use of transition words
- Reading - final chapter of Maigret novel and article *Qui sont les SDF?* (Allons au-dela)
- Listening – Podcast on *La Peniche des Restos du Coeur* (RTL)
- Performance Based Assessment / Culminating Project – Project based on Maigret novel, includes presentational essay on original mystery story (student/author omits solution then leads class discussion/question session) and oral presentation role play of novel character

Unit Two

Theme - Beauty and Aesthetics / Families and Communities

Through interactions with art and literature, students will investigate relationships (marriage) and the portrayal of families.

Week 5

- Grammar – subjunctive – chapter 16 text
- Reading – historical and biographical information on Moliere followed by Act I of *L'Ecole des Femmes*
- Listening – viewing of video version of play in French / Podcast from Lafrancebis on modern family
- Writing – journal entries about family life
- Art study – read about Renoir paintings of families followed by field trip to Barnes Foundation to view the 162 Renoir paintings

- Speaking – presentational piece on French family life
- Assessments – Act I Moliere quiz / subjunctive exam

Week 6

- Grammar – past subjunctive – activities from Une Fois pour Toutes
- Reading – text chapter 16 (music) / Acts II & III Moliere
- Listening – video of play / cloze activities based on songs in chapter 16 text and supplemental songs
- Writing – modern French rewrite of the maxims de mariage from play
- Speaking – in class discussions of play themes and characters
- Assessments – Acts II/III quiz / maxims rewrite

Week 7

- Grammar – si clauses using Une Fois Pour Toutes and University of Texas “Tex” grammar site
- Reading – Acts IV & V play
- Listening – video of play / Podcast from RFI on *La Famille*
- Writing – summaries of play / analysis of play themes
- Speaking – presentational piece on differences between French and American families
- Assessments – Performance Based Assessment / Culminating Project – Project based on Moliere’s L’Ecole des Femmes includes an essay comparing an aspect of 17th century French life compared to life in France today along with a debate centering on the role of women and the institution of marriage.

Unit Three

Themes – Personal and Public Identities and Beauty and Aesthetics

Through the study of romantic era literature and modern day articles and media, students will study what it means to be a citizen of the French speaking world in the past and the present

Week 8

- Grammar- plus-que-parfait & past conditional – chapter 19 text
- Reading – T’es ne en France, toi? (Allons au-dela) about French identity
- Listening – L’identite (rfi.fr) / SOS racisme website podcasts
- Writing – compose emails to groups dealing with assimilation
- Speaking – interpersonal pieces with students interviewing each other

- Assessments – compound tense quiz

Week 9

- Grammar – passive voice vs active voice
- Reading – *Le metissage* – online article
- Listening – BBC site listening activity / teacher-generated podcast on romanticism
- Writing – presentational piece on what is metissage
- Speaking – resume of Yannick Noah song *Metis*
- Assessments – in-class timed essay / romanticism assessment

Week 10

- Reading - selections from teacher-generated packet (romanticism) including Chateaubriand's *Genie du Christianisme* and Lamartine's *Le Lac*.
- Listening – Victor Hugo speech recreation on RFI
- Writing – writing pieces incorporating grammar aspects and romanticism ideas
- Speaking – debate about comparison between French and American immigration
- Assessments – quiz on romantic readings

Week 11

- Grammar – les formes verbales from chapter 22 of text
- Reading – remainder of romanticism packet with selections from Hugo and Baudelaire followed by presentation of several Verlaine works
- Listening – additional recorded recreated speeches of Hugo (rfi.fr) / le journal en francais facile
- Writing – journal entries / essay on Hugo's portrayal of the common man
- Assessments – Performance based Assessment / Culminating Project – project based on romanticism that includes essay on romanticism and the movements that came before and after & oral presentation of student selected poem where student selects a song, a work of art and a video then explains the connection to the poem.

Unit Four

Themes – Science and Technology / Global Challenges

Students will examine new technology and read a novel about a child whose medical issues are handled in an unconventional way

Week 12

- Grammar – use of conjunctions and prepositions
- Reading – background information on medical insurance in the francophone world (Presse Canada)
- Listening – Podcast on *Medecins sans frontieres* website
- Writing – journal entries on health care issues
- Pre-reading – how do people deal with friends/family members in need of intense health care? Discussion with vocabulary resources

Week 13

- Grammar – pronouns from chapter 13 of text
- Reading – Chapters 1-4 of novel
- Listening – teacher-created podcast on Oscar et la Dame rose / France 3 podcast on computer role in medical records
- Writing – journal entries inspired from novel
- Speaking – character sketches from novel
- Assessments – pronoun quiz

Week 14

- Grammar – function words and verb fill ins from series #7
- Reading – chapters 5-8 of novel
- Listening – le journal en francais facile / BBC site activity on health care
- Writing – letters that emulate the style of those in novel
- Speaking – role plays in doctor's office
- Assessments – Oscar et la Dame Rose quiz / in class timed essay

Week 15

- Grammar – future and future perfect activities from Une Fois pour Toutes
- Reading – finish novel / article from Lafrancebis *Coup de foudre sur le web* on technology in modern life
- Listening / Watching – watch the film version of the novel just completed
- Writing – essay on selected characters from novel
- Speaking – oral presentation where each student performs a role play as a character from novel
- Assessments – novel exam / future & future perfect quiz

Unit Five

Themes – Global Challenges / Personal and Public Identities

Students will examine literature, cinema and articles concerning the francophone culture in Africa and the Caribbean and learn of the struggles, both personal and national, that have taken place in these areas.

Week 16

- Grammar – personal pronouns /object pronouns
- Reading – excerpts from L’Enfant Noir
- Listening/Watching – La Rue Case Negres
- Writing – journal entries / letters to inhabitants of la France d’outre-mer
- Speaking – conversations about living conditions in francophone world seen in readings/film
- Assessments – exam on content of films / presentational essay on La Martinique

Week 17

- Grammar – interrogative and demonstrative pronouns from Une Fois pour Toutes
- Reading – L’Enfant noir continued
- Listening – Contes d’Afrique (www.conte-moi.net) three selected contes from three different African nations
- Writing – student versions of contes africains
- Speaking – oral story telling
- Assessments – pronouns quiz / in class timed essay

Week 18

- Grammar – review of major structures from course
- Reading – La Derniere Classe
- Listening – Aime Cesaire et la Negritude (www.rfi.fr)
- Writing – final journal entries
- Speaking – presentational piece on la Negritude
- Assessment – final exam

Teaching Strategies

The overall structure of this course is built on a themed approach where students are expected to interact in the target language exclusively. Each of our 85 minute block scheduled classes generally contains elements of each of the learning modes, allowing for an immersion into the language and a facility with all skills. This approach allows students to reach the level of proficiency that is required for success in the AP French exam. Assignments are posted online every day along with any pertinent web links to facilitate learning. Students use several primary textbooks and other authentic materials and resources that are in accordance with those suggested on the College Board website. Students are expected to take the AP French Language and Culture exam at the end of this course.

Reading

A variety of readings are presented to the students from the very beginning of the course including essays, short stories, poems, excerpts from novels followed by full length novels and articles from newspapers and magazines, both in print and online. The number of online reading resources has become a significant element in this course. Pre-reading activities establish essential background information for the students as elements of history, culture, storyline and characters are discussed. Various reading strategies are used including the pre-reading discussions, in class readings, small group cooperative reading/discussions and homework reading assignments. New vocabulary is presented via glossed terms in the readers, teacher-provided lists and student research. Most of our readings lead to in class discussions that deal with comprehension of text, message of author and cultural/historical connections. Reading skills are assessed through comprehension questions, essays, oral explanations / descriptions of character and plot development, along with vocabulary related questions. Students are introduced to AP sample readings as the course progresses and are assessed via multiple choice questions as per the new AP Exam.

Writing

Writing skills are continuously developed throughout the course. Each student maintains a personal journal in which they enter a variety of writings that occur a minimum of twice each week. Entries may be based on a topic / question of the day, a description of life experiences, a question related to a current reading or current event, or on occasion a topic chosen by the student. Students will write a series of letters and emails and learn the

appropriate salutations. With the goal of having the students write effective, well organized essays, timed essays take place in class. As the course progresses, the time allotted for essays will eventually reach that of the AP exam level. The rubrics used for scoring the new AP Exam are used in evaluating student writing, both presentational and interpersonal.

Listening

Listening skills are developed through a variety of resources that include several online tools such as newscasts, educational websites with cultural and literary recordings, text series recordings, music and released copies of the Grand Concours, SAT II and AP Exams. Educational cd-roms that are in the target language offer additional listening practice via simulated adventures and cultural readings. As the course progresses, more of an emphasis is placed on combining the skill of listening with reading comprehension, much like the format of the AP exam.

Speaking

Oral skills are developed and assessed regularly. With all class activities conducted in French, students have the ability to become highly proficient speakers. Daily discussions of the readings, grammar topics and current events provide numerous opportunities for oral skill proficiency. Most major performance based assessments contain a speaking element. Extensive practice with AP Exam sample speaking questions that utilize interpersonal and presentational skills give students the opportunity to attain higher level ability in speaking.

Student Activities

In addition to the aforementioned assessments, the French AP program requires students to complete a number of different Performance Based Assessments. These multi-faceted projects are linked to the major themes in the curriculum. Each assessment has a variety of performance objectives that include essay and letter writing, oral performance and creation of audio-visual products. These assessments are culminating events that demonstrate mastery of both language and cultural /literary knowledge. Students are given approximately one week to complete these projects.

Student Assessment

Student assessment has been detailed in the course planner. The essential element in AP French assessment is the variety of types of assessment that

are offered. All skill areas and communication modes are continuously monitored by a creative mixture of assessments that measure the progress of students. As the course progresses towards the final weeks, assessments more closely resemble the format of the AP French exam.

Technology in the Classroom

The use of internet-based activities has enriched the French AP experience by giving students access to a multitude of sites that offer authentic practice, especially in the areas of listening and reading. There are a number of websites that are listed for student use on a district based site where the teacher adds links on a continuous basis. Students are expected to research sites independently to aid in research and in language comprehension. Students also are encouraged and expected to use technology at home as they prepare projects and prepare for exams via text based sites that offer sample exam questions. AP Central has become an invaluable resource for our students with the array of released exams and testing strategies. A growing library of cd-roms provide cultural, literary and grammatical practice. Teacher generated podcasts provide students both in class and at home background information on a variety of subjects. Use of French language newscasts are provided both from recorded cable television broadcasts and streamed online broadcasts. Music is provided via downloaded sources and burned cds.

Online Resources for news, music and cultural information

TV5 Monde

A rich site with audio and video on a large number of topics

<http://www.tv5.org/TV5Site/7-jours/>

Lafrancebis

Reading and listening selections that provide scripts and questions on a variety of current topics

<http://www.lafrancebis.com/>

Yabla French

A pay site that contains over 350 videos from all over the French speaking world on themed topics. Built-in dictionary support and activities.

<http://french.yabla.com/>

Radio France International

This site offers a multitude of activities that include news broadcasts and grammar assistance as well as an entire language section that is geared for educators. This site features a daily broadcast entitled le journal en francais facile whose level of French is well suited to AP students, despite the use of “facile” in the title.

www.rfi.fr

Le Plaisir D’Apprendre

A site that contains both music and cultural downloads from France

<http://www.leplaisirdapprendre.com>

French language /grammar information

Tennessee Bob’s French Links

A site with over 10,000 links to every kind of French language information. The “grammar central” portion of the site is quite complete.

<http://www.utm.edu/departments/french/french.html>

University of Texas French department grammar site

A well organized site that lists all important grammar topics with detailed examples along with audio support.

<http://www.laits.utexas.edu/tex/gr/index.html>

BBC French language page

Excellent source for a variety of listening activities as well as language practice

<http://www.bbc.co.uk/languages/french/index.shtml>

AP Central French home page

The source for released exams and testing strategies

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2152.html

Real French writing guide

Complete and detailed guide on writing effective French essays

<http://www.realfrench.net/pdf/essay.pdf>

Online technology resources to enhance the student experience

Voicethread – permits teachers to make podcasts that contain images/videos

and allows for student recorded responses

Lingtlanguage – permits teacher to create online lessons with embedded information allowing for recorded student responses

Wordchamp – site that provides built-in dictionary support for any French site

Polleverywhere – allows teachers to create polls that students may respond to via cell phones

Slideshare – converts powerpoints to embedded slide show in any website

Jing – screen capture tool that also can create podcasts

Texts, Readers and Ancillary resources

Cole, Charlotte and Floy Miller. *Connaissances et Reactions*. Heinle and Heinle, 1995.

Sturges, Hales, Linda Cregg Nielsen, and Henry Herbst. *Une Fois Pour Toutes*. Longman, 1992.

Ladd, Richard. *AP French-Preparing for the French Language and Culture Examination*. Pearson, 2011.

Ladd, Richard. *Allons au-dela*, Pearson, 2011

Ravise, J. Suzanne. *Tableaux Culturels de la France*. National Textbook Company, 1986.

Literature

Balzac, Honore. *Le Pere Goriot*. Larousse, 1998.

Moliere. *L'Ecole des Femmes*. Larousse, 1999.

Schmitt, Eric-Emmanuel. *Oscar et la dame rose*, 2008.

Simenon, Georges. *Maigret et le Clochard*, EMI, 1998.

Teacher prepared packet on romanticisme and 19th century literature including: Chateaubriand, *Genie du Christianisme*, Lamartine , *Le Lac*, Hugo, *Le Mendiant*, Baudelaire, poems from *Les Fleurs du mal*, Verlaine poems including *Chanson d'automne*.