

## AP FRENCH LANGUAGE AND CULTURE SYLLABUS

### **THE COURSE:**

AP French Language and French Culture is a college-level course for willing and prepared students in their fifth year of French. All communication in the AP French Language and Culture class is carried out in French, and the participation grades reflect the requirement that students use French almost exclusively in the classroom. **[CRI]** Students in this class should have a firm grasp of reading, writing, listening and speaking the French Language. Instructional materials include a variety of authentic audio and video recordings and authentic texts such as magazine and internet articles, as well as literary texts. These are from a variety of sources such as graphic novels, poems, and plays that are in the “primary resources” section of the syllabus. The interpersonal, interpretive, and presentational modes of communication, which are the basis of the AP Language and Culture course, are incorporated in the varied activities. These modes of communication are integral to the Standards of Foreign Language Learning in the 21<sup>st</sup> century.

This course should allow students to demonstrate proficiency in all three modes of communication in the intermediate to the pre-advanced levels as established by the ACTFL Performance Guidelines for K-12 learners. This course incorporates all six of the course themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will demonstrate understanding of cultural comparisons, incorporate interdisciplinary topics (connections), and make connections between native language and target language cultures, and use the target language in real-life settings (communities). Students will use authentic materials and resources that are aligned with those on the College Board website. It is required that students take the AP Exam at the end of the course. The school district offers an open enrollment system for all AP students. We aim to have grade alignment between the actual course grade and the actual AP exam. Our school district strives to differentiate instruction that provides relationship building, relevance, and rigor that prepares our students for the 21<sup>st</sup> century.

### **ESSENTIAL QUESTIONS:**

#### *Unit 1: La famille et la communauté*

1. Comment les rôles que les familles et les communautés assument diffèrent dans les sociétés du monde entier?
2. Qu'est-ce qui constitue une famille dans les différentes sociétés?

#### *Unit 2: La vie contemporaine*

1. Quelles sont les difficultés de la vie contemporaine?
2. Comment les sociétés et les individus définissent la qualité de vie?

#### *Unit 3: La quête de soi*

1. Comment la langue et l'identité influencent la culture?
2. Comment est-ce qu'on peut développer l'identité propre au fil du temps?

#### *Unit 4: L'esthétique*

1. Comment sont les perceptions de la beauté et de la créativité mises en place?
2. Comment les arts reflètent à la fois les défis et les perspectives culturelles?

*Unit 5: Les défis mondiaux*

1. Quels sont les enjeux environnementaux, politiques, sociaux et quelles sortes de défis représentent-ils aux sociétés à travers le monde?
2. Quelles sont les origines des défis mondiaux?

*Unit 6: La science et la technologie*

1. Comment est-ce que des développements en science et technologie influencent nos vies?
2. Quels facteurs ont poussé l'innovation et la découverte dans les domaines de la science et la technologie?

**COURSE MATERIALS:**

**Primary resources:**

Crocker, Mary E. *Schaum's Outline Series: French Vocabulary*. McGraw-Hill, Inc., 1985.

Ladd, Richard, and Colette Girard. *AP French: A Guide for the Language Course*. New York: Longman Publishing Group, 1998. (text and companion CDs)

Lenard, Yvone. *Trésors du Temps*. New York: Glencoe/McGraw-Hill, 1997.

*Reprise: A Complete Review Workbook for Grammar, Communication and Culture*. Chicago: National textbook Company, 1997.

<http://www.internetactuel.be>

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

**Reference materials:**

Amiry, Laila. *Barron's AP French*. Barron's Educational Series, 2007.

Hurtgen, André O. *Tous les Poèmes pour le Cours Avancé*. Scott Foresman Addison, 1992. (ISBN: 0-673-21839-2)

Kendris, Christopher. *501 French Verbs*. Barron's Educational Series, 2007.

Ladd, Richard. *Allons au-delà!: La Langue et Les Cultures du Monde Francophone*. Pearson, 2012.

Lynch, Véronique. *Drawing Conversations*. V & B Publications, 2005.

Parodi, Lidia and Vallacco, Marina. *Littérama, Littérama XIXe, Littérama XXe*. Genova: Cideb Editrice, 1998.

Sturgis, Hale II, Linda Craig Nielson, and Henry L. Herbst. *Une Fois Pour Toutes*. Deuxième Edition. New York: Longman Publishing Group, 1992.

<http://ap-flc.wikispaces.com>

<http://www.france2.fr>

<http://www.radiofrance.fr>

<http://www.lexpress.fr>

<http://www.lemonde.fr>

### **DAILY AND WEEKLY PRACTICE:**

- Students participate in daily class discussions in French. **[CR3a]**
- Students have a weekly quiz on three verbs dealing with the current theme. They have to conjugate the verbs in all tenses and use them in their own sentence in French.
- Students do grammar exercises in *Reprise and Une Foix pour Tous*.
- Students maintain a weekly current events journal. They read an online French newspaper and then a) look up five vocabulary words they did not know and use them in original sentences, b) summarize the article, and c) tell their reaction or opinion about the article.
- Students practice speaking in pairs using *Drawing Conversation* questions.
- Students read passages from Ladd's *AP French*.
- Students have vocabulary quizzes every two weeks on thematic vocabulary relating to the current themes.
- Students write 3-5 separate paragraphs as homework assignments for each theme with attention to specific vocabulary, transition words, or grammar points to be practiced. **[CR3b]**
- Students record their answers to discussion questions for each theme using the Audacity recording software.
- Students read articles from *Le Monde, Le Figaro, Les Clés de l'actualité, Phosphore* or other periodicals from which they will debate the 6 themes.
- Students synthesize and analyze information from podcasts, songs, film, artwork and photos. **[CR4a]**
- Students synthesize and analyze information from newspaper and magazine articles, and from literary texts. **[CR4b]**

### **ASSESSMENTS:**

- Weekly current event journals: Students select an article from an online newspaper: They write a summary of the article, their reaction to it, and choose five new vocabulary words that they write in an original sentence. **[CR4b]**
- In-class compositions: Students are given a subject related the current theme: They have to show their outline, use transitional words, and work on the timing similar to that of the presentational writing format in the exam. Students may use aids such as dictionaries, verb books, and vocabulary lists during the first marking period only. Students will be graded according to the AP grading guidelines.
- At-home compositions: Students will write on a given topic, such as an autobiography, an explanation of the text of a poem, and an analysis of a book excerpt: Students are required to properly cite their sources. **[CR5b]**
- Oral presentations: Students will write and then make a presentation about a specific theme that we are studying. They will be graded according to the AP guidelines. **[CR5a]**

- Verb quizzes: Students will have weekly quizzes on the given verbs pertaining to each topic.
- Grammar quizzes: Attention is given to the grammar included in each theme.
- Participation: students are expected to speak French exclusively in the classroom.
- Recorded assignments: Students are asked questions about a particular topic
- Written homework assignments: Students will be asked to write responses to certain questions or topics.

### **COURSE PLANNER:**

#### **Unit 1: Families and Communities (La famille et la communauté)**

**Subthemes:** Childhood and Adolescence, Customs and Ceremonies, Family Structures, Friendship and Love

**Overview:** The contemporary family unit of today is discussed as well as friendship and love.

#### **Learning Objectives: [CR6e]**

- Students will describe their families and other families
- Students will discuss traditional families and modern families
- Students will describe what constitutes a family
- Students describe their own family customs and ceremonies, as well as customs and ceremonies in other cultures [CR7] [CR8]

**Vocabulary:** Based on the subthemes to include family members, celebrations and customs, friendship and love

Schaum's unit 10 (un coup de téléphone), 22 (à la maison)

#### **Grammar:**

- Present tense forms of regular and irregular verbs
- Possessive and demonstrative adjectives
- Interrogative adjectives and pronouns
- Preterite tense
- Imperfect tense
- Plus Perfect tense

#### **Interpretive Reading:**

- Articles from L'Express, Le Figaro, Les Clés de l'actualité, France Amérique and other periodicals to be used for a current events presentation [CR2b]
- Excerpts from *Tristan et Yseut* – students read and discuss [CR2c]
- *Aux Champs* by Guy de Maupassant – students read and discuss [CR2c]

### **Interpretive Listening:**

- You tube – “le Pac” [CR2a]
- Listen to current events presentations from other students and discuss
- Excerpts from *Un Air Famille* and *La Vie est Une Longue Fleuve Tranquille* [CR2a] [CR4a]

### **Interpersonal Speaking:**

- Students role –play families celebrating special holidays or ceremonies.[CR3a]
- Students interview each other about qualities they would search for in a potential partner and why these qualities are important.[CR3a]

### **Presentational Speaking:**

- Students prepare 2 minute presentations of their ideal family life.[CR5a]
- Students make recordings which compare American family customs to customs in other cultures.[CR8]
- Students record an oral summary of *Aux Champs*. [CR4b]

### **Interpersonal Writing:**

- Students blog weekly about their opinions on dating, curfew, parental restrictions, etc. [CR3b]
- Students write a letter to a family member telling about a childhood holiday memory.[CR3b]

### **Presentational Writing:**

- Students write a 200 word essay about “Le Pac”. [CR5b]

## **Unit 2: Contemporary Life (La vie contemporaine) [CR6]**

**Subthemes:** Education, Leisure and Sports, Holidays and Celebrations, Housing and Shelter, Professions, Travel

**Overview:** Various aspects of daily life are studied with the goal of being able to compare and contrast the students’ daily lives to each other and to those of francophone cultures.

### **Learning Objectives: [CR6c]**

- Students will describe various aspects of contemporary life including schools, sports, hobbies, housing, professions and travel
- Students will describe their own daily lives and future aspirations

- Students will compare and contrast the American school system with school systems in other cultures
- Students will evaluate the role of sports in a society [CR7]

**Vocabulary:** Based on the contemporary life theme – schools, sports, hobbies, housing, professions and travel

Schaum’s Unit s 1-3 (travel), 25(sports), 29 (education)

**Grammar:**

- Future
- Conditional
- Future Perfect
- Past Conditional

**Interpretive Reading:**

- Articles from L’Express, Le Figaro, Les Clés de l’actualité, France Amérique and other periodicals (to be used for a current events presentation [CR2b])
- Job advertisements – Internet [CR2b]
- Excerpts from *Le Mythe de Sisyphe* by Albert Camus [CR2c]
- Advertisements for housing – internet [CR2b]

**Interpretive Listening :**

- Podcasts about professions and sports figures [CR2a] [CR4a]
- Watch the videos “Les Choristes” “Entre les Murs” and compare to American school discipline and academics [CR2a] [CR4a]
- Listen to current events presentations from other students and discuss

**Interpersonal Speaking:**

- Partners role-play a conversation between a French student and an American student where they compare school experiences[CR3a]
- Act out job interviews, based on a written resume [CR3a] [CR5a]

**Presentational Speaking:**

- Students give a presentation of 2 minutes, choosing one of the sub-topics. Each presentation must include research about the topic in Francophone countries and a comparison between American and French cultures. The rest of the class answers discussion questions that the speakers have created[CR5a]

**Interpersonal Writing:**

- Students write post cards or emails about imaginary travel[CR3b]

- Students write a cover letter for their job interviews[CR3b]
- Students will blog about their opinions of the 35 hour week vs. the 40 hour week. Students should interview adults for other opinions as well as their own[CR3b]

### **Presentational Writing:**

- Students write advertisements for housing possibilities to be “used” on the Internet[CR5b]
- Students write a 200 word essay about American and French education systems[CR8]
- Students create a resume to be used for their job interview[CR5b]
- Students write an essay about their reactions to reading *Le Mythe de Sisyphe* [CR4b]

### **Unit 3: Personal and Public Identities (La quête de soi)**

**Subthemes:** Alienation and Assimilation, multiculturalism, nationalism/patriotism

**Overview:** Culture origins and stereotypes will be discussed. Beliefs and values, as well as attitudes toward multiculturalism, will be incorporated into this theme.

**Learning objectives:** [CR6d] [CR7]

- Students will analyze their own judgments about other cultures
- Students will look at the role of language (and of its slang) as a way to communicate and to define cultural identities [CR8]
- Students will discuss the different ethnic groups in a society and how they make a society culturally richer [CR3a]
- Students will compare cultural identity, nationalism, and patriotism

### **Vocabulary:**

- Adjectives of description and nationalities
- French slang
- Immigration and its policies

### **Grammar:**

- Review present tense forms of regular and irregular verbs
- Present participle
- Subjunctive
- Relative pronouns

### **Interpretive Reading:**

- Articles from *Le Français dans le monde*, *Le Monde*, ... [CR2b]
- Passages from *L'Enfant noir* [CR2c]

### **Interpretive Listening:**

- Film clips from *La Haine* [CR2a]
- Excerpts from RFI [CR2a]
- Excerpts from TV5 [CR2a]
- Students listen to film and journalistic clips, and answer analytic questions. [CR4a]

### **Interpersonal Speaking:**

- Role play: meeting friends at a café using French slang [CR3a]
- Lab recordings answering questions dealing with the difference between nationalism and patriotism in France and in the United States [CR9]
- Students interview others for a future presentation [CR3a]

### **Presentational Speaking:**

- Present yourself as an immigrant from another culture telling the difficulties of assimilating into that new culture [CR7]
- Presentation of a specific nationality's stereotypes, where these ideas come from and what we can do to eliminate them [CR5a]

### **Interpersonal Writing:**

Students submit “teen problems” to a “Dear Dashka” column, taking turns writing to Dashka for advice and playing Dashka by telling the teen what to do using the subjunctive [CR3b]

### **Presentational Writing:**

- Students write an autobiography talking about their own cultural backgrounds and possible prejudices against other ethnic backgrounds [CR5b]
- Compare a famous American person to a famous French person [CR8]

## **Unit 4: Beauty and Aesthetics (L'esthétique)**

**Subthemes:** Literature, Visual and Performing Arts

**Overview:** This section will include the study of the most famous writers, artists, films, actors, and literature in French and francophone culture.

### **Learning objectives: [CR6f]**

- Students will learn to describe who are the well-known French and francophone writers, artists and films
- Students will study and critique various literature, paintings and films in France and the francophone world [CR7]



- Students will discuss and present their views on various literature, paintings and film in France and the francophone world
- Students will discuss what art is and the role of art in society [CR7]
- Students will learn the history of film

### **Vocabulary:**

- TAP-FLC.wikispaces.com
- Literature, terms and descriptions
- Fine, poetry, and music
- Film genre, description of movies

### **Grammar:**

- Adjectives (regular & irregular)
- Passive voice and ways to avoid it
- Comparative and superlatives

### **Interpretive Reading:**

- Students will read and discuss literature from France and the francophone world.(Theophile Gautier, Charles Baudelaire)
- Articles from *Le Monde*, *Le Figaro*, and *Paris-Match*
- Read, discuss and complete activities for an article from “Internet Actuel” associated with art. (*Picasso, d'amour et de peinture, Un homme peint des paysages à l'aide de Google Street, Deux Van Gogh pour le prix d'un, Du café, des conserves et... un Picasso*)
- Readings from “Littérama” 19<sup>th</sup>-20<sup>th</sup> centuries

### **Interpretive Listening:**

- Students will complete any listening and Internet activities from Sept Jours sur la Planète that correspond to art, beauty and aesthetics
- Students perform cloze listening exercises of contemporary French music (MC Solaar, Louise Attaque, Indochine, Carla Bruni, etc.) [CR2b]
- Film clips (Les Choristes, Cyrano de Bergerac, Amélie)

### **Interpersonal Speaking:**

- Students debate aspects of art such as violence in movies, censorship of movies, etc.
- Students will choose a scene from the movie “Entre les Murs” and edit it to fit their school setting and then act it out

### **Presentational Speaking:**

- Students will research and present to the class an art movement in France
- Students will present beauty commercials in America compared to those in France. For example, the Dove beauty commercial and French deodorant commercial [CR7] [CR8]

- Students present a virtual tour of a French museum highlighting favorite works of art
- Students will take the role of a famous painter and then act out a dialogue based on his or her views

### **Interpersonal Writing:**

- Students will blog about the role of art in their lives and the role of art in a society [CR9]
- Students will write an email to a partner to explain why a particular art period was most influential

### **Presentational Writing:**

- Students will critique Haitian paintings viewed on the YouTube website “Haitian Paintings – Pinturas de Haiti”
- Discuss how advertising impacts our choice of clothes, our ideals of beauty, our attitudes towards alcohol and tobacco, and how this may differ by culture. [CR7][CR8]
- Students write an essay on “Comment est-ce que la publicité influence notre idée de la beauté? Quels en sont les dangers pour des adolescents ? Faites des comparaisons interculturelles? [CR7][CR8]
- Students will write a critique about the art work viewed while on a field trip to the Chrysler Museum of Art [CR9]
- Students will write a film review of a French or Francophone movie

## **Unit 5 : Global Challenges (Les défis mondiaux)**

**Subthemes:** Environment, Human Rights

**Overview:** This section will include the study of the French political and health systems contrasted with the American systems.

### **Learning objectives:**

- Students will describe the French and American governmental systems
- Students will debate and present current events and controversial issues
- Students will describe their own health and others including life-threatening health issues and how it’s viewed by different countries [CR7]

### **Vocabulary:**

- Learn the vocabulary to be able to read and talk about nature and the environment.
- Government
- Political issues
- Health issues
- Environmental issues
- Learn the vocabulary to be able to read and talk about immigration and multicultural traditions in France.

## Grammar:

- Conditional
- Si clauses

## Interpretive Reading:

- Articles from Le Monde, Le Figaro, and other periodicals [CR2b]
- *L'Homme qui plantait des arbres* [CR2c]
- Read, discuss, and write a poem about the environment – “Sac en plastique”, by Anthony Ducouret
- View a PowerPoint about immigration in France
- Read Extrait de *La Guerre* de Jean-Maire Gustave Le Clézio *De l'autre côté de la vie* [CR2a]

## Interpretive Listening:

- Online debates of political candidates when available
- France2 news [CR2a]
- RFI en français facile
- Film: *L'Homme qui plantait des arbres* (Giono)
- View and discuss “Respire” de Mickey 3D (video/song/lyrics)
- Listen to the song « Les femmes grillagées » by Pierre Perret
- Watch and listen to a report on YouTube « Les femmes aveuglées par leurs burqas » <http://www.youtube.com/watch?v=eEqLW2DWZtk&feature=fvwrel>
- Song (discussion and activities) : Aux Arbres Citoyens (Yannick Noah)

## Interpersonal Speaking:

- Perform a debate on issues such as gun control, the use of nuclear energy, socialized health care, the effects of pollution, and the global warming effects

## Presentational Speaking:

- Present research to class on a French political party
- Present research either previously conducted or on-going involving health issues
- Students research groups or organizations which make a difference in providing health services e.g. Médecins sans Frontiers <http://www.msf.org/>

## Interpersonal Writing:

- Students blog on topics such as the appropriateness to judge the personal life of a candidate or if they have confidence in the president
- Participate in a blog on living “green” in an urban setting

### **Presentational Writing:**

- Students write a formal letter or email giving their reactions to an article that they have read from “Internet Actuel”
- Students will write a report about a Francophone country and the effects of global challenges on that country
- Students will write a poem on recycling following the model poem

### **Unit 6: Science and Technology (La science et la technologie)**

**Subthemes:** Discoveries and inventions, New Media, Social Impact, Future technologies

**Overview:** The section begins with a questionnaire about how students use technologies and how often they use them.

### **Learning objectives: [CR6b]**

- Students will be able to identify in French new and existing media and technology, and tell how media and technology socially impact our lives [CR7]
- Students debate the ethics of cloning based upon literary or journalistic readings
- Students will be able to name past and current discoveries and inventions [CR7]

### **Vocabulary:**

- Various discoveries and inventions
- New media
- Texting and email language

### **Grammar:**

- Expressions with avoir, être, and faire
- Prepositions
- Object pronouns

### **Interpretive Reading:**

- Articles from *Le Monde*, *Le Figaro*, *Les Clés de l'actualité* that describe new French products [CR2b], [CR7]
- Read excerpts from and discuss Anna Gavalda's *Je voudrais que quelqu'un m'attende quelque part* for cell phones and other forms of communication [CR2b]

### **Interpretive Listening :**

- Reports from Canal Académie, You Tube, le Plaisir d'Apprendre [CR2a], [CR7]
- Watch scenes from the film “Je voudrais que quelqu'un m'attende quelque part,” and discuss [CR2a]

### **Interpersonal speaking [CR3a]**

- Students describe photos of actual inventions [CR7]
- Students debate controversial topics like stem cell research and nuclear energy [CR3a]

### **Presentational speaking [CR5a]**

- Students research and present a new scientific discovery or technology such as airplanes, skin grafts, and HIV discovery [CR7]

### **Interpersonal writing [CR3b]**

- Students set up a mock Twitter site with status updates regarding what they are doing, including comments from other classmates
- Students exchange text messages about their opinions regarding certain applications

### **Presentational Writing**

- Students write a review about a recent discovery [CR5b]

### **Teaching Strategies:**

We maintain a French immersion classroom where all interactions strengthen students' abilities to communicate at increasingly more proficient levels. Each quarter, students select a new combination of 12 partners, one for each hour of the clock. This ensures that they get used to speaking with different people. Students practice reading, writing, speaking and listening on a rotating two week basis, allowing students to visit the language lab every eight class days. There are regular vocabulary quizzes, listening and oral assessments in the lab. All activities are designed to incorporate all four skills.