

AP French Language and Culture



Wesley Chapel High School

Monsieur Scott Stewart

AP French language and Culture is a college-level course intended for students in their fourth year of study of French. The course will be designed around the six themes as required by the College Board. The modes of communication (interpersonal, interpretive and presentational) defined in the Standards for foreign language learning in the 21st century are foundational to the AP French Language and Culture course. Students who enroll in this course should already have a good command of the grammar and considerable competence in listening, reading, speaking and writing. The 5 C's, (communication, culture, connections, comparisons and communities) are incorporated following the ACTFL guidelines. Exclusive use of French by teacher and students for active communication is required in the classroom (CR1). The use of several primary textbooks and other authentic materials and resources are in accordance with those suggested on the College Board website.

General Guide to Thematic Units

Note: Activities may include blogging, journaling, interactive written and oral exercises and presentations, dialogues (guided and non-guided), interviews, viewing and discussing videos, listening to podcasts and news reports, participating in debates, listening to and analyzing songs, describing and interpreting visuals (e.g., pictures, realia, paintings, posters), analyzing print documents (e.g., maps, charts, graphs), reading and commenting on variety of literary texts (e.g., excerpts of novels, fables, short stories, poems), role playing, and comparing and contrasting linguistic and cultural differences.

AP Course Materials:

Primary textbooks:

AP French: Preparing for the Language Examination, (2nd Edition) Richard Ladd and Colette Girard, Scott Foresman, Addison Wesley
Imaginez: le français sans frontières. Vista Higher Learning
En Bonne Forme, Houghton Mifflin Company, 2001.

Supplementary text:

Reprise: A French Grammar Review, McGraw-Hill 2006
Triangle: Applications Pratiques de la langue française
Trésors du Temps, Glencoe, 1997.
Bravo, Heinle & Heinle Thomson Learning, 4th Edition, 2002.

Other sources and materials:

En d'Autres Termes, Wayside Publishing, 1995

Authentic interactive videos and articles from Yabla.com, Internet Actuel, TV5, Sept Jours Sur La Planète, etc., and various sources of reading material, such as plays, poetry, novels, newspapers, magazines, Internet articles, and other publications.

In addition to the above, a wide variety of authentic materials are used, including articles from Le Monde and other newspapers and magazines, French films, literary texts (poems, excerpts from books), Internet articles and videos, music videos. Certain films that accompany novels or excerpts read may be shown in part or in their entirety.

Course Progression

Unit 1: Theme: Families & Communities / La famille et la communauté

Sous-thème: La famille

Six weeks (1-6)

Essential question: What constitutes a family, in particular a legal couple, in different societies? How does one become a citizen in France?

Vocabulary: study vocabulary associated with family and relationships; childhood, adolescence, adulthood and the aged.

Grammar review: nouns, articles, present tense and imperatives.

Interpretive listening: listen and interact with various videos from Yabla.com related to families and communities.

Interpretive reading: read and discuss various articles from Internet Actuel, TV5, Le Parisien and Le Monde related to families and communities.

Interpersonal communication: using the resources below as support, compare and contrast the concept of family in France and in your country/culture.

- Song: "L'Était une fois des gens heureux," by Céline Dion and all her brothers and sisters) <http://www.youtube.com/watch?v=DZrr9EWxPSw&feature=related>

- Chart INSEE: Ménages selon la structure familiale

http://www.insee.fr/fr/themes/tableau.asp?reg_id=0&ref_id=AMFd2

- Various articles about family from the magazine *Sciences Humaines*
www.scienceshumaines.com

Presentational speaking: create own video micro-trottoir, express their opinions about modern families (positive and negative), define what family is for them.

Presentational writing: via FaceBook, interview a French teen about their family structures, customs and traditions.

Summative assessments: interpersonal, interpretive and presentational speaking and writing skills related to age and social class, childhood and adolescence, citizenship, customs, family, friendship and love.

Unit 2: Thème: Global Challenges—Les défis mondiaux

Sous-thème: La guerre et la paix

Six weeks (7-12)

Essential question: What environmental, political, and social issues propose challenges to societies throughout the world?

Vocabulary: study the vocabulary associated with times of peace and war.

Grammar review: past tenses; prepositions; conjunctions.

Interpretive listening: listen to audio of Jacques Brel singing “Barbara,” by Jacques Prévert; the poem “Le Déserteur,” by Boris Vian, sung by Yves Montand

Song: <http://www.youtube.com/watch?v=gjndTXyk3mw>

Poem: <http://www.poetica.fr/poeme-426/boris-vian-le-deserteur/>

Lyrics: <http://boppin.com/poets/prevert.htm>

Listen to audio and answer questions on comprehension, “La Mort de Gavroche,” from *Les Misérables*, by Victor Hugo, from Radio France Internationale. http://www.rfi.fr/lffr/questionnaires/075/questionnaire_72.asp

Interpretive reading: students will read the poem and discuss the effects of war on a society.

Students will read excerpt from *Discours sur l'inégalité parmi l'homme*, by Jean-Jacques Rousseau. http://sergecar.perso.neuf.fr/oeuvre/Rousseau_inegalite.htm and discuss reasons given in poem for opposing the draft or war, compare Rousseau’s ideas with their own reasons for “inequalities” of man that may lead to conflicts. Students will then prepare a debate on the pros and cons of war.

Interpersonal communication: discuss the natural rights of man, societies and their challenges and reasons for war, riots, terrorism and revolutions; present their ideas on an ideal society in relationship to man’s nature.

Presentational speaking: read the poem “Le Déserteur.” Working in groups, present the portrait of the narrator. Students will imagine his character and profile. What are the profiles of a soldier? Of an anti-war civilian?

Presentational writing: students will exchange letters with a classmate in the following roles: a soldier at war and a loved one back home; write formal essay in which they choose a pro-war stance or one which opposes all wars. They must support their opinions by citing from Rousseau’s text, the two poems and the audio.

Summative assessments: interpersonal, interpretive and presentational speaking and writing skills related to diversity, health, human rights, and war.

Unit 3: Thème: Personal and Public Identities / La quête de soi

Sous-thème: Les croyances et valeurs, aliénation et assimilation

Six weeks (13-18)

Essential question: How are aspects of identity (including dress and language) expressed in various situations?

Vocabulary: personal relations and feelings; justice and politics.

Grammar review: subjunctive; relative pronouns.

Interpretive listening: selected scenes from “Entre Les Murs” where students in the middle school share their “autoportraits,” complete “fiches pédagogiques,” create, present their own “autoportraits.”

- “Portrait de deux musulmanes françaises” Students summarize the similarities and differences between these two women.

- Excerpt from “Paris, je t’aime” regarding wearing a headscarf and language used by adolescents.

Interpretive reading: *Le Monde*, “Que pensent les américains de la loi française sur la dissimulation du visage?” *France-Amérique.com* “Le parlement interdit le port du voile intégral dans l’espace public”.

(Additional readings – “La burqa, une <<prison ambulante>>” *Libération*, 2009, “Sarkozy <<La burqa n’est pas la bienvenue>>” *Le Figaro*, 2009.

Interpersonal communication: how clothing plays a role in one’s identity, peer groups.

Presentational speaking: create a “pour” and “contre” of the law; compare the French law with their own personal feeling about wearing headscarves and burqas, based upon their own observations and reactions to students who wear headscarves at school.

Presentational writing: persuasive essay discussing the pros and cons of complete assimilation into the culture of one’s adopted country.

Summative assessments: interpersonal, interpretive and presentational speaking and writing skills related to multiculturalism.

Week 19
Midterm Exams

Unit 4: Thème: Beauty and Aesthetics—L'Esthétique

Sous-thème: La beauté

Six Weeks (20-25)

Essential question: How do the arts both challenge and reflect cultural perspectives?

Vocabulary: fine art, poetry, music; film genres, descriptions of movies.

Grammar review: descriptive adjectives and adjective agreement; possessive and demonstrative adjectives.

Interpretive listening: students perform cloze listening exercises of contemporary French music (TAL, Corneille, M. Pokora, Des Ricochets, etc.), interactive activities related to beauty, art and aesthetics from “Sept Jours sur la Planete”.

Interpretive reading: selected fables - *La Fontaine*, Fables choisies, Barbin 1692
[http://fr.wikisource.org/wiki/Livre:La Fontaine -
Fables choisies, Barbin 1692, tome 1.djvu](http://fr.wikisource.org/wiki/Livre:La_Fontaine_-_Fables_choisies,_Barbin_1692,_tome_1.djvu)

Read, discuss and complete activities relating to all aspects of beauty and aesthetics from “Internet Actuel” and Yabla.com.

Interpersonal communication: describe various art products (film, painting, books) and their preferences; cite various well-known French (and francophone) artists, musicians, actors, etc.; students will discuss what art is and the role of art in a society.

Presentational speaking: act out scenes from selected film clips with input from class; debate aspects of art such as violence in movies, censorship of art, etc.

Presentational writing: write a fable à la LaFontaine.

Summative assessments: interpersonal, interpretive and presentational speaking and writing tasks based on beauty and aesthetics.

Unit 5: Science and Technology / La Science et la technologie

Sous-thème: La physique

Six weeks (26-31)

Essential question: How do developments in technology affect our lives?

Vocabulary: ethics, inventions, impact of media (TV, computer, personal devices) and social networking.

Grammar review: Si clauses and related verb tenses; negation.

Interpretive listening: listening activities regarding “textos” and SMS; listening practice from Units 1 and 2 of *AP French, Preparing for the Language Examination*.

Interpretive reading: read and discuss “Je voudrais que quelqu’un m’attende quelque part” by Anna Gavalda and the use of cellphones and other electronic devices.

Also, ‘*La Biotechnologie*’; ‘*L’Ordinateur à la maison*’; ‘*La Télévision*’; ‘*Le Multimedia*’; ‘*Les Télécommunications*’; ‘*La Nétiquette*’; ‘*Sur le Chat*’; ‘*L’Imprimerie*’; ‘*La politique face à la radio et à la télévision*’; ‘*Paris, ville tentacule*’

Interpersonal communication: debates for and against modern, post-modern and traditional lifestyles.

Presentational speaking: prepare debate presenting both the good and bad issues involved in social networking and then develop their own personal position in this area.

Presentational writing: persuasive essay expressing how electronic communication and social networking are changing the world.

Summative assessments: interpersonal, interpretive and presentational speaking and writing tasks similar to those found on the AP Exam. Individual analysis with students citing their strengths and weaknesses; individual plans for improvement.

Unit 6: Contemporary Life / La vie contemporaine

Sous-thèmes: La qualité de vie

Three weeks (32-34)

Essential question: How do different cultures define quality of life?

Vocabulary: education, holidays and celebrations, housing and shelter, sports, rites of passage.

Grammar review: verb review, vocabulary and idiomatic expressions.

Interpretive listening: exercises from TV5 and “Sept jours sur la planète” particularly in relation to francophone countries.

Interpretive reading: read and discuss articles from *Imaginez*; “La souveraineté du Québec,” “Les francophones d’Amérique,” “Haïti soif de liberté,” “Destination: dunes L’afrique de l’ouest,” “La jeunesse africains va à l’école sur Internet,” and “Voyage inoubliable!”

Interpersonal communication: presentation based on reading and other information from Internet and news articles regarding the educational system in France illustrating some pros and cons. Compare and contrast with our American educational system.

Presentational speaking: practice recordings, *AP French Preparing for the Language and Culture Exam*.

Presentational writing: writing e-mail to the director of an exchange program in the country of choice to answer questions about one’s personal preferences about a home stay and to ask questions about the stay in the country.

Summative assessments: **intensive review for the AP Exam** of grammar, vocabulary, and techniques using released and practice portions of the exam from AP Central / College Board.

Week 35
AP Test/ Practice

Weeks 36-39

Final Project: create a “legacy” video that will teach some aspect of French grammar, vocabulary, and/ or culture to be shown to French students in the lower levels.

Teaching Strategies

In order to promote the highest level of achievement of the four skills (i.e., listening, speaking, reading, and writing), the teacher and the students will speak French virtually all the time. In addition, the teacher will use a variety of teaching strategies and techniques, which include, but are not limited to, the following activities:

Speaking

In order to promote proficiency in speaking, the students will perform a variety of tasks that require them to speak with the teacher and with each other. Some examples include requiring the students to read assigned articles (of his/her choice), and then to present a brief lesson to the class, which will include a short vocabulary list and questions based on the text. This activity is designed to promote interaction among students and to remove the teacher from the center of instruction. Another activity partners students so that they can interact in simulated

situations, interviews, or problem-solving tasks. When shown a series of sketches (such as those which have traditionally been a major section of the AP Language Exam) students will describe them, using idiomatic expressions and transitional words such as *néanmoins*, *pourtant*, and *par conséquent* (See René White's *En D'Autres Termes*). Students go to the language lab where they do activities proposed by workbooks, which are designed for lab use.

Listening Comprehension

In order to promote proficiency in listening, the teacher will provide a variety of activities that require students to focus on understanding authentic texts. Throughout the year, students listen to French songs and complete a cloze activity (*à trous*). The students also respond to multiple-choice questions after hearing relatively short passages, such as those found in Ladd's workbook for AP language exam practice. The teacher may also provide selected podcasts, appropriate excerpts from YouTube, and other Internet resources in order to provide students with opportunities to hear a variety of accents and of topics that are of interest to high school students and which correspond to the proposed College Board *Thèmes*.

Reading

Texts will be selected from a variety of authentic sources, such as magazines (print or digital), newspaper articles or articles taken from the Internet, and e-mails from native speakers of French, or from literary texts, such as poems, short stories, and excerpts from novels. Follow-up activities include multiple-choice questions, true/false statements, short-answer questions, or summative paragraphs based on the text. Interpretive activities include gleaning information from graphs and tables, and interpreting images that sometimes accompany the texts.

Writing

Because the continued study of grammar and vocabulary is very important in an advanced language class, students will do exercises based on the concepts and lexical items to be covered throughout the course of the year. The teacher will use a variety of textbooks and manuals whose purpose it is to enhance the students' ability to express themselves, using structures and vocabulary to convey complex ideas. Frequent use of *dictées* and the writing of original sentences based on these *dictées* enhances the students' acquisition of vocabulary and ability to understand spoken French. In addition to such discrete-point exercises, students will write short texts in which they are required to demonstrate mastery of certain structures and/or vocabulary, as specified by the teacher. Students also practice paraphrasing passages in written form that requires them to focus on main ideas of a text and to manipulate structures in recombined sentences. Students also write at least two formal papers (3 to 4 pages) on topics selected from a list provided by the teacher.