

# AP FRENCH LANGUAGE COURSE SYLLABUS

## **Course Overview**

The AP French Language course is conducted entirely in French. Students are encouraged to practice the target language consistently with their peers and the teacher. Our class motto is “Ici On Parle Français”. The course reflects the National Foreign Language Standards of communication, culture, comparisons and connections. The course also incorporates the six global themes of Les Défis Mondiaux/Global Challenges, La Science et La Technologie/Science and Technology, La Vie Contemporaine/Contemporary Life, La Quête de Soi/Personal and Public Identities, La Famille et La Communauté/Families and Communities, L’Esthétique/Beauty and Aesthetics.

## **Course Outline**

In this course students continue to develop and refine their proficiency in the language skills of speaking, reading, writing, and listening. The students read and analyze articles from the French press as well as works of contemporary fiction. The students listen to and discuss interviews of native speakers, news reports, TV sketches, and songs. In order to improve their reading and speaking skills, students continue to acquire new vocabulary and refine their mastery of French grammar. The students engage in independent reading by reading authentic novels which address the six global themes, and participate in literary circles. This vehicle allows for enrichment and practice of reading comprehension, speaking, listening, and writing.

## **Assessments**

### **Speaking:**

Students are informally assessed on a daily basis because they are consistently expressing themselves in French. We engage in speaking warm-up activities that review new vocabulary and/or new grammar topics. Use of the thematic vocabulary is expected as they participate in conversation groups or whole class discussions. The students also make individual recordings of their speaking performance in our digital language lab. These recordings are informally evaluated on a rotating basis: self-evaluation, peer evaluation and teacher evaluation. These recordings become a speaking portfolio for each student. Feedback is given on sentence structure, language control, use of vocabulary and cultural competence. Summative speaking assessments range from class presentations, recorded conversations or recorded presentational speech. Grading rubrics are shared with the students before each summative assessment.

### **Writing:**

Students are informally assessed multiple times a week as they make journal entries on thematic topics. Feedback is given on sentence structure, language control, use of vocabulary and cultural competence. The journal entries become a writing portfolio for each student. Formative assessments are given throughout a unit providing each student with feedback on their writing. Students also engage in peer editing so they can learn to be discerning readers, as well as enjoy the ideas and perceptions of their classmates. During the literature circle group meetings, students collaborate on the necessary written components of themes and comparisons. Although these group sheets are graded, the students benefit from teacher feedback in a low stakes assignment. Summative written assessments range from book reviews, to persuasive essays, integrated (multiple source) essays. Grading rubrics are shared with the students before each summative assessment.

**Listening:**

Students are informally assessed regularly as they engage in whole class listening activities. They listen to various authentic podcasts from France, Canada and other Francophone countries. They also listen to dramatic readings of poetry that relate to the six global themes of the course. Students are also required to engage in independent listening activities that range from authentic videos to AP Practice listening exercises. Each summative unit assessment contains a listening component.

**Reading:**

Students are informally assessed regularly as we discuss a variety of literary genres. They read poems, short stories, and excerpts of longer works as well as full length novels. The themes of each novel address the six global themes of the course. The novels are read independently in a literature circle format. Each student is responsible for reading the designated chapters. Students complete a student sheet on which they summarize the main ideas of the text, pose questions, make connections with their own life, and tie the content to the global themes. This sheet is assessed for content accuracy. In addition to the student sheet, the literature circle group prepares a group response to the chapters which is another assessment of reading comprehension. Finally, each student is required to synthesize the entire novel in a variety of ways that may include a book review, a power point, a photo story, or a character analysis.

## **Primary Sources**

D'Accord 3. Vista Higher Learning. 2011.

Ladd, Richard. AP French Preparing for the Language and Culture Examination. Pearson Education, Inc. 2012.

Teacher Collection of authentic French Novels:

La Maison Vide by Claude Gutman

Un Secret by Philippe Grimbert

L'Enfant à l'Étoile Jaune by Armand Toupey

Un Sac de Billes by Joseph Joffo

Kiffe Kiffe Demain by Faïza Guène

L'Enfant Noir by Camara Laye

Béni ou Le Paradis Privé by Azouz Begag

Le Gone du Chaâba by Azouz Begag

Une Vie de Boy by Ferdinand Oyono

Née En France, Histoire d'une jeune beur by Aïcha Banaïssa and Sophie Ponchelet

Le Prix de la Liberté by Yves-Marie Clément

Le Lion by Joseph Kessel

Un Papillon Dans la Cité by Gisèle Pineau

## **Secondary Sources**

Delfosse, Geneviève. Kurbegov, Eliane. Draggett, Parthena. Thèmes. Vista Higher Learning. 2016

Ladd, Richard. Allons Au Delà. Pearson Education, Inc. 2012

O'Neil, Mary Anne. La France et La Francophonie. Yale University. 2005.

Mermet, Gérard. Francoscopie. Larousse, Paris. 2009

## **Internet Sources (including but not limited to)**

Radio Canada (Radio-Canada.ca)

Yahoo ! Actualités

Science.gouv.fr

TV5MONDE

Alimentation santé, e-sante.fr

Canalacademie

Voxalead News

Sept Jours Sur la Planète

LaRecherche.fr

Ina.fr

Lepetitjournal.com

Les radios de la RTBF

Internet Actuel

RFI (Radio France Internationale)

Le débat du jour, RFI podcast

Website specific to Les Journaux Français which has access to multiple newspapers, periodicals including science magazines, regional newspapers, and sports newspapers

## **INTERPRETIVE READING**

1. Students read selections from *Allons Au-Delà* that relate to the six global themes
2. Students read articles chosen either by the teacher or by the students that relate to the six global themes
3. Students read authentic French novels in a literature circle format.
4. Students practice their discrete reading comprehension skills by completing the activities in the AP French Preparing for the Language and Culture Examination book.

## **INTERPRETIVE LISTENING**

1. Students listen to various podcasts and internet resources related to the six global themes. These may be done in class or independently.
2. Students complete independent listening assignments in the language lab. Assignments are due every two to three weeks. Listening tasks range from Francophone music, native speaker interviews, to Francophone news reports.
3. Students view les courts métrages films from the D'Accord textbook.
4. Students view excerpts from the following films : *Entre Les Murs, Être et Avoir, Paris Je t'aime, Un Secret, Au Revoir Les Enfants, La Haine* (not an all inclusive list)
5. Students listen to podcasts included in Allons Au-Delà and Thèmes.

## **PRESENTATIONAL SPEECH**

1. Students present a book review on their independent novel highlighting the global themes and the cultural products, practices and perspectives gleaned from the novel.
2. Students present current events comparing and contrasting cultural features to their own life.
3. Students create and present posters or power points to the class featuring cultural products, practices and perspectives.

## **PRESENTATIONAL WRITING**

1. Students write a book review of their independent novel persuading another classmate to read it.
2. Students write a reaction to the cultural differences found in their independent novels as well as in the selections from Allons Au-Delà, Thèmes, and various Internet sources.
3. Students write a film review of a Francophone movie.
4. Students write a description of discoveries in science and technology.

## **INTERPERSONAL WRITING**

1. Students engage in written conversations to discuss their independent novels.
2. Students use my online interactive tools to engage in conversations about various current events and cultural products, practices and perspectives as discovered in the textbook and/or Internet sources.
3. Students write to their French correspondent from the French exchange program sponsored by our school.
4. Students engage in instant messaging in our language lab. These spontaneous conversations are related to the global themes and cultural ideas.

## **INTERPERSONAL SPEAKING**

1. Students discuss their analysis of and responses to newspaper articles on a regular basis
2. Students engage in literature circle discussions based on their independent reading of authentic French novels.
3. Students compare and contrast their lives to the cultural products, practices and perspectives presented in the novels and in the Internet sites
4. Students engage in debates concerning various global themes
5. Students engage in dialogs related to the global themes and cultural ideas. These dialogs are recorded via the technology available in our language lab and classroom.
6. Students participate in conversation groups on a daily, weekly or bi-weekly basis. Various topics are discussed.
7. Students engage in conversation with their French correspondents during their visit to the United States.

Lessons from D'Accord 3. The unit numbers do not correspond to the book chapters. "React to" may mean interpersonal writing or interpersonal speaking. "React to" may also mean presentational writing or presentational speaking.

Unit 1	<p data-bbox="448 321 813 359"><b><u>LA VALEUR DES IDÉES</u></b></p> <p data-bbox="448 380 1382 527">Themes: Personal and Public Identities—beliefs and values, nationalism and patriotism; Global Challenges—human rights; Family and Community--citizenship</p> <ul data-bbox="500 548 1373 1260" style="list-style-type: none"><li data-bbox="500 548 1292 585">• Study vocabulary associated with politics, laws and rights.</li><li data-bbox="500 606 997 644">• Investigate French political parties.</li><li data-bbox="500 665 1273 753">• Compare and Contrast political views among French and Francophone youth and American youth.</li><li data-bbox="500 774 1325 863">• Read and react to: <i>Haïti soif de liberté</i> by Gary Victor (from D'Accord 3)</li><li data-bbox="500 884 1084 921">• Read and react to: <i>Liberté</i> by Paul Eluard</li><li data-bbox="500 942 1166 980">• Read and react to: <i>Familiale</i> by Jacques Prévert</li><li data-bbox="500 1001 1024 1039">• View political party publicity on line.</li><li data-bbox="500 1060 1138 1098">• Listen and react to podcasts related to politics.</li><li data-bbox="500 1119 1279 1157">• Read and react to current event articles related to politics.</li><li data-bbox="500 1178 1373 1260">• Consider in writing and in speech: What is the role of politics in today's Francophone youth and in today's American youth.</li></ul>
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Unit 2

## LA SOCIÉTÉ EN ÉVOLUTION

Themes : Contemporary Life—education ; Global Challenges—diversity ;  
Personal and Public Identities—language and identity, multiculturalism

- Study vocabulary associated with crises, solutions, and changes
- Investigate education in Francophone Africa and other Francophone countries.
- Compare and Contrast educational values of Francophone countries to those of the United States.
- Read and react to : *La jeunesse africaine va à l'école sur Internet* (article in D'Accord 3)
- Read and react to : *Schizophrénie linguistique* by Jean Arcenaux.
- Read and react to : *Faut-il simplifier l'orthographe ?* (article from Express in 2005 in Allons Au-Delà)
- Read and react to : *La Dernière Classe* by Alphonse Daudet
- View and react to excerpts of *Entre Les Murs*
- View and react to *Samb et le Commissaire* (court métrage from D'Accord 3)
- Listen and react to podcasts on education.
- Read and react to current event articles on education.
- Consider in writing and in speech: What is the value of education in the life of today's youth?

Unit 3

**LES PERSPECTIVES DE TRAVAIL**

Themes : Contemporary Life—professions, rites of passage ; Families and Communities—family structures, childhood and adolescence ; Global Challenges—diversity issues

- Study vocabulary associated with work, finances, and professions
- Investigate attitudes toward professional careers versus other types of careers
- Compare and contrast the types of careers and jobs sought after and found by Francophones and Americans
- Read and react to : *Des Africaines entrepreneuses* (article in D'Accord 3)
- Read and react to : *Profession Libérale* by Marie Le Drian
- View and react to : *Bonne Nuit Malik* (court métrage from D'Accord 3)
- Listen and react to podcasts related to jobs, professions, diversity
- Read and react to current event articles related to jobs, professions, and diversity
- Consider in writing and in speech : How is the quality of life determined by the type of job or profession that one has ?

Unit 4

**LES RICHESSES NATURELLES**

Themes : Aesthetics—contributions to world artistic heritage, ideals of beauty ; Global Challenges—environmental issues ; La Vie Contemporaine—travel, leisure and sports

- Study vocabulary associated with nature, animals, natural phenomena, and protecting and destroying the environment
- Investigate attitudes toward protecting the environment as well as the attitudes toward beauty
- Compare and Contrast the ecological movements in the United States to those in Francophone countries as well as the notions of beauty
- Read and react to : *La Réunion, île intense* (article from D'Accord 3)
- Read and react to : *La Réunion, perle de l'humanité* (article from Le Figaro in Allons Au-Delà)
- Read and react to: *Les Richesses du Pacifique* (article in D'Accord 3)
- Read and react to: *Soyez Polis* by Jacques Prévert
- Read and react to: *Le recyclage en France: on croule sous les déchets* (Allons Au-Delà)
- View and react to: *L'homme qui Plantait des Arbres* (court métrage from D'Accord 3)
- Read and react to: *L'homme qui Plantait des Arbres* by Jean Giono
- Listen and react to podcasts related to travel, beauty, world artistic heritage and the environment
- Read and react to current events related to travel, beauty, world artistic heritage and the environment
- Consider in writing and in speech: How does culture play a role in the solutions to protect the environment? How do the notions of beauty influence daily life and reflect cultural perspectives?

Unit 5

**LA TECHNOLOGIE**

Theme : Science and Technology—future technologies, social impact of technology, ethical questions, the new media, current research topics

- Study vocabulary associated with current technology and the computer
- Investigate the role of technology in daily life
- Compare and Contrast the role of technology in the lives of Francophone citizens and American citizens
- Read and react to : *Un appareil qui retranscrit du texte en braille consacré au Concours Lepine* (Allons Au-Delà)
- Read and react to : *La fin des livres* by Albert Robida and Octave Uzanne (Allons Au-Delà)
- Read and react to : *La Mauvaise Surprise Kindle* (article from Paris-Match 2009, Allons Au-Delà)
- Read and react to : « Concentration » by Amélie Nothomb (Allons Au-Delà)
- View and react to : *Le Manie-Tout* (court métrage in D'Accord 3)
- Listen and react to podcasts related to technology
- Read and react to current events related to technology
- Consider in writing and in speech: How does technology impact the daily life of Francophone and American people?

Unit 6

**LA SANTÉ**

Theme : Global Challenges—health issues, nutrition and food safety

- Study vocabulary associated with health and well-being
- Investigate how people maintain good health and health policies
- Compare and contrast health issues affecting different countries
- Read and react to : *Le Dernier Espoir* by Véronique Tadjo (Allons Au-Delà)
- Read and react to : *Mineurs et Vaccinés* by Alain M. Bergeron (Allons Au-Delà)
- Read and react to : *Rêves Amers* by Maryse Condé (Allons Au-Delà)
- Read and react to : *Une Génération « élevée au fromage pasteurisé et au soda »* (article from Le Point in Allons Au-Delà)
- Read and react to : *Cantines scolaires : Ce que l'on vous cache* (article from Le Point in Allons Au-Delà)
- Listen and react to podcasts related to health and well-being and health care
- View and react to the film, “The Organic French Revolution”.
- Read and react to current events related to health and well-being and health care
- Consider in writing and in speech: What are the health challenges facing Francophone countries? What are possible solutions and how can these solutions be communicated to the public?

<p>Unit 7</p> <p>On-going throughout the school year.</p>	<p style="text-align: center;"><b><u>INDEPENDENT READING OF AUTHENTIC FRENCH NOVELS</u></b></p> <p><b>Themes for the World War II novels :</b></p> <ol style="list-style-type: none"> <li>1. Global Challenges: peace and war, human rights</li> <li>2. Personal and Public Identities: nationalism and patriotism, beliefs and values</li> <li>3. Families and Communities: family structure, friendship and love, childhood and adolescence</li> </ol> <ul style="list-style-type: none"> <li>• <i>La Maison Vide</i> by Claude Gutman</li> <li>• <i>Un Secret</i> by Philippe Grimbert</li> <li>• <i>Un Sac de Billes</i> by Joseph Joffo</li> <li>• <i>Au Revoir Les Enfants</i> by Louis Malle</li> <li>• <i>La Bicyclette Bleue</i> by Régine Deforges</li> </ul> <p><b>Themes for the Francophone novels:</b></p> <ol style="list-style-type: none"> <li>1. Global Challenges: diversity issues, human rights</li> <li>2. Contemporary Life: education, housing and shelter, leisure and sports, rites of passage, travel</li> <li>3. Personal and Public Identities: alienation and assimilation, beliefs and values, language and identity, multiculturalism, gender and sexuality</li> <li>4. Families and Communities: age and class, childhood and adolescence, family structures, friendship and love</li> </ol> <ul style="list-style-type: none"> <li>• <i>Kiffe Kiffe Demain</i> by Faïza Guène</li> <li>• <i>L'Enfant Noir</i> by Camara Laye</li> <li>• <i>Béni ou Le Paradis Privé</i> by Azouz Begag</li> <li>• <i>Le Gone du Chaâba</i> by Azouz Begag</li> <li>• <i>Un Papillon Dans la Cité</i> by Gisèle Pineau</li> <li>• <i>Une Vie de Boy</i> by Ferdinand Oyono</li> </ul>
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|  | <ul style="list-style-type: none"><li>• <i>Née En France, Histoire d'un jeune beur</i> by Aïcha Banaïssa, Sophie Ponchelet</li><li>• <i>Le Prix de la Liberté</i> by Yves-Marie Clément</li><li>• <i>Le Lion</i> by Joseph Kessel</li></ul> |
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