

AP French Language and Culture Syllabus

Course Overview and Learning Objectives

AP French Language and Culture is a college-level course for students in French IV. The course combines the five C's of world languages (communication, culture, connections, comparisons, and communities) with the three modes of communication (interpersonal, interpretive, and presentational) to enhance fluency.

Students enrolled in this course will continue to develop reading, writing, listening, and speaking skills, as well as increase their knowledge of Francophone culture. They should demonstrate proficiency of the language in an intermediate to pre-advanced range as described in the ACTFL guidelines.

The French language is used exclusively throughout the course by teacher and students. Students use several textbooks and a variety of authentic materials and resources during studies of the six thematic units.

Students are expected to take the AP French Language and Culture exam at the end of the course.

General Thematic Units: Semester 1

Unit 1: Families and Communities (approx. 6 weeks)

- Study vocabulary and songs associated with family and relationships
- Read and discuss poem “Père Mère”
- Compare and contrast views of growing up in our culture and in Francophone culture (written and spoken)
- Write and present a poem on the above topic
- Read “La Force de l’Amour”
- Students act out an impromptu ending to the above story.
- Read “Le Jour de Mariage”.
- Compare and Contrast American and French marriage customs (written and spoken)
- Read excerpt on citizenship (in Ouvertures)
- Yabla assignment: Le Journal-Voter: un droit ou un choix
- Grammar studies in nouns, articles, adj. and adverbs, prepositions

Unit 2: Contemporary Life (approx. 8 weeks)

- Study vocabulary and songs associated with schools, sports, holidays, and travel
- Research and present in groups different aspects of French education system
- Read “Allô maman, j’ai décroché mon bac (www.ouest-france.fr)
- Write a comparison to the bac and American high school graduation.
- Debate as a class, for or against, the system of the bac.
- Reading and writing activities for Yabla, “Le Journal- Publicité anti-calories
- Create and present a “publicité.”
- Read excerpt on housing.
- Research to create a realistic floor plan on a poster, of a house or apartment in France to buy or rent. Include price
- Read. “Le Chandail de Hockey,” and discuss and write a reaction to the story.
- Read excerpt about holidays in France
- Choose a holiday to present in oral and written form
- Create and present a dialogue : “Où est-ce qu’on voyage?”
- Grammar : Study of verb tenses.

Unit 3: Science and Technology (approx. 4 weeks)

Study vocabulary and songs associated with technology and inventions

Read and discuss excerpt: “Advantages and disadvantages of the cell phone.”

Read and discuss “un appareil qui retranscrit du texte en Braille.”

Yabla, « Le Journal- Opérateurs virtuels de portables »

- Group written and presentational projects : timelines of science or technology advances in France
- Read and respond in writing to Pris en flag de fraude par sms
- Listening activity: “Agriculture verticale- Terra Sphere”
- Grammar: Si clauses and associated tenses

General Thematic Units: Semester 2

Unit 4: Personal and Public Identities (approx. 7 weeks)

Study vocabulary and songs associated with immigration

Read “La Dernière Classe” and respond in writing

Watch Au Revoir Les Enfants and compare the two main characters with class discussion and in writing.

- Study, analyze, discuss, and participate in various activities regarding multiculturalism, assimilation, values and beliefs through Le Café des Rêves
- Group presentation of a sequel to Café des Rêves.
- Class debate and listening activities on “Grand Lille TV- Sondage: le voile integral” and “Alsace 20- Arlette Grosskost et la burqa” (Yabla)
- Grammar: Interrogatives and negatives

Unit 5: Global Challenges (approx. 4 weeks)

- Study vocabulary and songs associated with health, nature and the environment.
- Read, illustrate and discuss L’Homme qui plantait les arbres.
- Watch film L’Homme qui plantait les arbres and write about a person who has made a difference.
- Listening and writing activities (Yabla) Télé Miroir: Un kit de survie offert aux SDF
- Study and sing the song « Aux Arbres Citoyens » by Yannick Noah
- Listening activity (Yabla) Alsace 20- Pourquoi le bio est-il important
- Make a healthy dish, sharing recipe, ingredients, caloric content, etc.
- Read and discuss Mediciens San Frontières (Sur le Vif) excerpt
- Read and discuss “Liberté” (Paul Éluard)
- Write a poem entitled “La Paix.”
- Grammar: Pronouns

Unit 6: Beauty and Aesthetics (Approx. 7 weeks)

- Study vocabulary and songs associated with the arts.
- Read about and express preferences for current artists (Imaginez)
- Read and perform Le Fantome de L’Opéra (or excerpt of Les Misérables)
- Read and analyze Il Pleure dans Mon Coeur (Paul Verlaine)
- Read and discuss excerpt of Candide.
- Listening activity: Le Petit Prince
- Watch film Les Parapluies de Cherbourg. Write journal entries as if you were Geneviève.
- Read excerpt of Moderato Cantabile and make predictions for l’enfant

- AP Practice exercises

Teaching Strategies

Use of only the French language - by the teacher and the students – enhances the level of all four skills (reading, writing, listening, and speaking) in everyday learning. There is an emphasis on daily communication with a paired partner, in small groups, or a whole class presentation. This can be in the form of activities, peer reviews, and dialogues. Students receive an informal grade twice a month on communicating in French. Two to three times a week, other grades are taken for each student. The following is a description of those activities and assessments in the four skills.

Speaking Proficiency

Speaking practice is required everyday in some type of form. I will use the thematic unit “Families and Communities,” to demonstrate examples of speaking activities within one thematic unit.

The study of vocabulary would require students to ask and answer questions using the vocabulary, sing the corresponding song(s), and to participate in discussions about family and relationships. After reading the poem, “Père Mère, there are oral questions which lead to discussion and often debates on growing up in America and France. Students then do “une orale” where they present their views of growing up to an audience (in small groups first, then to me). Presentations of the poem that students write are done in small groups and generate discussions. When contrasting French and American wedding customs, students perform and narrate a mock wedding from each culture. The Yabla (or various other internet assignments) are meant to enhance all four skills, thus this particular example (“Voter: un droit ou un choix”) will generate a class vote and then a debate on voters’ rights and choices.

Grammar studies are mainly done as homework assignments , however, we always discuss and check these activities in French together. Students must ask their questions in French, and I answer and explain exclusively in French.

We have no language labs, but frequently use DVRs and a portable Mac lab to record student speaking samples, grade them, and create classroom based listening activities as well. DVRs are also used for AP exam speaking practice.

In the bibliography, there are example websites students use to respond in writing and/or spoken French. The articles or excerpts from the websites differ according to current events, and which thematic unit we are studying.

Listening Proficiency

This class is conducted exclusively in French, and the students speak French outside of the class with me and each other as well. For a summer assignment, students find a French song that relates to one of the six themes, and burn the song to a CD. Songs (from this assignment, from Yabla and other internet sources, and from AP workshops) are sung, listened to for comprehension and analysis, and are sometimes memorized. Students download the music to their ipods for practice and fun.

Other listening activities include, but are not limited to, comprehension questions and prompts, internet listening excerpts, interviews among students, discussions, “verbe du jour” quizzes, Yabla activities, dialogues, role-playing, debates, performances of literary works, and structured practices for the AP exam.

Reading Proficiency

Students read from a variety of materials on a weekly basis: various literary excerpts from different Francophone regions, authentic newspaper and magazine articles (some from the Internet), and Yabla topics. Responding to the readings is usually done in written form first (answering multiple choice and true/false questions while justifying the answers, answering short answer questions with justification, or writing responses to a reading in their writing journals). These responses are then used for discussion/debate activities.

Periodically throughout the year, there is structured practice for the reading section of the AP exam.

Writing Proficiency

Writing is required at least twice per week. This includes using thematic vocabulary to the fullest extent. Students are encouraged to write “quantité et qualité.” They write reactions to literary works, film clips, and movies. These are usually timed writings in class. Every two weeks, students are given a take home writing assignment with a rubric of expectations that I use to grade. I underline errors and make a list of most common errors to share with the class. Students then correct their writing assignment, and they hand it back in.

During the second semester, journal writings include the current thematic unit concepts with previous AP style writing questions. These writings are timed in class, and take place at least twice a week.

Other writings include reactions to Internet and magazine articles, movie clips and movies, dictées, reactions to Yabla, poetry, and skit writing.

Students practice assessment of writing for the AP exam through peer revision, self-correction, and studying samples and scoring from former tests.

Course Materials

- Lenard, Yvone. Trésors du Temps McGraw-Hill, Glencoe, 2005
- Renaud, Simone, and Van Hooff, Dominique. En Bonne Forme, Houghton Mifflin Co., 2007

Supplementary Textbooks and Resources

- Mitschke, Cherie. Imaginez Vista Higher Learning, 2008
- Blood, Elizabeth, and Mobarek, Yasmina. Intrigue Pearson Prentice Hall, 2007
- Siskin, H. Jay, and Field, Thomas, and Storme, Julie. Overtures John Wiley and Sons, 2006
- Moore, Olin, and Meiden, Walter. Onze Contes Houghton Mifflin, 1957
- Williams, Ann, and Grace, Carmen, and Roche, Christian, Bien Vu, Bien Dit McGraw-Hill, 2008
- Coursaget, Cathrine, and Myers, Micheline. Breaking the French Barrier John Connor, 2007
- Coffman Crocker, Mary. Schaum's Outline of French Grammar McGraw-Hill, 1999

- Ladd, Richard, and Girard, Colette. AP French: A Guide for French Language and Culture Course Addison-Wesley, 2011.
- Jaraus, Hannelore and Tufts, Clare. Sur le Vif Thomson Heinle, 2006
- Hinton, Nigel. Le Café des Rêves, BBC Education
- Yabla program and United Streaming program- purchased through our district
- The French Review – from my membership in AATF
- AP Central Electronic Discussion Group- many current website source ideas come from these professionals.
- Released AP exams- 1998
- Select Internet sources for all skills:
 - These are always changing and being updated, but examples are:
 - www.nrj.fr/radio
 - www.virginradio.fr
 - www.rfm.fr
- La Baguette – Local French restaurant where students go for meetings to speak French and socialize with native speakers and other French students.

