Syllabus for French IVH and AP French Language and Culture

Madame Lauren Thieme

Manasquan High School

AP French Language and Culture is a college-level course intended for students in their fourth year of study of French. The three 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. Course work provides students with opportunities to demonstrate their proficiency in each of the three modes in the intermediate to pre-advanced range as described in the ACTFL Performance Guidelines for K–12 Learners. Students who enroll in this course should already have a good command of the grammar and considerable competence in listening, reading, speaking and writing. When communicating, students in the 4/hAP French Language and Culture course 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). Exclusive use of French by teacher and students for active communication is de rigueur in the classroom. **[CR1]** 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.

General Guide to Thematic Units

(Note: “Activities” may include blogging, journaling, interactive exercises, oral and written presentations, VoiceThread and/or Audacity and the use of social networking)

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| **September**  **20 days** | **Unit 1- La famille et la communauté: L’enfance et l’adolescence; Les rapports sociaux [CR6e]**   * Study vocabulary associated with childhood and family; continue building throughout unit * Read and discuss (partners and whole class) l’Institut Diambars: Première structure de sports études (Gaye); Une Jeunesse Solidaire (Fourneyron); l’Étudiant étranger extrait (Labro); Comment Chloé et Dimitri ont adopté une grand-mère (Fauchier-Delavigne) **[CR2b,c] & [CR4b]** * Persuasive paragraph on l’Institut Diambars **[CR5b]** * Developing spontaneity: Expressing opinion and discussing experience based on present theme in speaking and e-mail response (questions/prompts from text “Thèmes”) **[CR3a,b]** * Oral presentation on the importance (or lack thereof) of assimilation **[CR5a]** * Listen, discuss and react through essay after viewing excerpts from “Entre les murs” and listening to audio clip by the film’s director; and audio clip on gentrification **[CR2a]** * Reading on the French crèche and école maternelle system and on la maison de jeunes: Compare and contrast our local system to a francophone community with an oral presentation**[CR7,8] & [CR5a]** * Complete any listening and Internet activities from Sept Jours sur la Planète that correspond to present theme **[CR4a]** * Song (discussion and activities): Papaoutai? (Stromae) **[CR4a]** * Grammar review: nouns, articles, contractions, present tense, negations, and replacement pronouns * Attend Café conversation with the Alliance française of Tulsa every other Saturday and/or attend French films at the Circle Cinema (independent theater) **[CR9]** |

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| **September/October**  **20 days** | **Unit 2- La science et la technologie: La technologie et ses effets sur la société; Les choix moraux [CR6b]**   * Study vocabulary associated with science and technology * Read and discuss (partner and whole class) Smartphones (Bartczak); Un double robotique pour une seconde vie (Brillaud); Cloner l’homme de Néandertal (Kraland); l’Éthique du development durable (Picavet) **[CR2b,] & [CR4b]** * Developing spontaneity: Expressing opinion and discussing experience based on present theme in speaking and e-mail response (questions/prompts from text “Thèmes”) **[CR3a,b]** * Small team debate on the benefits and the negative aspects of smartphone usage **[CR3a]** * Persuasive essay on whether or not robots have a positive or negative influence on society **[CR5b]** * Oral presentation (5 minutes) on cloning **[CR5a]** * Synthesis and analysis of visual print resources on current theme **[CR4b]** * Listen, discuss, and react through essay and/or oral presentation to the audio clips “Jusqu’où Facebook peut aller dans l’intrusion?” and “les Jeux video rendent-ils violent? **[CR2a]** * Cultural readings: “Les OGM, qu’est-ce que c’est?” and “la Maison de demain existe déja”: Compare and contrast our locality to a francophone community with an oral presentation**[CR7,8]** * Complete any listening and Internet activities from Sept Jours sur la Planète that correspond to present theme **[CR4a]** * Grammar review: past and future tenses and conditional mood * Attend Café conversation with the Alliance française of Tulsa every other Saturday and/or attend French films at the Circle Cinema (independent theater) **[CR9]** |

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| **October/November**  **20 days** | **Unit 3- L’esthétique: Le beau; les arts littéraires [CR6f]**   * Study vocabulary associated with esthetics * Read and discuss (partners and whole class) “De la Grèce antique à nos jours” (Observatory Nivea); Comment se construire une bonne estime de soi? (Reboulleau); “Ma langue grand-maternelle” (Clermont) ; Les Misérables (Hugo) **[CR2b,c] & [CR4b]** * Developing spontaneity: Expressing opinion and discussing experience based on present theme in speaking and e-mail response (questions/prompts from text “Thèmes”) **[CR3a,b]** * Oral presentation on a piece of art of one’s choice and why it is deemed “beautiful according to the esthetics of its time **[CR5a]** * Persuasive essay on how to build self-esteem in children **[CR5b]** * Writing a formal email asking for further explanation from an author about his point of view **[CR4b]** * Small group debate comparing 2 authors’ views on literature **[CR3a]** * Listen, discuss, and react through essay and/or oral presentation to the audio clips “Collégiennes en quête de beauté” and “Interview avec Maryse Condé” **[CR2a]** * Cultural readings: “Beauté et mode au Sénegal” and “La littériture francophone au féminin”: Compare and contrast our locality to a francophone community with an oral presentation**[CR7,8]** * Complete any listening and Internet activities from Sept Jours sur la Planète that correspond to present theme **[CR4a]** * Grammar review: subjunctive mood and passive voice * Attend Café conversation with the Alliance française of Tulsa every other Saturday and/or attend French films at the Circle Cinema (independent theater) **[CR9]** |
| **November/December**  **20 days** | **Unit 4- La vie contemporaine: L’education et le monde du travail; Les voyages [CR6c]**   * Study vocabulary associated with education, the working world and travel * Read and discuss (partners and whole class) Junior indépendants (IFAPME); École national du cirque du Maroc (Rafih); Salut les parents! (de Lagerie); Un médicin sans frontières (MSF)**[CR2b] & [CR4b]** * Developing spontaneity: Expressing opinion and discussing experience based on present theme in speaking and e-mail response (questions/prompts from text “Thèmes”) **[CR3a,b]** * Write a formal email signing up for Juniors Indépendants **[CR4b]** * Persuasive essay on how educational systems must evolve to best prepare students for the workforce of tomorrow **[CR5b]** * Oral presentation on whether or not one agrees with the French adage “les voyages forment la jeunesse” **[CR5a]** * Small group debate on whether or not reaching one’s goal is the only way to consider one’s journey successful **[CR3a]** * Listen, discuss, and react through essay and/or oral presentation to the audio clips “Vacances de Noël” and “Tourisme et écotourisme au Laos” **[CR2a]** * Cultural readings: “Choisir son avenir” and “Tahiti”: Compare and contrast our locality to a francophone community with an oral presentation**[CR7,8]** * Complete any listening and Internet activities from Sept Jours sur la Planète that correspond to present theme **[CR4a]** * Grammar review: comparatives and superlatives * Attend Café conversation with the Alliance française of Tulsa every other Saturday and/or attend French films at the Circle Cinema (independent theater) **[CR9]** |

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| **January/February**  **20 days** | **Unit 5- Les défis mondiaux: L’économie; L’alimentation et la santé [CR6a]**   * Study vocabulary associated with economics, nutrition and health * Read and discuss (partners and whole class) Des microcredits à Brazzaville (FAFA); Les 10 jeunes Français les plus innovants, selon le MIT (Haehnsen); Test Nutrition: Quel(le) mangeur(se) êtes-vous? (Chairopoulos); L’alimentation bio (Au Feminin Santé)**[CR2b] & [CR4b]** * Developing spontaneity: Expressing opinion and discussing experience based on present theme in speaking and e-mail response (questions/prompts from text “Thèmes”) **[CR3a,b]** * Writing a formal e-mail requesting a microloan for your imagined enterprise **[CR4b]** * Oral presentation on what health habits are dangerous and how does one change them **[CR5a]** * Small group debate on whether or not the following statement in true: “Le genie visionnaire est inné; on ne l’enseigne pas et on ne l’inculque pas” **[CR3a]** * Persuasive essay on organic foods and usage **[CR5b]** * Listen, discuss, and react through essay and/or oral presentation to the audio clips “Comprendre l’impact d’une mauvaise nouvelle” and “Priorité santé” **[CR2a]** * Cultural readings: “Le Vietnam: un grenier à riz” and “Le diabète: nouveau flèau africain”: Compare and contrast our locality to a francophone community with an oral presentation**[CR7,8]** * Complete any listening and Internet activities from Sept Jours sur la Planète that correspond to present theme **[CR4a]** * Grammar review: the past tense versus the imperfect and the subjunctive continued * Attend Café conversation with the Alliance française of Tulsa every other Saturday and/or attend French films at the Circle Cinema (independent theater) **[CR9]** |
| **February/March**  **20 days** | **Unit 6- La quête de soi: L’alienation et l’assimilation; Le nationalisme et le patriotism [CR6d]**   * Study vocabulary associated with alienation and assimilation, nationalism and patriotism * Read and discuss (partners and whole class) L’homme qui te ressemble (Philombe); Le racism expliqué à ma fille (Ben Jelloun), La Bretagne celtique (gitelink.com); Qu’est-ce qu’être français? (Renaud)**[CR2b,c] & [CR4b]** * Developing spontaneity: Expressing opinion and discussing experience based on present theme in speaking and e-mail response (questions/prompts from text “Thèmes”) **[CR3a,b]** * Comparative essay on two citations from René Philombe **[CR4b]** * Oral presentation on how to combat racism **[CR5a]** * Group presentation on French dialects **[CR5a]** * Essay on Francophone country mottos and how they reflect a nation’s identity **[CR5b]** * Listen, discuss, and react through essay and/or oral presentation to the audio clips “le Racisme: Mode d’emploi” and “la Bataille du made in France” **[CR2a]** * Cultural readings: “La Guyane française: un DOM à la traîne?” and “Le Panthéon”: Compare and contrast our locality to a francophone community with an oral presentation**[CR7,8]** * Complete any listening and Internet activities from Sept Jours sur la Planète that correspond to present theme **[CR4a]** * Grammar review: The subjunctive continued * Attend Café conversation with the Alliance française of Tulsa every other Saturday and/or attend French films at the Circle Cinema (independent theater) **[CR9]** |

**The last 9-week quarter will be dedicated to test prep and honing of AP skills under mock testing conditions.**

**Course Materials**

**Primary textbooks for grammar review and selected thematic readings:**

• Delfosse, Geneviève, Eliane Kurbegov and Parthena Draggett. Thèmes. Vista Higher Learning, 2015. (ISBN: 978-68004-027-2)

• Ladd, Richard, and Colette Girard. AP French: A Guide for the Language Course. Addison

Wesley, 1998.

• Kurbegov, Eliane and Edward Weiss. AP French Language and Culture. Barron’s, 2013.

**Supplementary reading texts taken from among the following:**

• Articles from La Libération, le Monde, France-Amérique and other French and

francophone journals and magazines (online sites and hard copies brought back by

students and teacher). **[CR2b]**

**Listening practice**

• Dialogues and rejoinder sections of AP French: A guide for the Language Course

• TV 5 news program: Le Journal and Sept Jours sur la Planète **[CR2a]**

• Authentic videos downloaded from Internet from various sites **[CR2a]**

• Sound files from other Internet sources including AboutFrench.com

• Songs including those found in TV 5 with fiches pédagogiques and others by

francophone singers

**Teaching Strategies**

A total immersion in French environment lays the groundwork for the four skills (listening, speaking, reading and writing) that are embedded in weekly activities. I try to promote a student-centered classroom where the emphasis is on communication as we try to reach higher levels of proficiency. Students will often work with different partners or small groups. They receive a syllabus on the first day of the week that outlines the activities in class and describes homework. While activities vary from week to week, certain assignments and assessments are scheduled regularly, usually every week or two. These include thematic vocabulary quizzes and in-class rédactions that are evaluated using the AP French Language rubric. Oral assessments will be done at least once a week. Students receive an informal oral grade at least twice a week based on the quality of their participation as we discuss homework readings or respond to questions. I use wooden sticks (one for each student) upon which I can note (√), (√+), (√ -). Since I choose these at random, students need to prepare answers in a rather extemporaneous fashion. As often as possible, every activity is designed to incorporate all four skills. Since I believe that variety is the key to keeping these teens engaged, I approach the various skills in the following ways:

**To reach higher levels of proficiency in listening:**

Our class is completely conducted in French and students use only French with me (and hopefully with one another!) within the classroom and in the halls. Every few weeks, I play a French thematically based song and students complete textes à trous. Throughout the year, students complete a formal assignment that involves viewing the news or Sept Jours sur la Planète and filling out a sheet on one reportage.

**To reach higher levels of proficiency in speaking:**

Since French is de rigueur in our classroom, I like to think that this skill is developed daily. Oral participation is expected in class discussions, communicative games, in debates **[CR3a]**, joke telling and in partner activities. Students will often digitally record speaking tasks based on thematic prompts created by teacher or taken from accessible texts. Their responses are evaluated using the AP Speaking rubric.

**To reach higher levels of proficiency in reading:**

Texts are drawn from a variety of authentic sources including francophone literary excerpts representing different genres, francophone newspapers and magazines off the Internet. **[CR2b]** Students also are assigned the short excerpts with multiple-choice questions from released AP exams. They are expected to support and justify their answers by referencing the text. Students typically receive participation points for this kind of activity. Depending on the type of reading involved, assessments vary. For example, getting the gist is the most important criteria associated with reading magazine and newspaper articles. Students systematically complete a form that is used throughout the year and meaning becomes clearer during class discussions. In more intensive reading assignments, typically literary readings, students need to understand linguistic as well as semantic detail and pay closer

attention to the text. Sometimes follow-up exercises include dictées from the text, true/ false statements, discussion of theme, implications, relationships of ideas and the text to students’ own knowledge and experience. This discussion is often followed by a short writing assignment.

**To reach higher levels of proficiency in writing:**

Students have writing tasks assigned to them one to two times a week for classwork/homework. Often these involve answering questions based on a literary reading assignment or writing a short reaction to a theme treated in a reading. For magazine or newspaper articles, they complete a form that addresses the idée centrale, four pertinent vocabulary words that they need to define in French and a personal reaction to the text.

**Required materials for class:**

One 3-ring binder with 5 labeled dividers: Vocabulaire, Grammaire, Lecture, Écriture, and Culture

Pens and pencils of your choice

Cell phone for dictionary and other apps/websites as needed

**Grading**

The grading format will follow the AP scoring rubrics (0-5) in listening, writing, speaking, and reading and will be the same for everyone.