

AP French Language and Culture Syllabus

Advanced Placement French Language and Culture

I. Course Overview

The AP French Language and Culture course is a college level course equivalent to a third year college course, **conducted entirely in French**, which prepares students to communicate proficiently through three modes (interpretive, presentational, and interpersonal) as described in the ACTFL Performance Guidelines for K-12 learners.

This course emphasizes the five domains of learning found in the Connecticut Common Core State Standards for world languages: Communication, Cultures, Connections, Comparisons, and Communities. These 5 domains of learning involve the skills of listening, speaking, reading, writing, and developing cultural awareness appropriate to this level of coursework.

This course is open to all interested students who have completed French 51 Honors and are expected to take the AP French Language and Culture Exam at the end of this course. Students who are enrolled 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 AP 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).

This course uses **only authentic materials** and resources from francophone websites and publications. These materials come from a variety of sources which include but are not limited to newspapers, songs, websites, and literary works.

Work outside of class will consist of reading preparation, online activities, exercises and vocabulary study, as well as writing. Writing assignments will develop from manageable essays on simple topics to timed essays in class on AP style subjects.

II. Course Objectives:

By the end of this course, the successful AP French Language student will be able to :

- Demonstrate strong communication skills in the interpersonal, presentational, and interpretive modes.
- Understand spoken French that is intended for natives in a variety of settings, types of discourses, topics and registers.
- Speak French with accuracy and fluency using appropriate pronunciation and intonation.
- Read and demonstrate understanding of a variety of authentic Francophone texts including newspapers, magazines and literary texts.
- Express ideas accurately and fluently in writing without the use of a dictionary.
- Develop a wide-ranging French vocabulary and mastery of grammatical structures.

- Demonstrate awareness of some of the cultural perspectives, practices, and products of francophone peoples and francophone countries.

III. Course Design:

This course is conducted 100% in French. French is used exclusively in class by the students and the teacher.

Authentic materials are selected according to the topics in the unit of study.

Interpretative Mode of Communication - Reading

Students will read a variety of authentic literature, news articles, websites and essays from the Francophone world.

Students will participate in pre-reading activities to activate prior knowledge, vocabulary and structures.

Students will analyze literary and stylistic elements in order to understand the message of the text.

Students will interpret the text, share their opinions and support their point of view with information from the text.

Students will develop knowledge on topics for future use in comparisons in presentational speaking and writing activities.

Interpretative Mode of Communication - Listening

Students will analyze francophone songs/ movie excerpts to highlight the current unit of study.

Students will watch and interpret visual/audio media from the francophone world.

Interpersonal Mode of Communication - Writing

Students will post and respond to comments relating to the unit theme on the class blog.

Students will reply to email correspondence using standard French.

Interpersonal Mode of Communication – Speaking

Students will use iPods or Macs to record their responses to various prompts, targeting the various themes selected according to the topics in the unit of study.

Students will participate in “petits salons” where thematic conversation prompts are used to elicit short paired/group exchanges.

Students will perform improvised “skits” based on a thematic prompt.

Students will debate various issues stemming from the thematic units studied.

All in-class group assignments or projects/presentations will be conducted in French.

Presentational Mode of Communication – Writing

Students will read/hear sources and will use them to illustrate their point view in a formal essay format on a current sub-theme being studied.

Students will prepare a variety of shorter presentations on Francophone culture and countries.

Students will keep a diary in which they record their thoughts on the week's events, issues, and readings.

Presentational Mode of Communication – Speaking

Students will prepare multimedia presentations on cultural topics that they will present orally to the class.

Students will present oral summaries of related content from audio/video and print sources such as those found in the new, Preparing for the AP French examination by Ladd.

IV. Course Themes:

• Throughout the course, the six themes will be addressed via lessons on sub-themes / topics. A unit may include from two to five of the six themes. The recycling of themes will reinforce the connections of all themes. See the course outline for specifics.

- Contemporary Life
- Families and Communities
- Global Challenges
- Science and Technology
- Personal and Public Identities
- Beauty and Aesthetics

V. Materials:

Primary Textbooks:

Title: Une Fois Pour Toutes

Publisher: Addison Wesley Longman

Author: Sturges

Date: 1993

Title: AP French: Preparing for the Language and Culture Examination

Publisher: Pearson

Author: Ladd

Date: 2012

Title: Allons au-delà

Publisher: Pearson

Author: Ladd

Date: 2012

Supplementary Materials:

For further AP practice and thematic vocabulary

*Panache littéraire, 1995, Baker, Mary, and Cauvin

*Dans le vent, 2006, Maley

*Imaginez – Le français sans frontières, 2008, Mitschke, Vista Higher Learning

Other online resources:

1. Liens culturels / journaux/ magazines

- ****Liens pour accéder aux sites de la presse francophone: [La presse francophone](#)**
- [Civilisation Française: Cortland](#) - <http://web.cortland.edu/flteach/civ/>
- [Activités culturelles en FR](#) - <http://culturebox.france3.fr/#/all>
- [Culture à la une](#) - <http://www.culture.fr/fr/sections>
- [L'avis des jeunes sur la société](#) - http://www.lemonde.fr/week-end/visuel/2011/06/10/vie-de-jeunes-a-l-age-ou-tout-oscille_1534639_1477893.html
- [Espace Apprendre](#) - <http://www.canalacademie.com/apprendre/index.php>
- [Site européen par theme](#) - <http://www.europarl.europa.eu/news/archive/search.do;jsessionid=69CB359E34EE24B34848B86A2B072D0A.node2?language=fr>
- [Espace Français](#) - <http://www.espacefrancais.com/home.php>
- [En première Page dans les journaux](#) - <http://www.newseum.org/todaysfrontpages/flash/>
- [RTBelge-Société \(vidéos\)](#) - <http://www.rtf.be/info/societe>
- [Magazine France-Amérique](#) - <http://www.france-amerique.com/>
- [Journal "Le Monde"](#) - <http://www.lemonde.fr/>

2. Sites divers

- [Un nuage de mots](#) - <http://www.wordle.net/>
- [Dictionnaire TV5](#) - <http://dictionnaire.tv5.org/dictionnaires.asp?Action=1&mot=symbole&che=1>
- [Word reference: excellent dictionnaire Fr -An](#) - <http://www.wordreference.com/>
- [Synonyme](#) - <http://www.synonyms-fr.com/>
- [Verbix - Conjugaisons des verbes](#) - <http://www.verbix.com/languages/french.shtml>

3. Written Interpretative communication: Littérature et textes actuels

- [Articles actuels en ligne par thèmes](#) - <http://www.internetactuel.be/>
- [Wiki: Reading Resources for French Teachers](#) - <http://readingresources4frenchteachers.wikispaces.com/home>
- [Ebook en français](#) - <http://www.litteratureaudio.com/>
- [Maupassant : Ouvres](#) - <http://maupassant.free.fr/>
- [St Exupéry: site officiel](#)

- [La poésie 1](http://poesie.webnet.fr/home/pages/liens_utiles_poesie.html) - http://poesie.webnet.fr/home/pages/liens_utiles_poesie.html
- [Poème à écouter](http://wheatoncollege.edu/academic/academicdept/French/ViveVoix/) - http://wheatoncollege.edu/academic/academicdept/French/ViveVoix/
- [Le club des poètes](http://www.poesie.net/framot2.htm) - http://www.poesie.net/framot2.htm
- [Littérature audio-vidéo](http://www3.unileon.es/dp/dfm/flenet/culturecours.htm) - http://www3.unileon.es/dp/dfm/flenet/culturecours.htm
- [Les Proverbes](http://www0.hku.hk/french/dcmScreen/lang2043/proverbes.htm) - http://www0.hku.hk/french/dcmScreen/lang2043/proverbes.htm
- [Etiquette du Savoir Vivre en France](http://www0.hku.hk/french/dcmScreen/lang2043/etiquette.htm) - http://www0.hku.hk/french/dcmScreen/lang2043/etiquette.htm
- [RAFT project](http://www.readingquest.org/strat/raft.html) - http://www.readingquest.org/strat/raft.html

4. Written interpretative communication: audio

- [France 2](http://www.france2.fr/) - http://www.france2.fr/
- [TF1](http://www.tf1.fr/) - http://www.tf1.fr/
- [Télévision Suisse Romande](http://www.tsr.ch/info/) - http://www.tsr.ch/info/
- [Courtes vidéos sur l'info TSR](http://www.tsr.ch/video/info/) - http://www.tsr.ch/video/info/
- [Radio France Internationale](http://www.tsr.ch/video/info/) - http://www.tsr.ch/video/info/
- [TV5](http://www.tv5.org/) - http://www.tv5.org/
- [RadioTélévisionBelge](http://www.rtf.be/info/monde) - http://www.rtf.be/info/monde
- [7 jours sur la planète](http://www.tv5.org/TV5Site/7-jours/) - http://www.tv5.org/TV5Site/7-jours/
- [Sites de chansons](http://platea.pntic.mec.es/~cvera/hotpot/chansons/index.htm) - http://platea.pntic.mec.es/~cvera/hotpot/chansons/index.htm
- [Site chansons 2](http://www.lepointdufle.net/chansons.htm) - http://www.lepointdufle.net/chansons.htm
- [Lyrics Training](http://lyricstraining.com/) - http://lyricstraining.com./
- [Podcast : one thing in a French Day](http://onethinginafrenchday.podbean.com/) - http://onethinginafrenchday.podbean.com/
- [Podcast facile: la France bis](http://www.lafrancebis.com/) - http://www.lafrancebis.com/
- [Radio Canada](http://www.radio-canada.ca/) - http://www.radio-canada.ca/

5. Vocabulaire

- [***Par thème: Middlebury](http://cr.middlebury.edu/public/french/Lexique/) - http://cr.middlebury.edu/public/french/Lexique/
- [Voc: University Texas](http://cr.middlebury.edu/public/french/Lexique/) - http://cr.middlebury.edu/public/french/Lexique/
- [Listes de sites de voc](http://www.ph-ludwigsburg.de/html/2b-frnz-s-01/overmann/baf3/3r.htm) - http://www.ph-ludwigsburg.de/html/2b-frnz-s-01/overmann/baf3/3r.htm

6. Grammaire

- [Univeristé du Texas](http://www.laits.utexas.edu/tex/gr/index.html) - http://www.laits.utexas.edu/tex/gr/index.html
- [TV5 Jeu interacrif grammaire](http://www.tv5.org/cms/chaine-francophone/lf/Tous-les-dossiers-et-les-publications-LF/Jeux-de-lettres-interactifs-grammaire/p-9446-Jeux-de-lettres-interactifs-grammaire.htm) - http://www.tv5.org/cms/chaine-francophone/lf/Tous-les-dossiers-et-les-publications-LF/Jeux-de-lettres-interactifs-grammaire/p-9446-Jeux-de-lettres-interactifs-grammaire.htm

Course Planner

The course will use a “theme” approach, coordinating subject, grammar topics, reading and production around a central idea. The instructor reserves the right to select from amongst the offered topics/activities according to the needs and prior experience of the students.

Unit 1 – Contemporary Life, 6 weeks top		
<p>Standards <i>Comparisons Among Languages</i> In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages. Students will:</p> <ul style="list-style-type: none"> use a writing process in producing work that includes self-assessment and discussion with other students. 		
<p>Unit Objectives Students will be able to:</p> <ul style="list-style-type: none"> describe and analyze differences in the French and American education systems interpret audio and printed resources in order to understand the role of work in society. discuss the role of travel in one’s life. 	<p>Essential Question</p> <ul style="list-style-type: none"> How do I demonstrate an understanding of the similarities, differences and interactions across languages? <p>Focus Question</p> <ul style="list-style-type: none"> How do societies and individuals define quality of life? 	<p>Assessment</p> <ul style="list-style-type: none"> Format: Persuasive essay
<p>Lesson Planning Resources Vocabulary</p> <ul style="list-style-type: none"> Education Work / Money Travel <p>Grammar Review of :</p> <ul style="list-style-type: none"> Present indicative of regular and irregular verbs Imperative Imperfect Past perfect Passive voice 	<p>Suggested Materials/Resources In addition of “Allons Au Delà” & “AP French Preparing for AP Exam”</p> <ul style="list-style-type: none"> <i>Emile – ROUSSEAU</i> Related print/audio resources (See above) 	<p>Skill Objectives Students will:</p> <ul style="list-style-type: none"> demonstrate acquisition of unit vocabulary demonstrate control of present and past tense forms interpret passages and audio from Francophone sources. reply to email/blog engage in conversation express and justify their opinions in oral and written formats. make cultural presentations
Technology Resources	Differentiated Instruction	Enrichment/ELL

Unit 2 – Families and Communities, 4 weeks [top](#)

Standards

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will:

- understand the main idea or plot and relevant details or subplots of radio or television programs, films or other form of media designed primarily by native speakers of the target language.

Comparisons Among Languages

In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Students will:

- produce a range of written work that is coherent, accurate and representative of a variety of literary styles.

Unit Objectives

Students will be able to:

- reflect on the role family in French and American society
- discuss in detail different kinds of personal relationship

Essential Question

- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Focus Question

- How do individuals contribute to the well-being of communities?

Assessment

- **Format: Oral Presentation**

Lesson Planning Resources

Vocabulary

- Family/ Personal relationships
- Leisure activities
- Housing

Grammar

Review of:

- Future
- Future perfect
- Conditional
- Conditional perfect
- Si
- Quand

Suggested Materials/Resources

In addition of “Allons Au Delà” & “AP French Preparing for AP Exam”

- Book excerpt: *Le petit Prince*
- Film excerpt: *Mon meilleur ami*
- *De l’ amitie* – Montaigne
- *Le horla* – de Maupassant

Skill Objectives

Students will:

- demonstrate acquisition of unit vocabulary
- demonstrate control of future and conditional statements
- interpret passages and audio from Francophone sources.
- reply to email/blog
- engage in conversation
- express and justify their opinions in oral and written formats.
- make cultural presentations

<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 3 – Global Challenges, 6 weeks [top](#)

Standards
Communication (Presentational Mode)
In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.
 Students will:

- describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music films, art and websites.

Communities
In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.
 Students will:

- use various media from the target language and culture for personal enjoyment.

<p>Unit Objectives Students will be able to:</p> <ul style="list-style-type: none"> debate the most pressing global challenges related to the environment and health 	<p>Essential Question</p> <ul style="list-style-type: none"> How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode) How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? <p>Focus Question</p> <ul style="list-style-type: none"> What are the origins of those issues? What are possible solutions to those challenges? 	<p>Assessment</p> <ul style="list-style-type: none"> Format: Presentation of Global Challenges in Francophone countries (PowerPoint)
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<p>Lesson Planning Resources <u>Vocabulary</u></p> <ul style="list-style-type: none"> Environment Nutrition & Food Safety Health and Wellness <p>Grammar Review of:</p> <ul style="list-style-type: none"> Present subjunctive Past subjunctive 	<p>Suggested Materials/Resources In addition of “Allons Au Delà” & “AP French Preparing for AP Exam”</p> <ul style="list-style-type: none"> Website : <i>Un comptine pour apprendre a recycler</i> Song: <i>Vert de colere</i> News articles 	<p>Skill Objectives Students will:</p> <ul style="list-style-type: none"> demonstrate acquisition of unit vocabulary demonstrate control of subjunctive phrases interpret passages and audio from Francophone sources. reply to email/blog engage in conversation express and justify their opinions in oral and written formats.
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		<ul style="list-style-type: none"> • make cultural presentations
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 4 – Science and Technology, 3 weeks [top](#)

Standards
Comparisons Among Cultures
In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.
 Students will:

- compare and contrast the treatment of current issues across cultures by drawing on authentic texts.

Communities
In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.
 Students will:

- communicate with members of the target language and interpret information regarding topics of personal, community or world interest.

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<p>Unit Objectives Students will be able to:</p> <ul style="list-style-type: none"> • define the new methods of communication and discuss its impact on society • hypothesize future advancements in technology 	<p>Essential Question</p> <ul style="list-style-type: none"> • How do I demonstrate an understanding of the similarities, differences and interactions across cultures? • How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? <p>Focus Question</p> <ul style="list-style-type: none"> • How do developments in science and technology affect our lives? 	<p>Assessment</p> <ul style="list-style-type: none"> • Format: Debate
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<p>Lesson Planning Resources Vocabulary</p> <ul style="list-style-type: none"> • Technology / Medias <p>Grammar Review of:</p> <ul style="list-style-type: none"> • Personal Pronouns 	<p>Suggested Materials/Resources In addition of “Allons Au Delà” & “AP French Preparing for AP Exam”</p> <ul style="list-style-type: none"> • Website : <i>Middlebury College – Medias, informations et culture</i> 	<p>Skill Objectives Students will:</p> <ul style="list-style-type: none"> • demonstrate acquisition of unit vocabulary • demonstrate control of personal pronouns • interpret passages and audio from Francophone sources. • reply to email/blog
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	<ul style="list-style-type: none"> • Online resources <ul style="list-style-type: none"> ○ YouTube ○ Blogging ○ Facebook ○ Twitter 	<ul style="list-style-type: none"> • engage in conversation • express and justify their opinions in oral and written formats. • make cultural presentations
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 5 – Personal and Public Identities, 5 weeks [top](#)

Standards
Connections (Interdisciplinary Mode)
In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.
Students will:

- acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects.

Comparisons Among Languages
In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.
Students will:

- read and comprehend longer, more complex texts in abridged and unabridged formats.

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Unit Objectives Students will be able to: <ul style="list-style-type: none"> • reflect on their personal values and how they were influence by their culture. • debate the role of immigration in Francophone countries and the US. 	Essential Question <ul style="list-style-type: none"> • How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode) • How do I demonstrate an understanding of the similarities, differences and interactions across languages? Focus Question <ul style="list-style-type: none"> • How are aspects of identity expressed in various situations? • How does one’s identity develop over time? 	Assessment <ul style="list-style-type: none"> • Format: RAFT Project (Interpretative Communication) on reading <i>L’hote</i> by Albert Camus
Lesson Planning Resources Vocabulary <ul style="list-style-type: none"> • Adjectives (Personality & Physical) • Nationalities/Countries 	Suggested Materials/Resources In addition of “Allons Au Delà” & “AP French Preparing for AP Exam” <ul style="list-style-type: none"> • <i>L’hote</i> – Albert Camus • Short Film – <i>Samb et le commissaire</i> 	Skill Objectives Students will: <ul style="list-style-type: none"> • demonstrate acquisition of unit vocabulary • demonstrate control of adjectives and adverbs

Grammar Review of:	<ul style="list-style-type: none"> • Song – <i>La langue de chez nous</i> • Song – <i>Les Maudits Français</i> • Video – <i>Le cliché – vue de l'étranger</i> 	<ul style="list-style-type: none"> • interpret passages and audio from Francophone sources. • reply to email/blog • engage in conversation • express and justify their opinions in oral and written formats. • make cultural presentations
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 6 - Beauty and Aesthetics, 4 weeks [top](#)

Standards
Communication (Interpretive Mode)
In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.
 Students will:

- comprehend the main ideas and significant details of full-length features articles in newspapers and websites on topics of current or historical importance in the target culture.

Communication (Interpersonal Mode)
In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.
 Students will:

- exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures

Unit Objectives Students will be able to:	Essential Question	Assessment
<ul style="list-style-type: none"> • interpret the meaning of literary works, such as poems or short stories • research and present the historical and societal implications of a work of art (poem, painting, music, sculpture) 	<ul style="list-style-type: none"> • How do I use another language to communicate with others? (Interpersonal Mode) • How do I understand what others are trying to communicate in another language? (Interpretive Mode) <p>Focus Question</p> <ul style="list-style-type: none"> • How do the arts both challenge and reflect cultural perspectives? 	<ul style="list-style-type: none"> • Format: Presentation with reflection paper

<u>Lesson Planning Resources</u> Vocabulary	<u>Suggested Materials/Resources</u> In addition of "Allons Au Delà" &	<u>Skill Objectives</u> Students will:
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<ul style="list-style-type: none"> • The Arts <p>Grammar Review of:</p> <ul style="list-style-type: none"> • Relative pronouns 	<p>“AP French Preparing for AP Exam”</p> <ul style="list-style-type: none"> • Selected poems from Francophone authors • Painting and Music from the Francophone world 	<ul style="list-style-type: none"> • demonstrate acquisition of unit vocabulary • demonstrate control of relative pronouns • interpret passages and audio from Francophone sources. • reply to email/blog • engage in conversation • express and justify their opinions in oral and written formats. • make cultural presentations
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>