

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

AP FRENCH LANGUAGE and CULTURE

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The content of the AP French Language and Culture course is structured around six major themes in relation to the Francophone world: Families and Communities, Science and Technology, Global Challenges, Contemporary Life, Personal and Public Identities, Beauty and Aesthetics. Units are organized thematically around situations and scenarios that can be applied to real life. To support thematic instruction, authentic materials drawn from a wide variety of sources- print, audio, video, Internet that reflect the linguistic and cultural diversity of the Francophone world are exploited. Supporting texts include: *AP French: Preparing for the Language and Culture Examination*, published by Pearson. *Allons Au Delà*, published by Pearson, the grammar text *Une Fois Pour Toutes* published by Didier. The Ladd/Pearson text materials and activities are used throughout the course especially as they correspond to the main themes and sub-contexts. Other materials for the course are outlined within the scope and sequence. Each student has a laptop computer which affords the opportunity to access the Internet, to listen and view authentic Francophone materials, and to keep a portfolio one's own recorded efforts. Students will have extensive practice in the various testing formats.

The course is proficiency-based which involves meaningful use of language for *real* communicative purposes. Instruction focuses on what students can do with the language. Students will continue to acquire an advanced degree of proficiency in interpersonal, presentational and interpretive modes. Students will interact and communicate with others while gaining a greater understanding of and respect for the cultural perspectives, practices and products of different cultures in the Francophone world. Critical thinking skills will be strengthened through problem solving, conceptualizing and reasoning.

The six primary learning objectives are:

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual, and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication
- Spoken Presentational Communication
- Written Presentational Communication

Students will be using the target language **only** as a tool to communicate on a variety of themes that are outlined in the scope and sequence. **The teacher uses French exclusively in class and encourages students to do likewise.**

OVERVIEW OF AP FRENCH CURRICULUM

THEMES

1. LES DÉFIS MONDIAUX / GLOBAL CHALLENGES
2. LA SCIENCE ET LA TECHNOLOGIE / SCIENCE AND TECHNOLOGY
3. LA VIE CONTEMPORAINE / CONTEMPORARY LIFE
4. LA QUÊTE DE SOI / PERSONAL AND PUBLIC IDENTITIES
5. LA FAMILLE ET LA COMMUNAUTÉ
6. L'ESTHÉTIQUE / BEAUTY AND AESTHETICS

*Please note: Review and recycling of these 6 themes and structures are ongoing throughout this course

ASSESSMENT: Quizzes, verb synopsis, reading comprehension,
 Oral presentations, projects, podcasts, movies, portfolio of student recordings, in-class debate/discussion participation
 Participation in wiki forum,
 Persuasive essays, journal entries, creative writing-poems/prose poems/short story
 AP Exam Practice in various testing formats

La Quête de Soi
Personal and Public Identities

OBJECTIVES	ACTIVITIES	STRUCTURES	MATERIALS	ASSESSMENTS
-What are aspects of the physical and cultural geography of the Francophone world? -How do language and culture influence identity? -How are aspects of identity expressed in the Francophone world? -What are the sources of cultural misunderstanding? -Talk about physical, political and human geography -Identify major aspects of the physical and political	-Give an oral report on a region of the Francophone world -Participate in a Panel Discussion: stereotyping -Plan and take a “virtual” trip somewhere in the Francophone world -Create and respond to a survey on “national character” -Debate issue of	Comparative and Superlative of adjectives, adverbs, and nouns Vocab: To talk about geography/politics	Cliché ! La France Vue de l’Etranger : http://www.cedric-villain.info/cliché/index_cliché_fr.html Maps http://www.ph-ludwigsburg.de/html/2b-frnz-s-01/overmann/baf4/francophonie/ 7 Jours Sur la Planète –video and activities related to the theme Film : Au Revoir les Enfants	

OBJECTIVES	ACTIVITIES	STRUCTURES	MATERIALS	ASSESSMENTS
geography of the Francophone world -Discuss regional and national character traits -Define and discuss “chauvinisme” -Discuss stereotypes Americans hold about Francophones, and stereotypes Francophones hold about Americans -Understand sources of cultural misunderstandings	“national character” -Find and present examples of music and lyrics from the Francophone world -Find, record, and present examples of various accents or linguistic variants in francophone world -AP Exam prep			

Les Défis Mondiaux Global Challenges

OBJECTIVES	ACTIVITIES	STRUCTURES	MATERIALS	ASSESSMENTS
<p>A VIE EN VERT: How do we affect our environment?</p> <p>Use key terms related to the issues. Identify, analyze, and discuss environmental threats</p> <p>Compare/contrast garbage collection and recycling in Francophone world</p> <p>Investigate urban congestion and alternate means of transport in Francophone world</p> <p>Investigate how environmental concerns are addressed in the Francophone world</p> <p>Offer opinions and possible solutions in response to</p>	<p>-Take a virtual “promenade écolo” in the Francophone world</p> <p>-Debate an environmental issue and possible solutions</p> <p>-Synthesize points debated and present one’s own solution</p> <p>-Calculate one’s carbon footprint & how to reduce it</p> <p>-Find examples of “éco-publicité” in Francophone W.</p> <p>-Find examples how env. concerns are reflected in Francophone W</p> <p>-Make a virtual scrapbook of images, clips, articles related to issues</p>	<p>-Key/Technical terms related to environmental concerns</p> <p>-Expressing opinion, reaction, disagreement, etc.</p> <p>-Impersonal expressions requiring the subjunctive mode</p>	<p>http://www.v2asp.paris.fr/v2/environnement/baladepc16/index.html Promenade écolo</p> <p>http://www.paris.fr/portail/Environnement/Portal.lut?page_id=7552 Site principal</p> <p>http://www.paris.fr/portail/Environnement/Portal.lut?page_id=7556</p> <p>http://www.paris.fr/portail/Environnement/Portal.lut?page_id=8584 Recyclons</p> <p>http://blog.velib.paris.fr/blog/ Vélo Paris</p> <p>http://www.airparif.asso.fr/ Check Paris air quality</p> <p>http://www.mon-environnement.com/ Actualités, videos, et conseils sur la protection de l’environnement</p> <p>7 Jours Sur la Planète –video and activities related to the theme</p>	-

OBJECTIVES	ACTIVITIES	STRUCTURES	MATERIALS	ASSESSMENTS
Environmental issues Identify personal habits that contribute to health of environment Investigate voices of denial	-Make a public- service announcement via i-Movie/podcast -AP Exam prep			

L'Esthétique
Beauty and Aesthetics

OBJECTIVES	ACTIVITIES	STRUCTURES	MATERIALS	ASSESSMENTS
<p>L'ESTHÉTIQUE Beauty and Aesthetics:</p> <p>-How do the arts reflect cultural perspectives? -How do the arts reflect historical/political/social ideas or realities? -How do ideals of beauty and aesthetics influence daily life?</p> <p>-Identify and find examples of current artists/poets/musicians, etc. in the Francophone world -Discuss how the arts are used in advertising or as propaganda and how this may affect our choices.</p> <p>-</p>	<p>-Consult websites to research various styles of art -Take “virtual tours” of various art museums in the Francophone World -Create and present personal virtual art exhibit “L’Art du Monde Francophone” via podcast/powerpoint</p> <p>-Research & present sightings of “Art Outside of the Museum” i.e.: in advertisements, movies, political campaigns, magazines, video,</p> <p>AP Exam Prep- Ladd materials in the various testing formats</p>	<p>Si clauses sequence of tenses</p> <p>Understand basic technical terms associated with painting</p>	<p>Books/mag articles</p> <p>Local Art Museums Internet Site officiel du Louvre: www.louvre.fr</p> <p>Artchive: http://artchive.com/welcome.htm#FT%20Site Musées de Beaux-arts du monde francophone: http://www.lehman.edu/deanhum/langlit/french/musees.html Musée d’Orsay: http://musee-orsay.fr Institut du Monde Arabe: http://www.imarabe.org</p> <p>Automne Malade de Guillaume Apollinaire</p> <p>7 Jours Sur la Planète –video and activities related to the theme</p>	<p>Oral presentation Power Point/ Podcast/i-Movie</p>

La Famille et la Communauté
Family and Community

OBJECTIVES	ACTIVITIES	STRUCTURES	MATERIALS	ASSESSMENTS
<ul style="list-style-type: none"> -What constitutes Family and Community in different societies in Francophone countries? -Describe your responsibilities at home -Explain sources of conflict with parents -Exchange amusing family anecdotes. -Complain about parents -Give advice on how to better deal with family problems. -Discuss the problems occurring today with adolescents and their families. -Compare and contrast roles and duties of family members in other cultures -Compare and contrast family life in various cultures based on statistics 	<ul style="list-style-type: none"> -Role-play parents and children in various situations -Create a questionnaire about the family and analyze results. -Gather statistics on marriage and family in the francophone world -Participate in a round-table discussion on marriage and the family -Write responses to various hypothetical family situations via wiki -Write a contract explaining the duties of family members in an other culture -Write and present a love poem -Write and present a story in the style of “Le Petit Nicolas” - 	<ul style="list-style-type: none"> -Subjunctive -<i>Si</i>-clauses with imperfect, pluperfect, conditional and past conditional -Commands 	<p>La Confession by Guy de Maupassant</p> <p>Le Pont Mirabeau- Guillaume Apollinaire</p> <p>Le Petit Nicolas</p> <p><i>Vive La Louisiane-La Famille Francophone :</i> http://www.youtube.com/watch?v=-KI5funOYs</p> <p>Films: Jean de Florette et Manon des Sources; Le Fabuleux Destin d’Amélie Poulain</p> <p>7 Jours Sur la Planète –video and activities related to the theme</p>	<p>-</p>

OBJECTIVES	ACTIVITIES	STRUCTURES	MATERIALS	ASSESSMENTS

La Vie Contemporaine Contemporary Life

OBJECTIVES	ACTIVITIES	STRUCTURES	MATERIALS	ASSESSMENTS
<p>“Loin, C’est Bien!”</p> <p>-How does the study of language and travel transform our world outlook?</p> <p>-What inspires us to travel?</p> <p>-How does travel inspire us?</p> <p>-What are the issues that affect our perceptions when we travel?</p> <p>-How do differences in cultural perspectives color understanding of events, persons or places?</p> <p>-Acquire vocabulary necessary to discuss travel</p>	<p>-Write a poem whose first line is: “Loin, C’est bien...”</p> <p>-Create lists of travel tips</p> <p>-Beau ou Moche? Create and complete an inventory to determine what type of traveler you are.</p> <p>-Create a “How to...” guide via i-movie (ie: How to ...be a Bel Américain, read a menu, buy a ticket, meet people, avoid unpleasantness, etc.)</p> <p>-Plan and take virtual “day trips”</p> <p>-Develop an ad campaign for a country, city, or region</p> <p>-Create travel slogan to be turned into bumper sticker, t-shirt, or button</p>	<p>Vocabulary to:</p> <p>- address issues of:</p> <p>-planning, packing and traveling.</p> <p>-express opinion and reaction</p> <p>-food-related idioms</p>	<p>http://globegate.utm.edu/french/vftourist/vftourist.france.html sites de tourisme francophones</p> <p>http://www.actionco.fr/Magazines/ConsultArticle.asp?ID_Article=3</p> <p>ABC News Ugly Americans video Part 1 – Les stéréotypes http://abcnews.go.com/video/playerIndex?id=6591406</p> <p>ABC News Ugly Americans video – Les stéréotypes Part 2 & 3 http://abcnews.go.com/WhatWouldYouDo/story?id=6556024&page=1</p> <p>TV5 7 jours sur la planète http://www.tv5.org/cms/info/p-1914-7_jours_sur_la_planete.htm#</p> <p>US sites pour voyageurs français: http://www.office-tourisme-usa.com/voyage-usa.php</p> <p>7 Jours Sur la Planète –video and activities related to the theme</p>	

OBJECTIVES	ACTIVITIES	STRUCTURES	MATERIALS	ASSESSMENTS
<ul style="list-style-type: none">-Define travel issues that are important-Identify cultural faux pas and how to avoid cultural misunderstanding-Identify strategies to ensure hassle-free travel-Offer opinions and experiences related to travel-Explore stereotypes-Research presence & examples of multi-national advertising (McDonald's, Starbucks, Coca-Cola, etc.)				

La Science et la Technologie
Science and Technology

OBJECTIVES	ACTIVITIES	STRUCTURES	MATERIALS	ASSESSMENTS
<p>-How do developments in technology affect our lives? -What ethical considerations are to be taken into account in technological and scientific advancements?</p> <p>-Discuss the positive and negative effects of technology on our relations with others. -Explore technology use abroad -Compare and contrast one's own life with that of one's parents (or grandparents)</p>	<p>-Make a power point presentation of all the technology used in your daily life. -Keep your own and respond to your classmates' week-long Wiki blog in which you describe the joys and/or horrors of your technology-free life -Read, summarize and discuss articles on young people and technology -Respond to questions on articles -Citing articles read, write an essay on the</p>	<p>Vocabulary related to technology and social networking</p>	<p>Extrait de: Paris au XX Siècle de Jules Verne Articles: Le Monde Informatique: http://www.lemondeinformatique.fr/actualites/lire-la-technologie-accroit-la-soif-de-controle-des-jeunes-selon-cap-gemini-24998.html Nations Unies Chroniques- Les Jeunes Adeptes de la Technologie: http://www.un.org/french/pubs/chronique/2004/numero2/0204p58.html</p> <p>Article: Netalya: Quels usages font les jeunes d'internet? http://netalya.org/fr/Article2.asp?CLE=158 Les benefices des réseaux sociaux pour les jeunes: http://cdeniaud.canalblog.com/archives/2009/01/07/12002055.html You Tube: Facebook et les Jeunes http://www.youtube.com/watch?v=dnkfulnplM Slate.fr :Les jeunes utilisateurs de Facebook, plus mauvais élèves que les autres: http://slate.fr/lien/42307/les-effets-paradoxaux-facebook-jeunes</p> <p>7 Jours Sur la Planète –video and activities related to the theme</p>	

OBJECTIVES	ACTIVITIES	STRUCTURES	MATERIALS	ASSESSMENTS
with respect to technology	effects of technology on young people. -Discuss positive aspects and dangers of social networking.			

