

## AP French Course Overview

The AP French Language Course is to be instructed almost exclusively in French. We will continue to encourage all students throughout their French studies to practice their target language in order to demonstrate their level of French proficiency across the three communicative modes: interpersonal, interpretive and presentational. Students who enroll in this course will be able to broaden their knowledge of the culture of Francophone countries and also gain a much greater competence in their communicative skills.

The students will be able to:

- Recognize cultural elements which are used in oral and written assignments.
- Understand a variety of conversations such as lectures, oral presentations, newspapers, materials from la vie quotidienne, Internet articles, letters, directions and authentic literary selections which will be used in the classroom.
- Express themselves orally by using dialog which will reach a variety of personalities and express their personal beliefs by convincing, arguing, describing and persuading others.
- Express themselves in a variety of styles using different strategies that will be able to reach a variety of different audiences.

## Communication Skills

**Written and Printed Interpretative Communication:** Along with literary selections chosen by the teacher, the following readings will be included: newspapers, magazine articles, Internet sites, etc. This variety will help improve the overall understanding of many contemporary ideas in today's world. Students should be able to have an interaction between each other and should also be able to express their own opinions spontaneously, without being given time in advance to prepare themselves in the target language. Students will have the opportunity to expand their knowledge of vocabulary and also be able differentiate between facts, opinions and hypotheses. Students will also be able to analyze the differences between French culture and that of the values and beliefs of their own.

**Written Interpersonal and Presentational Communication:** AP students will be required to write in both the formal form (*vouvoyer*) and the informal form (*tutoyer*). Along with writing brief descriptive paragraphs after reading stories in the target language, students will be asked to express their personal feelings, opinions and also their personal beliefs/ideas on a subject. As the year progresses, these writing assignments will become more and more difficult, challenging and a lot more technical grammatically. They will also be asked to use a variety of writing styles such as persuasive, expository and also as a narrative. In this manner, students will not only develop their writing skills, but also strengthen the effective techniques and independent styles by using timed writing assignments. It would also behoove them to have

peers help with their editing in the first semester, which will help them to find their own mistakes without the aid of a teacher. As well, students will be able to evaluate their peers as well as help them to correct their own mistakes.

**Spoken Interpersonal and Presentation Communication:** There are many statistics that have proven that a comfortable learning environment will provide an affective area of interest in which using the target language is not only encouraged, but this domain is crucial when communication in French is not only necessary, but also crucial if one wants to become bilingual. Any student who wants to participate in the AP French Language program will be required to speak almost exclusively in the target language. Language students will be provided with a variety of activities and exercises which will give them the opportunity to actually express themselves in French in many different situations in life. These could also include debates, expressing personal opinions on forums, Socratic circles, using cooperative learning activities, simulated conversations in both the *vouvoyer* and *tutoyer* forms of their presentations. Students will also be encouraged to try their best at speaking in the target language outside of the classroom as much as possible, both inside the classroom and in the community as well.

**Audio/Visual Interpretive Communication:** Basically, the entire AP French course is to be conducted primarily in the target language, French. This will require students to put forth the effort to speak French on a daily basis which will not only strengthen their speaking skills, but will also improve their listening comprehension skills. Students will also be given a variety of listening sources including CDs, videos, podcasts, aural narrations as well as many Internet sites. All of these components will be available from a variety of authentic sources in which students will be able to hear a variety of different French accents, slang expressions, tones, idiomatic registers, etc.

## UNITÉ 1

**Theme: Personal/Public Identities** (*Les identités personnelles et publiques*)

**Recommended Contexts:**

- Alienation and assimilation (*L'Aliénation et l'Assimilation*)
- Heros and Historical Figures (*Les héros et les Figures Historiques*)
- National and Ethnic Identities (*Les identités Nationales et Ethniques*)
- Personal Interests (*Les Intérêts Personnels*)
- Self-Image (*L'Image de Soi*)

## Comprehensive, Essential Questions (*les Questions Compréhensives et Essentielles*)

- How does one express the aspects of identity in different situations?  
(*Comment est-ce qu'on s'exprime les aspects différents dans une variété de situations ?*)
- How do language and culture influence one's identity?  
(*Comment est-ce que la langue et l'influence culturelle influencent l'identité d'une personne ?*)
- How does one's identity develop over time?  
(*Comment est-ce qu'on influence l'identité d'une personne avec le temps ?*)

## Suggested Activities

- *C'est moi dans le sac* – Students are asked to bring in their own memorabilia from their homes which truly reflect their personality and their own cultural heritage and beliefs. They will then be asked to describe who they are while referring to these objects.
- *Mon été* – Over the summer, students are asked to take picture of their activities and create a presentation that relates to these activities. Students are to give their presentation to the class during the first week of school.
- *Personnalités influentielles* - Students will be asked to create a visual presentation containing pictures and captions about a famous or influential Francophone. They will be asked to use that visual to help in their oral presentation about the contributions made by these individuals in their global community.
- Students will research the Internet for authentic material in French about Haitian immigrants, life in Canada/ Belgium, Côte d'Ivoire, Luxembourg, Monaco and other French speaking countries.
- Students will complete Triangle activities pertaining to these themes.
- In small groups, students will exchange their thoughts and discuss the many different challenges and obstacles which confront immigrants according to the readings answering the questions of: *Qui est-ce? Qu'est-ce qui est, Où? Comment? Quand?, Pourquoi?...* Each group will be asked to post questions on our class site so that the rest of the class can have a general debate on these concerns of interest.
- Students will be asked to research the Internet in order to find authentic material in French which talk about immigration and the struggles that it entails. Hopefully, the class will present possible solutions to these problems which were presented by each group.

- Students will research the Internet for authentic material in French regarding immigration. They can then choose a specific theme and come to class prepared to present and respond to questions about their research.
- Students will research the political situation/ arrangement between Francophone countries and its political views/social implications today.
- Students will complete appropriate exercises in practice resources.

### **Assessment:**

- Write a formal letter to your congressman and/or senator outlining a possible solution to the problem of immigration in the United States.
- Students write a culminating persuasive essay to answer the following prompt: *Est-ce qu'on doit assimiler la culture ou garder votre identité culturelle à un immigrant d'un autre pays ?*
- Students will play a role as Haitian residents who truly want to come to the United States. They will discuss the pros and cons of allowing these struggling people to come to the United States.

## **Unité 2**

### **Theme: Families and Communities/ *La Famille et les communautés***

#### **Recommended Contexts :**

- Customs and Values / *Les coutumes et les valeurs*
- Education Communities / *Les Communautés Educatives*
- Family Structure / *La structure de la famille*
- Global Citizenship / *La Citoyenne Globale*
- Human Geography / *La Géographie Humaine*
- Social Networking / *Les Réseaux Sociaux*

#### **Essential Questions :**

- What constitutes a family in different societies? / *Comment se définit la famille dans les sociétés distinctes ?*
- How do individuals contribute to the well-being of communities? / *Comment contribuent les individus au bien-être des communautés?*
- How do the roles that families and communities assume differ in societies around the world? / *Quelles sont les différences dans les rôles que les communautés et les familles supposent dans les sociétés différentes du monde ?*

## Suggested Activities :

- Socratic Circle: What is a family? How is it defined? How does it differ from your culture? What is traditional? What is modern? How/Why are they different? What types of family prevail in Francophone countries? What changes/differences are evolving with the family today, here and in Francophone countries?
- Journal: *Qui est ton héros et pourquoi?*
- Students will complete appropriate exercises in practice resources.

## Assessment:

- Project: In pairs students research traditions and values that prevail in Francophone countries. Students then present the findings of the research to the class and students compare/contrast the countries researched with each other and their own culture.
- Compare /Contrast the devastation, struggles and lack of a controlled political government in countries such as: La République Dominicaine, Cameron, Côte D'Ivoire, Congo, etc. (Ex: Holocaust, Tiananmen Square, Communism,...)

## Unité 3

### Theme: Global Challenges/ *Les Défis Mondiaux*

#### Recommended Contexts:

- Economic Issues / *Les Problèmes Économiques*
- Environmental Issues / *Les problèmes d'environnement*
- Philosophical Thought and Religion / *Les pensées philosophiques et la religion*
- Population and Demographics / *La population et les démographiques*
- Social Welfare / *Le bien-être social*
- Social Conscience / *La conscience sociale*

#### Essentiel Questions :

- What environmental, political, and social issues pose challenges to societies throughout the world? *Quels défis sociaux, politiques, et écologiques posent des problèmes aux sociétés du monde?*
- What are the origins of those issues? */Quelles sont les origines de ces défis ?*
- What are the possible solutions to those challenges? */ Quelles sont des solutions possibles à ces défis?*

## Suggested Activities

- Students will research individual countries and create a presentation of the travel opportunities, pros, and cons of ecotourism in the country.
- Students will be given a budget and will create a \_\_\_\_ day long trip to either a specific or multiple countries.
- Debate the merits / detriments of developing ecotourism in various countries.
- *Écrivez une rédaction de quelques remèdes pour les problèmes de l'environnement.*
- Debate the merits / detriments of developing ecotourism in various countries.
- *Écrivez une rédaction qui essaie de donner des remèdes pour les problèmes qui font référence de ce qui se passe dans notre monde.*
- Students will create a written proposal for an addition to the *Déclaration Universelle des Droits de l'Homme*. They will present the proposed changes orally giving specific details of their importance using data to support all claims.
- Students will write an essay for the topic: The Greatest Human Rights Victory
- Journal & Reflection writing: Themes from the class discussion (discrimination, poverty, stereotypes, etc.)

Sources:

*L'écotourisme dans:*

France Programme de BBC, France 24, TV-monde

Travel planning website, *Des articles de l'importance de l'Activité Économique de Tourisme et Voyages aux pays francophones*

## UNITÉ 4 :

**Theme : Science and Technology / *Les sciences et la technologie***

### Recommended Contexts

- Access to Technology / *L'accès à la technologie*
- Effects of Technology on Self and Society / *Les Effets de la technologie à l'individu et dans la société*
- Health Care and Medicine / *Les soins médicaux et la médecine*
- Innovations / *Les innovations technologiques*
- Natural Phenomena / *Les phénomènes naturels*
- Science and Ethics / *Les sciences et les éthiques*

## Essential Questions :

- How do developments in science and technology affect our lives? / *Quel impact est-ce qu'il y a dans les développements scientifiques et technologiques dans nos vies ?*
- What factors have driven innovation and discovery in the fields of science and technology? / *Quels facteurs ont mis en mouvement l'innovation et le découvert dans les sciences et la technologie?*
- What role does ethics play in scientific advancement? / *Quel rôle joue les éthiques dans les avancées scientifiques ?*

## Suggested Activities :

- Socratic Circle Discussion: *Quelles techniques technologiques est-ce vous utilisez tous les jours? Si vous deviez choisir seulement un outil technologique, que choisiriez –vous et pourquoi? / Comment affecterait cette décision dans votre vie et quels défis auriez-vous sans les autres appareils technologiques ?*
- Respond to the essential question in a more personalized context. *Quel impact est-ce qu'il y a dans les développements scientifiques dans votre vie ? Faites une comparaison de votre vie maintenant et celle de votre vie quand vous étiez plus jeune ?* Students will answer this question in an on-line discussion making comments and answering the comments of at least two of their classmates.
- Students will watch the following video clip : Student Health History <http://www.youtube.com/watch?v=hRd2N8SaWJM>. In small groups, students will discuss the content of the video report ; what impact has the cell phone had in their own lives, and whether they believe it to be positive or negative. Students interview a classmate regarding the use of cell phones. Sample questions could include: *Combien de temps passez-vous en utilisant les cellulars ? Pourquoi est-ce que vous l'utilisez autant ? Généralement, combien de messages des textes envoyez-vous dans une journée ?*
- *Quelles avances technologiques est-ce qu'on verra dans ce siècle ?* In pairs, students are to identify what they consider to be the greatest challenges in the modern world in terms of technology and its use.
- Socratic circle to discuss and reflect on the following questions (students may, of course, add additional questions to the conversation.) Spoken Interpersonal Communication. *Connaissez-vous à quelqu'un qui n'utilise pas la technologie ou à qui n'ait pas d'intérêt dans les avances technologiques ? Expliquez ces circonstances et les conséquences de ces décisions.*

- Research and discuss the following topics :
  - 1) *Décrivez et commentez quelques de ces avancées technologiques au sujet de la médecine.*
  - 2) *Dans quelles manières est-ce que la technologie a affecté les changements des désastres récemment ?*
  - 3) *Quelle est l'importance de l'étiquette avec l'usage de la technologie pour l'investigation bio médicale ?*
  - 4) *Quels appareils technologiques est-ce que vous utilisez chaque jour ?*
- Students listen to and read news about stem cell research and come prepared for a class debate on the pros and cons of stem cell research. They must bring evidence from :
 

<http://www.eurostemcell.org/regulation-stem-cell-research-france>  
<https://www.bing.com/news/search?q=French+News+On+Stem+Cell+Research&qpv=french+news+on+stem+cell+research&FORM=EWRE> /or other sources to back up their opinion.
- Students may listen to :
 

[https://176000012.r.bat.bing.com/?ld=d3ras30EHbRPqYgnzbyw3pNjVUCUyqDIMB-QFdWrV0-obdpDG7oanrpvWD2Cd2GvPqZTGVOxpizhPzEY0OIURUOMUxn81I14-zQlGcLPT5pcHJXOIT9X8iiYBViJDmi1-YEauZO0Z7UasXnFXzb58hwQBC acOVnnYMyWNfUvJHlbpoGV&u=https%3a%2f%2fwww.health.zone%2fvertical%3fs\\_pt%3ds%26s\\_it%3dcontent%26type%3dcontent%26s\\_chn%3d8%26s\\_gl%3dUS%26q%3dfrench%2520songs%2520about%2520health](https://176000012.r.bat.bing.com/?ld=d3ras30EHbRPqYgnzbyw3pNjVUCUyqDIMB-QFdWrV0-obdpDG7oanrpvWD2Cd2GvPqZTGVOxpizhPzEY0OIURUOMUxn81I14-zQlGcLPT5pcHJXOIT9X8iiYBViJDmi1-YEauZO0Z7UasXnFXzb58hwQBC acOVnnYMyWNfUvJHlbpoGV&u=https%3a%2f%2fwww.health.zone%2fvertical%3fs_pt%3ds%26s_it%3dcontent%26type%3dcontent%26s_chn%3d8%26s_gl%3dUS%26q%3dfrench%2520songs%2520about%2520health); <http://www.songsforteaching.com/foodnutrition.html> – des chansons au sujet de la santé
- Complete listening, reading, writing and speaking activities in Triangle: Chapitre 2 au sujet de la santé.
- Students research and, present and discuss articles pertaining to medicine, healthcare in Francophone countries and advances made in these areas.
- Students write a persuasive essay on what would be the very best future care/ medical break-throughs.
- Students will complete appropriate exercises in practice resources



## Assessments :

- Students address the impact of new advances in science and technology (social media, stem-cell research) using authentic sources and focusing on the essential question, *Quelles conséquences a les développements scientifiques dans nos vies ?* Students present their information via Prezi or a Power Point Presentation. The project must include their opinion on the topic.
- Students research hurricanes and cyclones that occurred before the Internet Age and other advances in technology. Then, they are to research technologies available for identifying and predicting hurricanes and cyclones today. Finally, citing their sources, they write a persuasive essay telling how outcomes may have been different in those early natural disasters if they had the technology we have today, while citing evidence and synthesizing their research.

## UNITÉ 5 :

**Theme : Beauty and Aesthetics / *La beauté et Les Esthétiques***

### Recommended Contexts :

- Architecture / *L'architecture*
- Defining beauty / *Les définitions de la beauté*
- Defining Creativity / *Les définitions de la créativité*
- Fashion and Design / *La mode et le design*
- Language and Literature / *Le langage et la littérature*
- Visual and Performing Arts / *Les arts plastiques les esthétiques*

### Essential Questions :

- How are perceptions of beauty and creativity established ? / *Comment est-ce qu'on établit les perceptions de la beauté et de la créativité ?*
- How do ideals of beauty and aesthetics influence daily life ? / *Comment influencent les idées de la beauté et les esthétiques dans la vie quotidienne ?*
- How do arts both challenge and reflect cultural perspectives ? / *Comment est-ce que les arts défient et réfléchissent aux perspectives culturels au même temps?*

## Suggested Activities :

- Ça c'est beau ou non ? – Students will research electronic images of art, architecture, fashion and other « creative » products while using a rating application such as: polleverywhere ([www.polleverywhere.com/](http://www.polleverywhere.com/)) Students will view examples of art, architecture, clothing, and other products. They will answer the question : *Ça c'est beau ?* Discussion will then ensue lead by the questions : *Pourquoi ? ou Pourquoi pas ?* Students will need to be able to defend their opinions.
- Students will watch a video clip of various famous works of architecture. They will research the history of various works and significance of these structures. These works include but are not limited to : Le Louvre, Le Pyramide au Louvre, la Cathédrale de Notre –Dame, Mont. St. Michel, L'Arc de Triomphe, L'Église de St. Denis, Château de Versailles, Chartres, L'Opéra de Paris, La Tour Eiffel, etc. Students will give a presentation which summarizes the important elements of each work. Students will compare and contrast the elements of past architecture with those of modern buildings.
- Use the Louvre's online visual tour :  
<http://www.stockholm360.net/list.php?id=Louvre> in order to allow students to see various famous works at the Louvre. Student will write a critique of one of their favorite pieces in the collection. Students may also debate which piece is the « most beautiful ».
- Students will be given a socio-cultural context surrounding the work including but not limited to :
  - 1) *Des romans littéraires et des artistes au courants de l'actualité, le réalisme magique et le surréalisme*
  - 2) *Les auteurs : Sophie Marceau, Jean-Luc Godard, Michel Houellebecq, Betsy Drake, Mylène Farmer, Milan Kundera, etc.*
  - 3) *Les artistes : Amanda Lear, Charlotte Martin, Paul Brizzi, Charlotte Couture, Serge Regiani, Pierre Soulages, Thierry Bisch, etc.*
- Class will discuss the elements of réalisme magique and le surréalisme in littérature and arts.

- Students will read individually (as homework over several nights and/or a weekend) one story at a time. Once each story is read, students will retell the story and answer questions of : *Qui ? Qu'est-ce qui ? Où ? Comment ? Quand ? Pourquoi ?* (Suggested stories : *L'Appel de l'Ange, Si c'était Vrai, Moi D'abord, Les Souvenirs, La Délicatesse*)
- Class discussion of different works by Amanda Lear, Charlotte Martin, Paul Brizzi, etc. Students will select one piece of work per author and the class will discuss the presence of magic realism, historic realism, fantasy and the individual representation of realism in each art piece. The art pieces will be pre-approved, pre-selected, and/or suggested by the teacher.
- Les Mythes et Les Légendes : <http://outlanderlists.weebly.com/french-myths-legends--tales.html>; <https://www.france101.net/page/french-myths-and-legends>
- Students will follow/watch video for French fashion week in France (<http://www.whatparis.com/paris-fashion-week.html>) and then select a collection that appeals to them (negatively or positively) and describe why they think that particular collection stands out.
- Students will complete appropriate exercises in practice resources.

### Assessments :

- Vocabulary testing using the vocabulary in the context of readings.
- Essay analyzing one of the stories in the context of *réalisme magique*, comparing one story to another or giving an individual analysis of one of the stories.
- Students may analyze one piece of artwork and then work with a partner to compare and analyze the two works of art. Presentations will be done orally showing the similarities/differences to the class.
- Students need to select a country and find several products specific to that country that express it's creativity. They will then present what they found out to the rest of the class. (Parisian textiles, Cartier, Boucheron, Parfumerie, etc.)

## UNITÉ 6 : Theme : Contemporary Life/ *La Vie Contemporaine*

### Recommended Contexts :

- Education and Careers / *L'éducation et les carrières professionnelle*
- Entertainment / *Le divertissement et l'amusement*
- Travel and Leisure / *Les voyages et le loisir*
- Lifestyles / *Le mode de vie*
- Relationships / *Les relations personnelles*
- Social Customs and Values / *Les traditions et les valeurs sociales*
- Volunteerism / *Le volontariat*

### Essential Questions :

- How do societies and individuals define quality of life ? *Comment définissent les individus et les sociétés leur propre qualité de la vie ?*
- How is contemporary life influenced by cultural products, practices, and perspectives ? *Comment influencent les produits culturels, les pratiques et les perspectives du monde contemporain?*
- What are the challenges of contemporary life? *Quels sont les défis de la vie contemporaine ?*

Online formats for letter writing en français (formal/informal) :

<https://www.frenchtoday.com/blog/how-to-write-letters-in-french>

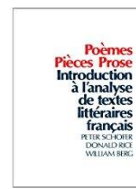
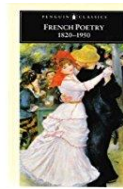
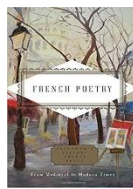
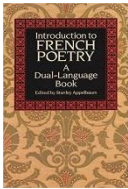
<http://anglophone-direct.com/Writing-Formal-Letters-in-French/>

[http://french-linguistics.co.uk/phrase\\_book/en/letters.html](http://french-linguistics.co.uk/phrase_book/en/letters.html)

### Suggested activities :

- Students will independently read love letters in French  
<http://transenter.com/blog/tag/french-love-letter/>  
[http://www.huffingtonpost.com/2012/10/15/love-letters-sent-from-fr\\_n\\_1967515.html](http://www.huffingtonpost.com/2012/10/15/love-letters-sent-from-fr_n_1967515.html). After discussing its content in class, the students will write their own love letter using the formats for letter writing.

- Students will explain and discuss functions in their desired job position and share their plans for the future (college, profession, where you could look for a job/exchange program in francophone countries)
- Students will discuss the process of writing a letter when looking for a job.
- Students will practice their skills as they create mock interviews with classmates.
- Student will read from a variety of French poetry books : (exemples)



Each student will choose selected poems from the book, discuss connections with vocabulary as well as the content.

- Students will discuss in a round table how work affects the way we live our lives.
- Students will complete appropriate exercises in practice resources.

### Suggested assessments :

- Students will write a resume + cover letter responding to a position selected from a newspaper in a francophone country – AP Presentational Rubric
- Students will play the parts of interviewer and interviews for a mock job interview using cover letter/resume – AP Interpersonal Speaking Rubric
- Project – *La procédure de devenir étudiant à l'université*
  - La procédure de s'inscrire*
    - Les formulaires*
    - Les matières obligatoires*
    - Les essais*
  - Les résidences scolaires*
  - Les horaires scolaires*
  - L'information spécifique pour une carrière/ les spécialisations*
  - L'aide financière et les bourses – comment obtenir les frais de scolarité*
  - Les vrais coûts d'habiter dans un campus universitaire*

- G. Les camarades de chambre*
- H. Les changements dans le régime et les coutumes*
- I. Comment trouver l'équilibre de la vie sociale et les responsabilités*

**RESOURCES : *Les textes***