

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline  
AP French 4**

**Date:** October 2003

**Subject Area:** World Language

**Proposed Grade Level(s):** 11-12

**Course Length:** 1 Year

**Grading:** A – F

**Number of Credits:** 5/Semester

**Prerequisites:** Minimum grade of ‘C’ in French 3, or instructor approval

**BRIEF COURSE DESCRIPTION:**

French 4 is a course designed to prepare students to pass the Advanced Placement Exam in French Language. It is intended for those who have chosen to further develop their proficiency in all four language skills: listening, speaking, reading, and writing. It is assumed that most students will be in the final stages of their secondary school training and will have had substantial course work in the language. The course emphasizes the use of French for active communication.

**GENERAL GOALS/PURPOSES:**

The course goals are based on the pre-established AP objectives as follows:

- The ability to comprehend formal and informal spoken French;
- The acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in French;
- The ability to compose expository passages; and
- The ability to express ideas orally with accuracy and fluency.

Course content may reflect intellectual interests shared by the students and teacher (the arts, history, current events, literature, culture, sports, etc.) Materials include recordings, films, newspapers, and magazines. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions must be an integral part of the AP French Language course.

**STUDENT READING COMPONENT:**

Reading in the fourth level is an active skill. Students must take an active part in the reading process, constantly inferring, deducing, anticipating, guessing, predicting, checking and asking themselves questions about the text. Readings are drawn from authentic French materials as well as the *AP French; Preparing for the Language Examination* workbook. Students read a variety of genres: prose, poetry and drama from different periods; answer content questions; and demonstrate increased critical thinking skills.

**STUDENT WRITING COMPONENT:**

Writing in the fourth level is a continuation of the skills acquired in French III. Each writing task is designed to develop skills that will help students prepare to take the Advanced Placement Exam in French Language. Students practice such skills as writing a composition using advanced function words and verbs, explaining in

detail, narrating a picture sequence, circumlocution, and editing processes in order to develop the ability to express themselves with reasonable fluency and accuracy in written French.

### **STUDENT ORAL COMPONENT:**

The oral component at the fourth level is geared toward spontaneity of response in unrestricted French speaking situations. Instruction and practice is designed to eliminate hesitation, verb tense errors, incorrect word order and incorrect pronunciation. The *AP French: Preparing for the Language Examination* workbook requires practice in accuracy, fluency and speed with which questions are answered. Students will record their individual responses and submit them for peer assessment and self evaluation.

### **DETAILED UNITS OF INSTRUCTION:**

Instruction does not focus on the mastery of any specific subject matter. Students continue to practice and perfect language skills through grammar, vocabulary and literature activities, listening to French radio programs and music artists and viewing French films, news programs and videos.

### **THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR FCUSD EXIT EXAMS IN:**

Though not designed for direct correlation to the exit exams, some preparation in some or all areas of math, reading, writing, language arts, and social science will take place.

### **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

The five National Standards of Communication, Cultures, Connections, Comparisons, and Communities are all addressed. See Appendix.

### **DISTRICT ESLRs TO BE ADDRESSED:**

- **Self-Directed Learners** who take responsibility for their learning as they master the target language.
- **Effective Communicators** who speak, write, and read and listen in the target language.
- **Constructive Thinkers** who apply learned vocabulary and concepts to attain mastery of the target language.
- **Collaborative Workers** who work well with peers in small and large group activities in order to practice the use of the target language.
- **Quality Producers/Performers** who take pride in the work they complete as they continually work toward mastery of the target language.
- **Responsible Citizens** who attend class regularly in order to contribute to not only their own but also their peers' learning of the target language.

## Appendix

# World Languages National Standards – The Five C’s and 11 Content Standards

## Communication

### Communicate in Languages Other Than English

- Standard 1.1** Students engage in conversations, provide and obtain information, express feeling and emotions and exchange opinions.
- Standard 1.2** Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3** Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

## Cultures

### Gain Knowledge and Understanding of Other Cultures

- Standard 2.1** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

## Connections

### Connect with Other Disciplines and Acquire Information

- Standard 3.1** Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2** Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

## Comparisons

### Develop Insight into the Nature of Language and Culture

- Standard 4.1** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## Communities

### Participate in Multilingual Communities at Home and Around the World

- Standard 5.1** Students use the language both within and beyond the school setting.
- Standard 5.2** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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