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AP French Language and Culture Syllabus

Course Overview:

The AP French Language and Culture course is set up to focus on all four language skills (listening, speaking, reading, writing). Students will learn to understand spoken French in various contexts. They develop the vocabulary to understand newspapers, magazines and literature. They also develop the ability to express themselves orally and in writing in various contexts. The interweaving and integration of such techniques develop increased fluency in the language in preparation for the AP French Language and Culture Examination where they acquire an appreciation of various francophone cultures, foster global awareness and further their employability in the global marketplace.

Course Objectives:

This course is structured around the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics. Certain topics from the themes can overlap and are at times covered again from different perspectives. Students explore these themes in a variety of ways in accordance with the World Language Content Standards (communication, connection, cultures, comparison and Communities). Students will be able to:

1. Demonstrate increased fluency in listening comprehension.
2. Achieve a level of comprehensible written and oral expression to the native listener or reader.
3. Read and effectively discuss a large variety of more complex reading materials including original literary texts, as well as newspaper and magazine articles from a variety of sources.
4. Originate and participate in conversations using everyday situations, teacher-given situations or subjects that show proper manipulation of the language, express relative complexity of higher order thinking and creativity of speech.
5. Use interpersonal, interpretive and presentational communication effectively using correct vocabulary, idiomatic expressions, and grammatical structures studied.
6. Demonstrate proficiency and continuing improvement in the following "workplace skills," as appropriate for the designated coursework.
7. Compare, contrast, and form personal opinions of varying authentic francophone texts, podcasts, charts, pies, and graphs using presentational communication.

Course Materials:

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

- Sturges II, Hale and Cregg Nielsen, Linda and Herbst, Henry. *Une fois pour toutes*. Upper Saddle River, NJ: Pearson Education, 2008
- Herbst, Henry and Sturges II, Hale. *Par tout le monde francophone*. White Plains, NY: Longman, 1996.
- Almeranti, Erin. *Notre Histoire: Avancez et preparez*. Vocesdigital.com, American Eagle Co, 2001.

For specific AP practice and thematic vocabulary:

- Kurbegov, Elaine and Weiss, Edward. *Barron's AP French Language and Culture,* New York, NY : Barron's Educational Services, Inc. 2013.
- Ladd, Richard. *Allons au-delà! La langue et les cultures du monde francophone*. Boston, Mass : Pearson Prentice Hall, 2012.
- Ladd, Richard. *AP French: Preparing for the Language and Culture Examination*. Boston, Mass : Pearson Prentice Hall, 2012.

Supplementary material for reading and listening taken from the following:

- Interactive podcasts and literature from *TV5monde.org* (http://www.tv5monde.com).
- Articles and podcasts from *Radio France Internationale* (http://www.rfi.fr/).
- Articles from *La Libération, Le Monde* and other French and francophone journals and magazines.
- Various poetic songs from famous artists (Edith Piaf, Georges Brassens, Charles Aznavour, Jacques Brel, Charles Trenet, Barbara, and other traditional and modern artists-http://www.youtube.com)
- Albert Camus, *L'Etranger*, Gallimard, Collections Folio, 1942
- Antoine de Saint-Exupéry, *Le Petit Prince*, Houghton Mifflin Company, 1970

General Guide to Thematic Units	
September (23 days) (5 weeks)	**Theme 1—Global Challenges: The Environment & Diversity Issues** ● Vocabulary to study: pollution, writing formal e-mails & letters ● Grammar review: future & future past, & conditional & conditional past, negative expressions, *battre, mentir, valoir, falloir* ● Listen, discuss, and react to the song *Sauve le monde* by K-Reen (*lepost.fr*) and *Octobre* by Francis Cabrel. ● Watch, discuss and react to selected videos from *tv5monde* concerning diversity issues (race, sexuality, women, socio-economic, etc.) ● Read, listen, discuss, and react to readings on environment from *Allons au-dela, Barron's and AP French*. ● Complete any listening and Internet activities from *7 Jours sur la planète* that correspond to the environment, diversity issues, or any other global challenge in the francophone world. ● Writing pieces include Integrated Vocabulary, a formal letter to the Director of any environmental Protection group in the francophone world. ● Oral presentations will include a student-produced "interview panel" video about a global challenge an international organization might face. Students will use vocabulary and different grammar structures.
October (20 days) (4 weeks)	**Theme 2—Science & Technology: New Media & Communications** ● Vocabulary to study: various types of communication (i.e. mail, phone, television, radio, press, computer) & new modes of communication in a global world (i.e., Internet, blogs, Twitter, Facebook, etc). ● Grammar review: *si* clauses, future perfect ● Listen to the song "La réalité" by Amadou et Mariam, discuss, and react to how music serves as a universal communicator on various social issues. ● Read, listen, watch, discuss, and react to readings and videos on science and technology from *Allons au-dela, Barron's and AP French and tv5monde.com*. ● Writing pieces include various ways of communicating with different people via e-mail, text, and letter; write a blog entry addressing how the use of social networking is changing the world, and react to others' posts.

November / December (20 day) (4 weeks)	**Theme 3 —Holidays, Travel & Cuisine** ● Vocabulary to study: Christmas & winter, travel by plane & train, food & cooking ● Grammar review: *venir* & recent past, preterit, imperfect, pluperfect, *boire, servir* ● Read, listen, watch, discuss, and react to readings and videos on holidays, travel and cuisine from *Allons au-dela, Barron's and AP French and tv5monde.com*. ● Oral presentations will include a student-produced cooking show on video preparing ethnically francophone dishes and provide samples for the class to taste. ● Writing pieces will include Integrated Vocabulary and journal entries documenting their vacation incorporating learned grammar structures using new terms from the unit.
December / January (24 days) (5 weeks)	**Theme 4—Beauty & Aesthetics: Visual Arts & Music** ● Vocabulary to study: the five senses, expressions with *prendre*, painting, artistic movements & Parisian museums ● Grammar review: *lire, dire, écrire*, *dormir, peintre*, passé simple, comparatives & superlatives, relative pronoun (*lequel*) ● Read, listen, watch, discuss, and react to readings and videos on beauty and aesthetics from *Allons au-dela, Barron's and AP French and tv5monde.com*. ● Writing pieces include student-research on an artist of their choosing who influenced the art world in the francophone world, providing a chart or map, artistic movement influenced, brief history of artist, and several visual examples; oral presentations to follow.
January / February (20 days) (4 weeks)	**Theme 5—Families & Communities: Citizenship & Immigration** ● Vocabulary to study: immediate & extended family, different types of relationships (i.e., familial, friendship, love, work, etc.). ● Grammar review: infinitives + *à/de*, infinitive past, gerundive, present participle. ● Listen to the song "Âme armée" by Ina-Ich, discuss and react to how the song expresses the antithesis of community. ● Listen, discuss, and react to love songs by several artists such as Charles Aznavour, Edith Piaf, Jacques Brel. ● Read, listen, watch, discuss, and react to readings and videos on citizenship and immigration from *Allons au-dela, Barron's and AP French and tv5monde.com.* ● Write and create a collage, PowerPoint, or glog (virtual poster) of how one views oneself within the community. ● Immigration project includes filling out immigration paperwork, developing a personal backstory and reasons for immigrating, etc. all in the target language; oral presentations about process to follow.
Finals	Students turn in a research paper about one of the topics within the themes. They create a Google Slides or a Canva about the topic. They are tested separately on the grammar themes.
	Theme 6 —Nationalism, Alienation & Assimilation ● Vocabulary to study: languages, nations, geography

February / March (20 days) (4 weeks)	● Grammar review: articles, direct & indirect object pronouns, *vouloir, pouvoir, devoir, partir, sortir, courir* ● Listen, discuss, and react to the song *Chanson pour L'Auvergnat*, by Georges Brassens. ● Read, listen, watch, discuss, and react to readings and videos on nationalism, alienation and assimilation from *Allons au-dela, Barron's and AP French and tv5monde.com.* ● Writing pieces: Student-researched francophone nation providing a chart or map, statistical, economic, political, and social information concerning that particular nation followed by oral presentation of a researched nation.
March / April (20 days) (4 weeks)	**Theme 7—Personal and Public Identities: Multiculturalism & Self-Identity** ● Vocabulary to study: adjectives (nationality, professions, describing oneself), adverbes ● Grammar review: present tense, imperative, adjective agreement, idiomatic expressions w/*avoir, être, faire, aller* (using Wordle), interrogative questions, pronominal verbs, *s'asseoir, se plaindre* ● Read, listen, watch, discuss, and react to readings and videos on multiculturalism and self-identity from *Allons au-dela, Barron's and AP French and tv5monde.com* ● Writing pieces incorporating above grammar and addressing self-identification, heritage, nationality and ethnicity (ex. Wordle, e-mail) ● Read, discuss, and react to "Je ne suis pas très belle" from *Le Journal des Copains* and write a personal response.
April / May / June (25 days) (5-6 weeks)	**Theme 8—Contemporary Life: Education & Housing/Shelter** ● Vocabulary to study: school and academic subjects, housing, domestic chores ● Grammar review: subjunctive present and past, expressions that take subjunctive, relative pronouns (*qui, que, où, dont*) ● Listen, discuss, and react to the song *Attendez que ma joie revienne* by Barbara and *Je Vole*, by Louane Emera. ● Read, listen, watch, discuss, and react to readings and videos on education, housing and shelter from *Allons au-dela, Barron's and AP French and tv5monde.com.* ● Writing piece will include Integrated Vocabulary using new terms from the unit, short reactions to articles, videos, and class discussions.
Finals	Students turn in a research paper about one of the topics within the themes. They create Google Slides or a Canva about the topic. They are tested separately on the grammar themes.

Teaching Strategies

- Oral communication is strongly emphasized in class. Many times, students are orally introduced to new verbs, grammar concepts, and vocabulary. Through Total Physical Response (TPR) methods and teacher modeling, students are exposed to the new concepts in the target language without the use of English, as the class is taught in immersion style and in French.

- A variety of written activities and drill work follow oral activities. I have frequent comprehension checks, using partner activities to check written homework orally, working in small groups for peer editing and spot checks before correcting all together as a class.

- Vocabulary is taught comprehensively and within context of their literary readings or media articles. I employ an integrated system of vocabulary whereby students look up the definition, synonym and antonym to student-chosen words in French which aids them in broadening their scope of French vocabulary. Next, they write a complex compound sentence using the word itself, a synonym or antonym, a coordinating conjunction, and a possessive noun in each sentence. This method is to render their writing more elaborate and sophisticated in preparation for interpersonal and presentational writing portions of the AP exam.

- I use a variety of listening material for their listening comprehension. Students become adjusted to me speaking French at a relatively fast pace so that my students get used to quick speech. I use recordings of authentic French speakers from film, video (internet or otherwise), music, and AP testing material so students are exposed to a range of different accents and voices.

- Articles are a requirement for my AP students. They usually find current news articles online from reputable news sources such as *Le Monde*, *TV5*, *Reuters France* or *tv5monde*. Such articles reflect their interests in politics, environment, medicine, culture, and international affairs. Having read their articles, they then find and define all unknown vocabulary and take notes for comprehension. Lastly, they write a summary of their articles explaining the main points of the piece and provide an opinion based on what they read, evaluating the current status from their personal point-of-view.

- Assessments are conducted in several different fashions. For grammar concepts, I give quizzes or tests that I create myself or draw from textbooks. Listening comprehension assessments are produced by piecing together dialogues or exchanges from *Barron's AP French*, *Advanced Placement French*, or *AP French* which provide proper examples that mirror those of the AP exam. I evaluate students' reading comprehension and higher order thinking by quizzing them on song lyrics, poetry, or literary passages discussed and explained in class. Writing assessments are done by article reviews, essays, Integrated Vocabulary, and short answer quizzes. Oral assessments are done through partner or group dialogues, daily exercises and end of semester oral projects. I explain the format of the speaking section of the exam, and we simulate several times real recorded situations for practice purposes. I use released directed-response questions found on *AP Central*.

- Our students all have their own laptops. They use different apps and software including but not limited to: Vocesdigital.com activities, Textbook videos and CDs, tv5monde interactive activities, quizlet, blooket, quizizz, Google Slides, Canva, ScreenCastify, and film-making software.