

**TAMALPAIS UNION HIGH SCHOOL DISTRICT**  
**Larkspur, California**

**Course of Study**

**AP French Language and Culture**

**1. Introduction**

“AP French Language and Culture” is a two-semester course offered in the World Languages Department and is open to qualified 10-12 graders.

**2. Course Description**

This course in the World Language Department is offered to advanced students who are motivated towards achieving fluency. In today’s global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also provides them with access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literature endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies, including English, Science, History, Art and Music. In these ways, this course clearly supports the TUHSD Mission Statement. Bilingual students are enabled to communicate more effectively and address the challenges of a dynamic and diverse community. This course also supports the TUHSD Strategic Priorities in that, under the Instructional Programs and Practices, students are guaranteed access to rigorous, relevant, and engaging courses. In addition, under Curriculum and Assessment, this course ensures student mastery of 21<sup>st</sup> Century Skills.

**3. Prerequisite Skills**

The traditional prerequisite course required for entrance into AP French Language and Culture is completion of French 7-8 with a grade of B or better, or permission from the AP teacher. Students with an A in French 5-6, as well as native or heritage speakers, may also elect to take an entrance test in spring, which includes an evaluation of their reading, listening, writing, speaking and grammar skills.

The justification for these prerequisites are that students in French 7-8 are exposed to high level language and are required in class to demonstrate the necessary level and type of reading, listening, writing, speaking and grammar skills; similarly, students who pass the entrance test have demonstrated sufficient comparable competency to be successful in this advanced course.

#### 4. Program Goals/ Learning Outcomes

When communicating, students in the AP French Language and Culture course will meet the following course goals, which correspond to the TUHSD World Language Program Goals.

- Demonstrate an understanding of culture(s), recognize and be aware of differences, diversity and richness in cultural practices and products among regions and speakers of the target language. (Culture)
- Incorporate interdisciplinary topics and reinforce their knowledge of other areas of study. (Connections)
- Gain insight about their own culture and language through learning and making comparisons between the cultures and languages of others and their own. (Comparisons)
- Use the target language in real-life settings, both within and beyond the school setting, and participate in multi-lingual communities at home and around the world in a variety of mediums and contexts. (Communities)
- Address a wide variety of topics that are age and stage appropriate. As students develop their ability to communicate in the target language, they are able to more fully participate in topics and tasks that increase in complexity. Students will develop increasing competence in manipulating multiple components of the language in order to comprehend and communicate successfully. (Content)

To meet these program goals, students will engage in the following three modes of communication:

- *Interpersonal Communication:* Engage in conversations and ask and respond to questions in a variety of mediums and settings to express feelings and emotions, provide and obtain information and express opinions.
- *Interpretative Communication:* Understand and interpret diverse written and spoken target language on a variety of topics and in a variety of contexts.
- *Presentational Communication:* Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a variety of contexts.

The above 3 modes of communication break down into the following Learning Outcomes, as outlined by the College Board and as specific to the AP French Language and Culture Exam. Students will be able to demonstrate competency in the following contexts:

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

## 5. Learning Progressions/ Proficiency Scales

Because this is an AP Course with specific outcomes delineated by the College Board (see item #4) , we prefer to use their rubrics during class instruction to measure student learning, as well as provide students with valuable feedback about their own progress towards mastering each specific learning outcome.

There are four rubrics corresponding to the different productive competencies:

- Interpersonal Writing: Email Reply
- Presentational Writing: Persuasive Essay
- Interpersonal Speaking: Conversation
- Presentational Speaking: Cultural Comparison

Following is one Sample Scoring Guideline, for the Interpersonal Writing component, as published by the College Board.

### 5 - Strong

- Maintains the exchange with a response that is clearly appropriate within the context of the task
- Provides required information (e.g., responses to questions, request for details) with frequent elaboration
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax, and usage, with few errors
- Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
- Variety of simple and compound sentences, and some complex sentences

### 4 - Good

- Maintains the exchange with a response that is generally appropriate within the context of the task
- Provides required information (e.g., responses to questions, request for details) with some elaboration
- Fully understandable, with some errors which do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax, and usage
- Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
- Simple, compound, and a few complex sentences

### 3 - Fair

- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task

- Provides required information (e.g., responses to questions, request for details)
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness
- Simple and a few compound sentences

## 2 - Weak

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- Provides some required information (e.g., responses to questions, request for details)
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
- Simple sentences and phrases

## 1- Poor

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- Provides little required information (e.g., responses to questions, request for details)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- Very simple sentences or fragments

## 6. Suggested Scope and Sequence of Curriculum

The main goal of the AP French Language course is for students to develop communication skills and advanced proficiency in French. The emphasis is on synthesizing the four language skills of speaking, listening, reading and writing. Student will use authentic materials and sources and within the context of a variety of pertinent thematic units, in order to make connections, comparisons and explore cultural perspectives as they communicate in French. The themes of study are meant not only to improve communication but also to promote cultural perspectives essential

to global citizenry. Thus, students will engage in real life tasks and interdisciplinary inquiry, and focus on the following six themes (as identified by the College Board:)

1. Global Challenges
2. Science and Technology
3. Contemporary Life
4. Personal and Public Identities
5. Families and Communities
6. Beauty and Aesthetics

Corresponding to each of the above six themes is a list of Recommended Contexts, and Overarching Essential Questions. They are suggestions to guide selection of authentic corresponding materials for instruction, and the development of both production and comprehension-based assessments.

#### Theme #1: Global Challenges

- Recommended Contexts:
  - Economic Issues
  - Environmental Issues
  - Philosophical Thought and Religion
  - Population and Demographics
  - Social Welfare
  - Social Conscience
- Overarching Essential Questions:
  - *What environmental, political, and social issues pose challenges to societies throughout the world?*
  - *What are the origins of those issues?*
  - *What are possible solutions to those challenges?*

#### Theme #2: Science and Technology

- Recommended Contexts:
  - Access to Technology
  - Effects of Technology on Self and Society
  - Health Care and Medicine
  - Innovations
  - Natural Phenomena
  - Science and Ethics
- Overarching Essential Questions:
  - *How do developments in science and technology affect our lives?*
  - *What factors have driven innovation and discovery in the fields of science and technology*
  - *What role do ethics play in scientific advancement?*

#### Theme #3: Contemporary Life

- Recommended Contexts:
  - Education and Careers

- Entertainment
- Travel and Leisure
- Lifestyles
- Relationships
- Social Customs and Values
- Volunteerism
- Overarching Essential Questions:
  - *How do societies and individuals define quality of life?*
  - *How is contemporary life influenced by cultural products, practices, and perspectives?*
  - *What are the challenges of contemporary life?*

#### Theme #4: Personal and Public Identities

- Recommended Contexts:
  - Alienation and Assimilation
  - Heroes and Historical Figures
  - National and Ethnic Identities
  - Personal Beliefs
  - Personal Interests
  - Self-Image
- Overarching Essential Questions:
  - *How are aspects of identity expressed in various situations?*
  - *How do language and culture influence identity?*
  - *How does one's identity develop over time?*

#### Theme #5: Families and Communities

- Recommended Contexts:
  - Customs and Values
  - Education Communities
  - Family Structure
  - Global Citizenship
  - Human Geography
  - Social Networking
- Overarching Essential Questions:
  - *What constitutes a family in different societies?*
  - *How do individuals contribute to the well-being of communities?*
  - *How do the roles that families and communities assume differ in societies around the world?*

#### Theme #6: Beauty and Aesthetics

- Recommended Contexts:
  - Architecture
  - Defining Beauty
  - Defining Creativity
  - Language and Literature

- Visual and Performing Arts
- Overarching Essential Questions:
  - *How are perceptions of beauty and creativity established?*
  - *How do ideals of beauty and aesthetics influence daily life?*
  - *How do the arts both challenge and reflect cultural perspectives?*

## 7. Suggested textbook(s), materials, equipment and resources

Instructional materials include a variety of authentic audio and video recordings and authentic written texts, such as newspaper and magazine articles, as well as literary texts, both in print and digital.

Various texts for test prep, short readings and grammar reference, including, but not limited to:

*AP French: Preparing for the Language Examination, Trésors du Temps, Perspectives, Petit Nicolas, Le Petit Prince, (approved by Board)*

Web Resources: CNN, France 2;20Heures, 1 Jour, 1 Actu, 1 Jour, 1 Question, France 1, Le Monde Qui Tourne, Le Monde, Le Figaro, Quia, Rosetta Stone

## 8. Requirements Satisfied.

This course meets the “e” requirement for UC/ CSU, is considered an elective for graduation requirements, and receives a weighted GPA.

## 9. Appendix with sample unit of study and assessment(s)

While the themes remain the same every year, the units change to reflect actual changes as they are lived in Francophone countries. For example, Global Warming is taught each year but the actual content of the unit reflect the political world reality of the year in which it is taught. Sample units are available on request.

BOT Approved 6/27/17  
UC Approved (e)