

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



AP French

CAC Approval Date: March 11, 2026 Board Approval Date: April 16, 2026	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 11, 12	Subject Area: World Language Elective Area (if applicable): World Language
Prerequisite(s): Minimum grade of a C- or better in French 3	Corequisite(s): None
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (e) Language other than English	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable): AP	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415	

**1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

French 4 AP Language and Culture is a course designed to emphasize the use of language for active communication. The goal of the Language 4 AP course is to meet the needs of students preparing for the Advanced Placement Exam. Instruction and participation will be in French using the immersion method. All enrolled students are expected to take the AP exam in May.

Students will increase their ability to understand the spoken language through exposure to recordings of native speakers in audio digests, recorded news, online news, songs and videos. They will work with a variety of authentic written materials such as selections from magazines, newspapers, literary texts, and other less formal forms of writing. They will practice expressing their ideas coherently, resourcefully and with reasonable fluency and accuracy in both written and spoken formats. To this end, vocabulary acquisition is emphasized throughout all activities.

Students will be able to communicate their ideas and opinions in speech and in writing through the interdisciplinary topics across all six course themes: Global Challenges, Science and Technology,

Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These topics, as selected by the College Board, will cover the past, the present, and the future, utilizing all structures of the language. Accuracy should be sufficient that they are understandable to a native listener not accustomed to dealing with non-native speakers.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. La Famille et la communauté (Family and Community)	*What impact do families in different societies have on the development of children and adolescents? *What role do family and societies play in our choices for who we love? *How do social relationships develop in modern society?	*Quizzes *Notetaking *Language practice activities *Vocabulary activities *Informal and formal writing tasks	*Unit Tests *Listening/Speaking Tests *Presentations *Cultural Projects *Written Tasks
Unit 1 Essential Standards 1. Reading: Students interpret the content and make meaning of the written language used in a variety of formats: texts, graphs, short stories, news articles, excerpts of literature, advertisements, emails, poetry, etc. 2. Listening: Students interpret the content and make meaning of the spoken language or audio text used in a variety of formats: podcasts, conversations, interviews, news reports, student presentations, films, etc. 3. Writing: Presentational writing through both informal interpersonal communication and formal expository writing. 4. Speaking: Communicate interpersonally by speaking with others and also communicate through spoken presentations. 5. Cultural Understanding: Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections.			
2. La vie contemporaine (Contemporary Life)	*How do cultures mark the passage from childhood to adolescence to adulthood? *How does marketing shape and reflect the cultural tendencies of communities? *How do sports and leisure contribute to the quality of	*Quizzes *Notetaking *Language practice activities *Vocabulary activities *Informal and formal writing tasks	*Unit Tests *Listening/Speaking Tests *Presentations *Cultural Projects *Written Tasks

	life?		
Unit 2 Essential Standards 1. Reading: Students interpret the content and make meaning of the written language used in a variety of formats: texts, graphs, short stories, news articles, excerpts of literature, advertisements, emails, poetry, etc. 2. Listening: Students interpret the content and make meaning of the spoken language or audio text used in a variety of formats: podcasts, conversations, interviews, news reports, student presentations, films, etc. 3. Writing: Presentational writing through both informal interpersonal communication and formal expository writing. 4. Speaking: Communicate interpersonally by speaking with others and also communicate through spoken presentations. 5. Cultural Understanding: Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections.			
3. La quête de soi (Personal and public identities)	*How does language influence one's identity? *How are we enriched by the products, practices and points of view of other cultures? *Which values does patriotism have for individuals and institutions?	*Quizzes *Notetaking *Language practice activities *Vocabulary activities *Informal and formal writing tasks	*Unit Tests *Listening/Speaking *Tests *Presentations *Cultural Projects *Written Tasks
Unit 3 Essential Standards 1. Reading: Students interpret the content and make meaning of the written language used in a variety of formats: texts, graphs, short stories, news articles, excerpts of literature, advertisements, emails, poetry, etc. 2. Listening: Students interpret the content and make meaning of the spoken language or audio text used in a variety of formats: podcasts, conversations, interviews, news reports, student presentations, films, etc. 3. Writing: Presentational writing through both informal interpersonal communication and formal expository writing. 4. Speaking: Communicate interpersonally by speaking with others and also communicate through spoken presentations. 5. Cultural Understanding: Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections.			
4. Les défis mondiaux	*In the modern age, what does it mean to fight for	*Quizzes *Notetaking	*Unit Tests *Listening/Speaking

(Global challenges)	human rights? *Can one justify violence and war, and what are the alternatives? *What does it mean to be tolerant of others and what are the limits of it?	*Language practice activities *Vocabulary activities *Informal and formal writing tasks	*Tests *Presentations *Cultural Projects *Written Tasks
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Unit 4 Essential Standards

- 1. Reading:** Students interpret the content and make meaning of the written language used in a variety of formats: texts, graphs, short stories, news articles, excerpts of literature, advertisements, emails, poetry, etc.
- 2. Listening:** Students interpret the content and make meaning of the spoken language or audio text used in a variety of formats: podcasts, conversations, interviews, news reports, student presentations, films, etc.
- 3. Writing:** Presentational writing through both informal interpersonal communication and formal expository writing.
- 4. Speaking:** Communicate interpersonally by speaking with others and also communicate through spoken presentations.
- 5. Cultural Understanding:** Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections

5. La science et la technologie (Science and technology)	*How do inventions change our vision of the world? *What factors influence scientific discoveries and technological advances? *What debates do scientific progress provoke in societies today?	*Quizzes *Notetaking *Language practice activities *Vocabulary activities *Informal and formal writing tasks	*Unit Tests *Listening/Speaking *Tests *Presentations *Cultural Projects *Written Tasks
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Unit 5 Essential Standards

- 1. Reading:** Students interpret the content and make meaning of the written language used in a variety of formats: texts, graphs, short stories, news articles, excerpts of literature, advertisements, emails, poetry, etc.
- 2. Listening:** Students interpret the content and make meaning of the spoken language or audio text used in a variety of formats: podcasts, conversations, interviews, news reports, student presentations, films, etc.
- 3. Writing:** Presentational writing through both informal interpersonal communication and formal expository writing.
- 4. Speaking:** Communicate interpersonally by speaking with others and also communicate through spoken presentations.
- 5. Cultural Understanding:** Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary

and cultural connections.

**6. L'esthétique
(Beauty and
aesthetics)**

*How do ideals of beauty develop and evolve?
*How do personal experiences nourish art?
*In what ways does architecture reflect and change the cultural environment?

*Quizzes
*Notetaking
*Language practice activities
*Vocabulary activities
*Informal and formal writing tasks

*Unit Tests
*Listening/Speaking
*Tests
*Presentations
*Cultural Projects
*Written Tasks

Unit 6 Essential Standards

- 1. Reading:** Students interpret the content and make meaning of the written language used in a variety of formats: texts, graphs, short stories, news articles, excerpts of literature, advertisements, emails, poetry, etc.
- 2. Listening:** Students interpret the content and make meaning of the spoken language or audio text used in a variety of formats: podcasts, conversations, interviews, news reports, student presentations, films, etc.
- 3. Writing:** Presentational writing through both informal interpersonal communication and formal expository writing.
- 4. Speaking:** Communicate interpersonally by speaking with others and also communicate through spoken presentations.
- 5. Cultural Understanding:** Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

N/A

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/fl/cf/documents/wlframework.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/worldlanguage.asp>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://apstudents.collegeboard.org/courses/ap-french-language-and-culture>

TEXTBOOKS AND RESOURCE MATERIALS:**Textbooks**

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
<i>Text has been reviewed and will be adopted with the approval of this outline</i>	<i>T'es Branché Level 4</i> <i>Digital licenses</i>	Toni Theisen, Jacques Pecher	Carnegie Learning	3rd Edition