AP FRENCH LANGUAGE AND CULTURE– SYLLABUS

2014-2015

Introduction:

The AP French language and Culture course aims to promote both fluency and accuracy in language use. In order to facilitate the study of language and culture, the instruction is set up to include all aspects of the target language in variety of settings. It will provide to students an integration of the four language skills:

- Development the ability to understand spoken French in various contexts.
- Development a French vocabulary sufficient for reading newspaper, magazine articles, literature text and more, without dependence on a dictionary.
- Development the ability to express oneself in French, both orally and in writing, coherently, resourcefully, and with reasonable fluency and accuracy.

The course will guide the students to explore culture and events in both contemporary and historical settings and to examine products and practices of the target culture with regard to their perspectives. In order to achieve this, the teacher will use French almost exclusively in the teaching of the course and students are encouraged to do likewise. Students are also encouraged to participate in French Club activities at school and outside school.

Course Objectives:

- To assist students in increasing their proficiency in French within the three modes of communication- Interpersonal, Interpretive and Presentational through the six course themes.

- To stress reading, writing, speaking and listening through each of the three modes of communication.

- To enrich the students’ cultural knowledge and experience with the Francophone world through a comparison with their own cultural experience of the six course objectives.

Resources:

Primary textbooks
• Français Litterature (Dominique Rince, Sophie Pailloux-Riggi, Nathan 2007)
  * Rond-Point Une perspective actionnelle (Hedwige Meyer- Ed. Pearson-2007)

• C’est a Toi !(Augusta DeSimone Clark, Richard Ladd, Sarah Vaillancourt, Diana Moen,1999 EMC Corporation)

• Bonne continuation, approfondissement a l’ecrit et a l’oral (Nina M. Furry,Hannelore Jarausch,2008 Pearson Education)
Course Description and Tentative Course Schedule:

The course is structured around six themes during the school year: Global Challenges; Science and Technology; Contemporary life; Personal and Public Identities; Families and Communities; Beauty and Aesthetics. Students are encouraged to explore these themes in a variety of ways in accordance with the six objectives through communication, connection, cultures, comparison and communities.

September  Theme 1- Global Challenges: Environment Issues

- Study vocabulary related to nature and environment.
- Read and discuss L’Homme qui plantait les arbres (Giono).
- View and discuss film that accompanies the text.
- Song: Aux Arbres Citoyens (Yanick Noah).
- Read, discuss and react in writing to article from “Internet Actual” (L’homme le plus grand ennemi de la planète).
- Complete any listening and internet activities from Sept jours sur la Planète that correspond to the environment.
- Grammar review: nouns, articles, present tense, imperatives and passives.
- Writing pieces incorporated above grammar and addressing global challenges.

**October Theme 2 - Science and Technology: Discoveries and Inventions**

- Study vocabulary related to technology and media.
- Read articles from Le Monde, Les Clés de l’actualité or other periodicals.
- Listen to news report from France2 and RFI
- Describe photos of actual inventions.
- Present a French discovery such as a newest airplane, facial skin grafts.
- Write a blog entry addressing how new discoveries affect our lives, and react to other’s comment.
- Write a short review of a recent discovery.

**November/ December Theme 3 - Contemporary Life: Education**

- Study vocabulary related to schools, learning and subjects.
- Read and discuss and react in writing to excerpts from Chargin d’Ecole.
- Read, discuss and react in writing to excerpts from l’Enfant Noir.
- Based on above and other a short text about educational issue, work in groups to create a presentation that explores different aspects of French school system.
- Complete and listening and internet activities from Sept Jours sur la Planète that correspond to educational and other contemporary issues in the francophone world.
- Add to their linguistic journal: Linguistic differences,
- Grammar: review of past tenses including plusqueparfait. Expressions with avoir, faire, être.

**January/ February: Theme 4- Personal and Public Identities: Multiculturalism**

- Study vocabulary related to immigration.
- Analyze, discuss and participate in interactive activities about French colonization and contemporary immigration, and the dilemma of the veil.
- View excerpts concerning “multiculturalism” from Paris je t’aime and Entre les murs.
- Read and discuss excerpts from Kiffe Kiffe Demain and Le Racisme expliqué à ma fille.
- Song activities: Ma France à moi
- Complete any listening and internet activities from Sept Jours sur la Planète that correspond to immigration and multiculturalism.
Grammar: Relative pronouns, subjunctive.
- Write pieces incorporating above grammar and addressing multiculturalism
- Write a bog entry comparing and contrasting the conception of public identity in French and francophone countries with that in the United States/ react to other’s post.

February/March: Theme 5- Families and Communities: Family structures

- Study vocabulary related to family and relationships.
- Read articles from Le Monde, Les Clés de l’actualité, or other periodicals.
- Listen to the watch clips from Un Air en Famille and La vie est un long fleuve trasquille.
- Students record their families and family traditions.
- Students choose a play-role of a family appearing on a talk show and others ask questions to students based on their prepared role.
- Students write a letter to a family member in the future about what they have done now that they are 30 years later.
- Description a personal tradition or childhood memory.

April/May: Theme 6- Beauty and Aesthetics: Visual and Performing Arts

- Interactive presentation of art movement in France and discussion.
- Hand-on art activity with la Chambre à Arles (Van Gogh)
- Analysis and discussion of Olympia (Manet) and la Grande Jatte (Seurat)
- Performance-based oral assessment, incorporating paints and music “Fana d’art”.
- Read, discuss and complete activities for an article from “Internet Actuel” associated with art.
- Complete any listening and internet activities from Sept Jours sur la Planète that correspond to art, beauty and aesthetics.
- Add to their interactive journal: Linguistic differences.
- Grammar reviews: Descriptive adjective and adjectives agreement; possessive and demonstratives.

June:

Project: Following the AP exam, students engage in variety of projects as follows:
- Students study a special francophone artists, created a work of art in the styles of the artist.
- Students present report and food on a variety of francophone cuisine.
- Students choose a famous francophone person and give a report, while dressed as this person, to the class and administer a comprehension exam to the class following the report.

Teaching strategies:

A total immersion in French lays the groundwork for the four skills that are embedded in daily and weekly activities. Students sit in a different seat every week so that they can work with
different partners or small groups. The syllabus outlines the activities in class and describes homework. The activities vary from week to week, but assignments and assessments are scheduled regularly every week or two.

• **Reading**
  Texts are taken from a variety of authentic sources such as francophone newspapers, magazines, literature excerpts. Students are assigned the short excerpts with multiple-choice questions from released AP exams. They are expected to support and justify their answers by referencing the text. Depending on the type of reading involved, assessments vary. Reading responses to literature or readings such as summaries, questions, or essays; and free-response/essay vocabulary tests will be done in class. Students are also given reading exams, which consist of 2 to 3 text selections and a variety of questions in many styles, including matching, true/false, fill-in, and free response.

• **Writing**
  Students have a writing task at least two times a week for homework. They will answer questions based on a literary reading assignment and newspaper articles or writing a short reaction to the themes given in a reading. Writing proficiency is assessed through multiple-choice and free-response grammar tests, and writing assignments such as sentences, paragraphs, and a variety of essays (expository, narrative, persuasive, etc.). The AP nine-point rubric is used to evaluate all essays, or writing assignments of substantial length.

• **Listening**
  The class is completely conducted in French. They listen to a song or a poem and complete the text à trous. Listening skills and comprehension are assessed through multiple-choice exams and activities based on a variety of recordings: the companion CDs to the AP Guide text, CDs, songs, movies...

• **Speaking**
  Oral skills are assessed daily. Students receive weekly points for participating in routine class activities. In addition, students often prepare oral presentations. They are also tested with AP style picture sequences, on which they are scored using the five-point AP rubric. Recitation of poems in French.

• **Technology in the Classroom**
  The most valuable technology accessible to students is the Internet. Students are encouraged to use the Internet to fulfill their monthly cultural project requirement. They are also expected to research sites independently and responsibly. They are provided with a short list of worthwhile sites, but they are primarily on their own when doing Internet research. Students also use technology at home when they prepare their cultural projects, often downloading music from the Internet, burning CDs, designing Web pages, or using software programs and digital photo equipment to create publications and presentations.
Procedures:

Every student is required to speak French in class and to participate in classroom activities. Students are also required to respect the classroom rule in order to maintain a good learning environment. Students weekly participation grade will be lowered a letter grade each time they fail to do so. Parents will be contacted when students are late for class repeatedly.

Student will have homework daily. They should study notes, review, practice pronunciation, research or vocabulary. If students can not finish work in class, they are required to do it at home. Assignments will be checked and graded on regular basis using the homework log given to students.

Home work:

- Class discussion: Every week, students choose an article from French magazine or from the internet to debate according to the theme of the week.

- Composition: Every two weeks, Student will have one page composition to write for assessing vocabulary, structure, grammar, culture and prepare for the examination format.

- Projects: Student will present a variety of projects once every quarter.

- Recordings: Student will record themselves using the laptop to practice the format of the AP examination.

Late Work Policy:

There will be 10% deduction for each day if the work is late. This includes homework, assignments and projects. Students will receive a zero as a grade after four-day notice. In some cases, the missed homework could be replaced with a different assignment. For excused absences, it is the student’s responsibility to make up a missed test or quizzes. After the extension days, the late work policy will be applied.

Assessments: The tests and quizzes are scheduled on Tuesday and Friday for every quarter (4). There will be ongoing classroom assessment in different formats which include oral and written tests and quizzes, such as listening and reading comprehension tests, oral presentations and compositions. Each quarter, students practice 1-2 tests including AP format practice exams. Quizzes will be given regularly. The students will be assessed with practice test samples that follow the format of their AP exam and evaluate the proper use of the four language skills and include cultural assessments.

Expectations:

- Be prompt to class, be prepared, no drink, food or gum in classroom.
- Be respectful to teacher and classmates.
- Raise hand if student has question or want to answer.

**Grading:**

- Chapter test: 30%
- Quizzes 20%
- Class participation 20%
- Homework/ Class work 10%
- Project/ presentation 20%