

## AP French Language and Culture: Sample Syllabus 1 Syllabus Number: 876054v1

AP French Language and Culture is a college-level course intended for students in their fourth year of study of French. The three modes of communication (Interpersonal, Interpretive and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP® French Language and Culture course. Course work provides students with opportunities to demonstrate their proficiency in each of the three modes in the intermediate to pre-advanced range as described in the ACTFL Performance Guidelines for K–12 Learners. Students who enroll in this course should already have a good command of the grammar and considerable competence in listening, reading, speaking and writing. When communicating, students in the AP French Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (connections), make comparisons between the native language and the target language and between cultures (comparisons), and use the target language in real-life settings (communities). Exclusive use of French by teacher and students for active communication is de rigueur in the classroom. **[CR1]** Students use several primary textbooks and other authentic materials and resources that are in accordance with those suggested on the College Board website. Students are expected to take the AP French Language and Culture exam at the end of this course.

**CR1:** The teacher uses French almost exclusively in class and encourages students to do likewise.

**CR6a:** The course explicitly addresses the Global Challenges theme.

**CR2c:** Instructional materials include a variety of authentic literary texts.

**CR4b:** The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

**CR4a:** The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual and audio-visual materials.

### General Guide to Thematic Units

*(Note: “Activities” may include blogging, journaling, interactive exercises, oral and written presentations, VoiceThread and the use of social networking)*

<p><b>September/October</b> <b>(25 days)</b></p>	<p><b>Unit 1- Global Challenges: Environment [CR6a]</b></p> <ul style="list-style-type: none"> <li>• Study vocabulary associated with nature and environment.</li> <li>• Read and discuss L’Homme qui plantait les arbres (Giono). <b>[CR2c] &amp; [CR4b]</b></li> <li>• View and discuss film that accompanies this text. <b>[CR4a]</b></li> <li>• Calculate your carbon footprint and discuss how to improve it. (<a href="http://www.futurenergia.org/ww/fr/pub/futurenergia/chats/carbon_imprint.htm">http://www.futurenergia.org/ww/fr/pub/futurenergia/chats/carbon_imprint.htm</a>).</li> <li>• Song (discussion and activities): Aux Arbres Citoyens (Yannick Noah).</li> <li>• Read, discuss and react in writing to article from “Internet Actuel” (L’homme le plus grand ennemi de la planète).</li> <li>• Complete any listening and Internet activities from Sept Jours sur la Planète that correspond to the environment.</li> <li>• Grammar review: nouns, articles, present tense and imperatives.</li> <li>• Writing pieces incorporating above grammar and addressing global challenges.</li> </ul>
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<p><b>October/November</b> (25 days)</p>	<p><b>Unit 2- Families and Communities [CR6e]</b></p> <ul style="list-style-type: none"> <li>• Study vocabulary associated with family and relationships.</li> <li>• Read and discuss <i>Aux Champs</i> (Guy de Maupassant). <b>[CR2c]</b></li> <li>• Compare and contrast today’s family structures with those of the 19th century.</li> <li>• Read, discuss and react in writing to an article from “Internet Actuel” (<i>Les Pères changent</i>). <b>[CR3a]</b></li> <li>• Participate in a debate about the changing roles of families. <b>[CR3a]</b></li> <li>• Complete any listening and Internet activities from <i>Sept Jours sur la Planète</i> that correspond to the family.</li> <li>• Keep an interactive journal noting linguistic differences between French and English. <b>[CR8]</b></li> <li>• Grammar review: past tenses; prepositions; conjunctions.</li> <li>• Writing pieces incorporating above grammar and addressing families and communities.</li> </ul>	<p><b>CR6e:</b> The course explicitly addresses the Families and Communities theme.</p>
<p><b>December/January</b> (22 days)</p>	<p><b>Unit 3-Personal and Public Identities: Multiculturalism [CR6d]</b></p> <ul style="list-style-type: none"> <li>• Study vocabulary associated with immigration.</li> <li>• Analyze, discuss and participate in interactive activities about French colonization and contemporary immigration, and the dilemma of the veil.</li> <li>• View excerpts concerning “multiculturalism” from <i>Paris je t’aime</i> and <i>Entre les murs</i>. <b>[CR7]</b></li> <li>• Read and discuss excerpts from <i>Kiffe Kiffe Demain</i> (Faiza Guene) and <i>Le Racisme expliqué à ma fille</i> (Tajar Ben Jelloun). <b>[CR2c]</b></li> <li>• Song (discussion and activities): <i>Ma France à moi</i> (Diam’s).</li> <li>• Complete any listening and Internet activities from <i>Sept Jours sur la Planète</i> that correspond to immigration and multiculturalism.</li> <li>• Grammar review: subjunctive; relative pronouns.</li> <li>• Write a blog entry comparing and contrasting the conception of public identity in French and francophone countries with that in the United States / react to others’ posts. <b>[CR3b] &amp; [CR7]</b></li> <li>• Writing pieces incorporating above grammar and addressing multiculturalism.</li> </ul>	<p><b>CR3a:</b> The course provides opportunities for students to demonstrate their proficiency in spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.</p>
		<p><b>CR 8:</b> The course provides opportunities for students to make comparisons between and within languages and cultures.</p>
		<p><b>CR6d:</b> The course explicitly addresses the Personal and Public Identities theme.</p>
		<p><b>CR3b:</b> The course provides opportunities for students to demonstrate their proficiency in written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.</p>
		<p><b>CR7:</b> The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.</p>

<b>February</b> <b>(12 days)</b>	<b>Unit 4- Beauty and Aesthetics [CR6f]</b> <b>Study vocabulary associated with visual art.</b> <ul style="list-style-type: none"> <li>Interactive presentation of art movements in France and discussion.</li> <li>Hands-on art activity with La Chambre à Arles (Van Gogh).</li> <li>Analysis and discussion of Olympia (Manet) and/or La Grande Jatte (Seurat). <b>[CR2c]</b></li> <li>Performance-based oral assessment, incorporating paintings and music: "Fana d'art."</li> <li>Read, discuss and complete activities for an article from "Internet Actuel" associated with art. <b>[CR4a]</b></li> <li>Complete any listening and Internet activities from Sept Jours sur la Planète that correspond to art, beauty and aesthetics.</li> <li>Add to their interactive journal re: linguistic differences.</li> <li>Grammar review: Descriptive adjectives and adjective agreement; possessives and demonstratives.</li> </ul>	<b>CR6f:</b> The course explicitly addresses the Beauty and Aesthetics theme.
<b>March</b> <b>(14 days)</b>	<b>Unit 5- Science and Technology [CR6b]</b> <ul style="list-style-type: none"> <li>Study vocabulary associated with technology and social networking.</li> <li>Read and discuss excerpt from Anna Gavaldà's "Je voudrais que quelqu'un m'attende quelque part" and the use of cell phones and other means of communicating with people. <b>[CR2c]</b></li> <li>Listening activity on sending "textos and SMS."</li> <li>Read, discuss and complete oral and written activities for Solitude Numérique (Didier Daeninckx) (in Imaginez textbook).</li> <li>Write a blog entry addressing how the use of social networking is changing the world, and react to others' posts.</li> <li>Grammar review: Si clauses and associated tenses.</li> </ul>	<b>CR2c:</b> Instructional materials include a variety of authentic literary texts.
<b>March/April</b> <b>(20 days)</b>	<b>Unit 6- Contemporary Life: Education [CR6c]</b> <ul style="list-style-type: none"> <li>Study vocabulary associated with schools, learning and subjects.</li> <li>Read, discuss and react in writing to excerpts from Chagrin d'École (Daniel Pennac). <b>[CR2c]</b></li> <li>Read, discuss and react in writing to excerpts from L'Enfant Noir (Camara Laye).</li> <li>Based on above and other shorter texts about educational issues, work in groups to create a presentation that explores different aspects of the French school system. <b>[CR5a]</b></li> <li>Complete any listening and Internet activities from Sept Jours sur la Planète that correspond to education and other contemporary issues in the francophone world.</li> <li>Add to their linguistic journal re: linguistic differences.</li> <li>General grammar review before AP exam.</li> </ul>	<b>CR4a:</b> The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual and audio-visual materials.
		<b>CR6b:</b> The course explicitly addresses the Science and Technology theme.
		<b>CR6c:</b> The course explicitly addresses the Contemporary Life theme.
		<b>CR5a:</b> The course provides opportunities for students to demonstrate their proficiency in spoken Presentational Communication in the Intermediate to Pre-Advanced range.

<b>May-June</b> (approx. 4 weeks)	<ul style="list-style-type: none"> <li>Selected topics in contemporary francophone culture and literature: inquiry-based learning.</li> <li>Projects on above presented in various formats: written, oral, and with various technology tools. <b>[CR5b]</b></li> </ul>
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**CR5b:** The course provides opportunities for students to demonstrate their proficiency in written Presentational Communication in the Intermediate to Pre-Advanced range.

## Course Materials

### Primary textbooks for grammar review and selected thematic readings:

- Comeau, Raymond F, and Normand J. Lamoureux. *Tout Ensemble: A Complete Intermediate French Program*. John Wiley & Sons, Inc., 2003. (ISBN: 978-0-470-00606-1)
- Mitschke, Cherie. *Imaginez: le français sans frontières*. Vista Higher Learning, 2008

### For specific AP practice and thematic vocabulary:

- White, Renée. *En D'Autres Termes*. Wayside Publishing, 1992
- Lynch, Véronique. *Drawing Conversations in French: Manuel for Advanced Conversation*. V&B Publications, LLC, 2005
- Ladd, Richard, and Colette Girard. *AP French: A Guide for the Language Course*. Addison Wesley, 1998.
- Garcia, Flavia. *Les jeux sont faits! Recueil de jeux de grammaire en situation: français langue seconde, niveau intermédiaire*. Didier, 1964.

### Supplementary reading texts taken from among the following:

- Baker, Mary J., and Jean-Pierre Cauvin. *Panaché Littéraire*. Heinle & Heinle, 1995.
- Schunk, Susan, and Janet Waisbrot. *Explorations*. Thomson-Heinle, 2001.
- Herbst, Henry L., and Hale Sturges II. *Par tout le monde francophone*. Longman, 1996.
- Schofer, Peter, and Donald Rice. *Autour de la littérature*, 4th edition. Heinle & Heinle, 1999.
- Maley, Catherine A. *Dans le Vent*, 2nd edition. Holt, Rinehart & Winston, 1985.
- Articles from *La Libération*, *le Monde*, *France-Amérique* and other French and francophone journals and magazines (online sites and hard copies brought back by students and teacher). **[CR2b]**
- Articles from Internet Actuel [http://www.vanin.be/cms\\_master/arcades/default.asp?catid=188&sumid=848&Webpageld=1705](http://www.vanin.be/cms_master/arcades/default.asp?catid=188&sumid=848&Webpageld=1705)

**CR2b:** Instructional materials include a variety of authentic non-literary texts such as newspaper and magazine articles.

### Listening practice

- Dialogues and rejoinder sections of AP French: A guide for the Language Course
- TV 5 news program: *Le Journal* and *Sept Jours sur la Planète* **[CR2a]**
- Authentic videos downloaded from Internet from various sites including: <http://www.nfb.ca/animation/objanim/fr/films/index.php> **[CR2a]**
- French podcast sites: <http://www.dailyfrenchpod.com/> and <http://onethinginafrenchday.podbean.com/about/> **[CR2a]**
- Sound files from other Internet sources including *AboutFrench.com*
- Songs including those found in TV 5 with fiches pédagogiques and others by
- current francophone singers, including Kyo, Corneille, Bénébar, Céline Dion, Francis Cabrel, Diam's.

**CR2a:** Instructional materials include a variety of authentic audio and video recordings.

## Teaching Strategies

A total immersion in French environment lays the groundwork for the four skills (listening, speaking, reading and writing) that are embedded in weekly activities. I try to promote a student-centered classroom where the emphasis is on communication as we try to reach higher levels of proficiency. Students are expected to sit in a different seat every day so that they can work with different partners or small groups. They receive a syllabus on the first day of the week (we meet 6 days out of a 7 day cycle) that outlines the activities in class and describes homework. While activities vary from week to week, certain assignments and assessments are scheduled regularly, usually every week or two. These include thematic vocabulary quizzes and in-class rédactions that are evaluated using the AP French Language rubric. Since we go to our language lab (LARC) one day out of our cycle, there is a formal oral assessment. Students receive an informal oral grade at least twice a week based on the quality of their participation as we discuss homework readings or respond to questions. I use wooden sticks (one for each student) upon which I can note (✓), (✓+), (✓-). Since I choose these at random, students need to prepare answers in a rather extemporaneous fashion. As often as possible, every activity is designed to incorporate all four skills. Since I believe that variety is the key to keeping these teens engaged, I approach the various skills in the following ways:

### To reach higher levels of proficiency in listening:

Our class is completely conducted in French and students use only French with me (and hopefully with one another!) within the classroom and in the halls. Every few weeks, I play a French thematically based song and students complete textes à trous. Each year for ten days, we have exchange students visiting from Orléans France. This is an excellent occasion for my students to use French in real-life settings and expand upon the relationships they have already begun to build through email and Facebook correspondence. **[CR3b] & [CR9]** Throughout the year, students complete a formal assignment that involves viewing the news or Sept Jours sur la Planète and filling out a sheet on one reportage. After the students have completed the speaking tasks during their lab sessions, they are expected to explore my website in which I have various sound files including a link to podcasts.

### To reach higher levels of proficiency in speaking:

Since French is de rigueur in our classroom, I like to think that this skill is developed daily. Oral participation is expected in class discussions, communicative games taken, for example, from Flavia Garcia's book, *Les Jeux Sont Faits* (Didier), in debates **[CR3a]** (ex. La Société doit-elle aider les SDF?), joke telling and in partner activities. Students go into the language lab once a cycle where they digitally record speaking tasks based on thematic prompts created by teacher or taken from Véronique Lynch's *Drawing Conversations in French*. Their responses are evaluated using the AP Speaking rubric. At the beginning of the next session in our lab, students receive their rubric with corrections and comments. I also use a site like Yabla so that students can participate in online chats with partners in francophone countries.

### To reach higher levels of proficiency in reading:

Texts are drawn from a variety of authentic sources including francophone literary excerpts representing different genres, francophone newspapers and magazines off the Internet. **[CR2b]** Students also 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. Students typically receive participation points for this kind of activity. Depending on the type of reading involved, assessments vary. For example, getting the gist is the most important criteria associated with reading magazine and newspaper articles. Students systematically complete a form that is used throughout the year and meaning becomes clearer during class discussions. In more intensive reading assignments, typically literary readings, students need to understand linguistic as well as semantic detail and pay closer attention to the text. Sometimes follow-up exercises include dictées from the text, true/

**CR3b:** The course provides opportunities for students to demonstrate their proficiency in written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

**CR9:** The course prepares students to use the French language in real-life settings.

**CR3a:** The course provides opportunities for students to demonstrate their proficiency in spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

**CR2b:** Instructional materials include a variety of authentic non-literary texts such as newspaper and magazine articles.

false statements, discussion of theme, implications, relationships of ideas and the text to students' own knowledge and experience. This discussion is often followed by a short writing assignment. The reading process is taught at the beginning of the year using "Lecture sans Torture" from Renée White's *En d'autres termes*. [CR4b]

**To reach higher levels of proficiency in writing:**

Students have writing tasks assigned to them at least two times a week for homework. Often these involve answering questions based on a literary reading assignment or writing a short reaction to a theme treated in a reading. For magazine or newspaper articles, they complete a form that addresses the *idée centrale*, four pertinent vocabulary words that they need to define in French and a personal reaction to the text. Once or twice a month students write a response to a question that I've posted in my eBoard. They see my model answer and they are expected to read what the previous student "author" has written and use certain expressions and structures when they respond. The most challenging writing assignment involves the in-class composition of at least 200 words once every 2 to 2 1/2 weeks. I try to find topics from former AP tests that align with the particular unit of study. In the first semester, students may use dictionaries during the last ten minutes of class. Toward mid-March, they do not use dictionaries. I include a "check list" to make them aware of particular structures I want to see and, always, expressions spéciales. These include the essential transition expressions, etc. for the *rédaction*. They receive two grades: the first one is based on the AP rubric and the second is based on their "rewrite". For this part, I've adapted the approach for improving writing proficiency created by Geneviève Delfosse (on the AP Central website). In an ideal situation I believe that individual conferencing is the best feedback but when this is not possible, I share with the students the "erreurs les plus fragrantés" and hope that they will avoid these in future pieces! We also look at "high" "mid" and "low" samples of compositions that are available on the AP website. The students use the rubric to assess these.

**CR4b:** The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

**To reach higher levels of proficiency through technology:**

I believe that technology can enhance language acquisition significantly if it is used appropriately. Students react to prompts using GarageBand. One of the most useful tools for my students is my eBoard which is an educational website to which my school subscribes. My AP students are expected to use it regularly either to complete assignments for the *causerie*, the on-line writing task described above, or in order to access PowerPoint presentations, websites, sound files and videos dealing with literature, current events, vocabulary, grammar and culture. Please visit it at [www.french3.barlow.site.eboard.com](http://www.french3.barlow.site.eboard.com). Over the last two years, I have also incorporated "VoiceThread" so that students can collaborate in online discussions.

**Other strategies:**

I meet regularly with four AP French Language teachers in surrounding high schools to discuss instructional practices, lesson content and assessment tools. Five years ago, I joined the AP Central Electronic Discussion Group to keep abreast of issues.