

# Syllabus for AP French Language and Culture

## Overview of Course

AP French Language and Culture is a course designed for students in their fifth year of French. It is a yearlong course, and we meet every day for a 43 minute class period. This course is designed to prepare students to take the AP exam in May as well as to be able to effectively communicate in French on a variety of topics in real life situations. The course design is based on the six themes, which will involve an in-depth exploration of essential questions and various contexts for each theme. The course will be taught exclusively in French, and students will maintain all communication with the teacher and each other in French. Reading and listening materials used in class will also be exclusively in French. In order to prepare students for the course, the pre-AP courses in the program (levels 1-4) also incorporate the different modes of communication, the six cultural themes, and authentic materials.

## Authentic Materials

Authentic materials are a crucial part of this course. In addition to the primary textbook, *Thèmes*, which is essentially a collection of various types of authentic materials, students will be exposed to many different types of authentic materials including newspaper and magazine articles, blogs, poems, short stories, literary excerpts, advertisements, songs, video clips, interviews, and radio clips. Language and culture will constantly be integrated simultaneously through exposure to authentic materials.

## Primary Objectives of the Class

- Students will become proficient in the six primary learning objectives that make up the basis of the AP French Language and Culture course and exam. These are the ways that students should be able to effectively communicate in French. All communicative activities that we do inside and outside of class will fall into one or more of these categories.
  - Spoken Interpersonal Communication (examples: class discussions, interviews, role plays, debates)
  - Written Interpersonal Communication (examples: e-mail and letter exchanges, posting and replying on online discussion board)
  - Audio, Visual, and Audiovisual Interpretive Communication (listening to and demonstrating comprehension of songs, radio interviews, podcasts, or videos)
  - Written and Print Interpretive Communication (examples: reading and demonstrating comprehension of short stories, poems, or news articles)
  - Spoken Presentational Communication (examples: cultural comparison presentations, teaching a topic to the class,)
  - Written Presentational Communication (examples: persuasive essays, journal entries)

- Students will examine the cultures of a variety of francophone cultures through integration of authentic materials and study of the products, practices, and perspectives of francophone cultures. Students will also examine their own culture as they compare and contrast it to those of francophone countries and relate material to their own experiences.
- Students will become familiar with the format, grading, and test taking strategies for the AP exam. Students are expected to take the AP exam at the end of the course, so a vital part of the course is preparing them for the test. Strategies for preparation will include the use of AP rubrics for grading, refining language skills in listening, reading, writing, speaking, and grammar, and taking assessments in the course that will closely resemble the AP exam.

### **Reading**

Frequent reading is an important part of the course to build vocabulary and cultural knowledge. Students will continue to use reading strategies such as examining the text structure and purpose, using additional text components such as graphs and tables to aid comprehension, and determining the meanings of unknown words using context. Pre-reading activities and strategies will also be used to make predictions, introduce key vocabulary and background information as well as to find out what students may already know about the topic. A wide variety of readings will be used including literary excerpts from novels and plays (classic and contemporary), short stories, poems, newspaper and magazine articles, and blog entries. Reading skills are assessed through various types of activities such as class discussions, summaries, explanations, comprehension questions, written reactions, or creative activities such as rewriting an ending or doing a role play as characters from the reading. Students will also be exposed to sample readings with multiple choice questions to reflect the reading section of the AP exam.

### **Writing**

Students continue to develop their writing skills in this course through frequent practice inside and outside of class. Each student has a journal where they make frequent entries on various topics that may include a description of a personal experience or event, a given topic or question, a reaction to material from class such as a reading, a reaction to a current event, or occasionally a topic of their choice. Students will also practice writing persuasive essays and e-mail replies to prepare for the AP exam. Through writing e-mail replies, students will learn to use the appropriate formal register and include a proper introduction, body, and closing to the e-mail. In writing persuasive essays, students will practice skills that include organizing an essay, clearly expressing their own opinions, and using audio and text sources to support their ideas. The AP rubrics will be used to assess interpersonal (e-mail reply) and presentational (persuasive essay) writing. Students will read examples of AP writing, along with scores and explanations of scores, to fully understand the grading criteria. In class essays will also be timed to simulate an actual AP test. As the course progresses throughout the year, the time given to complete writing tests will eventually reach the time that is given for the AP test.

### **Listening**

Listening is practiced and assessed through a wide variety of audio and audiovisual materials. These authentic materials include music, podcasts, newscasts, film clips, and audio interviews. Additionally, students will constantly hear the teacher and other students speaking French in class. It is important to note that listening materials will be from a variety of francophone countries, allowing students to be familiar with accents and intonation of French speakers from different parts of the world including France, Québec, and various French-speaking African nations. Students will be assessed on listening through taking notes during the audio, post-listening discussions, and comprehension questions. Emphasis will also be placed on combining reading and listening comprehension to reflect that portion of the AP exam.

### **Speaking**

Students will continue to develop their speaking skills daily. They are expected to speak French upon entering the classroom, including during any type of social interaction. In pre-AP classes (levels 1-4), students learn skills such as circumlocution to maintain communication in French. They will continue to use these communication skills in AP. Frequent participation in whole class discussions as well as partner or small group interactions is expected from all students. Students will receive an oral participation grade. Presentations, interviews, role plays, and discussions of current events, readings, and personal experiences connected to the cultural themes give students many opportunities to develop speaking skills. I will use the websites Lingt Language, Voicethread, and Audacity, which allow students to record themselves speaking for speaking quizzes and homework assignments. Some speaking assessments will be a conversational role play in which students respond and react to another speaker. Others will be presentational, in which students react to an authentic material that they have read or listened to. The AP rubrics for speaking will be used to evaluate interpersonal and presentational speaking. Students will also listen to speaking samples from previous AP exams to become more familiar with expectations. They will also practice timed speaking according to the time provided for responses on the AP exam.

### **Assessments:**

Many examples of student assessment can be found in the “Activities and Assessments” section under each theme. Student progress is continuously monitored through a variety of formative and summative assessments based on all skill areas and modes of communication. Students will be graded for speaking and writing using the rubrics that are used for the AP exam. All of the activities and assessments throughout the year will in some way prepare the students for the AP exam, but as we get closer to the end of the year, assessments will more closely mirror the actual exam, including time limits.

### **Primary Course Materials**

**Main Textbook:**

Delfosse, Geneviève, et. al. *Thèmes* (Vista Higher Learning 2016).

**Reference Materials:**

College Board, *AP French Language and Culture, Workshop Handbook and Resources* (2014-2015).

College Board, *AP French Language and Culture: Science and Technology Curriculum Module* (2012).

Zwaniger, Elizabeth et. al. *APprenons* (Wayside Publishing, 2015).

Ladd, Richard. *AP French-Preparing for the French Language and Culture Examination*. (Pearson, 2011).

**Technology**

The use of technology in AP French Language and Culture offers many opportunities to connect students instantly to authentic materials, especially for reading and listening practice. As the teacher, I will be using the Internet frequently to communicate with students and find resources to use in class. Students will also use technology in many ways to enrich their experience. They will use the Internet to do research, communicate with each other via discussion boards, use language practice sites, and listen to and read online materials outside of class. Below is a list of websites that will be used in the course and an explanation of their purposes.

**Websites:**

Vista Higher Learning SuperSite ([www.vhlcentral.com](http://www.vhlcentral.com))

- This is the online component of students' textbook *Thèmes*. It includes an electronic version of the textbook, vocabulary resources, and many activities, including audio, reading, and writing. The activities on this site also can allow multiple attempts for mastery.

Schoology ([www.schoology.com](http://www.schoology.com))

- I will use Schoology regularly to post assignments, reminders, and links to resources, and to facilitate communication between students outside of class.

Collegeboard ([www.collegeboard.org](http://www.collegeboard.org))

- This source includes a variety of resources, including the structure of the AP exam, released exam questions from previous years, scoring guides, student writing and speaking samples along with their grades and detailed explanations, and a link for students to search policies of specific colleges and universities regarding AP credit.

Voicethread (<http://nasd.ed.voicethread.com/>)

- This site allows students to record their voice using audio and/or video. It can be used for student projects and presentations as well as used by the teacher to present a topic to students.

Poll Everywhere ([www.polleverywhere.com](http://www.polleverywhere.com))

- This site allows students to respond to poll questions quickly using their cell phones. When results come in, they can be displayed in various ways, including graphs, for the students to immediately see the results. It can be used for multiple choice polls or open-ended polls. I use the poll results to generate class discussion.

Lingt Language ([www.lingtlanguage.com](http://www.lingtlanguage.com))

- I began implementing Lingt Language in all levels of French so that students can get accustomed to recording their voice for speaking assessments as early as French 1. As the teacher, I record my own voice asking students a question and they respond with their own recording. The teacher can also include pictures or text prompts for students to look at or read before answering questions. This helps students prepare for the AP exam where they will be recording their voice to respond to prompts in interpersonal and presentational speaking. Lingt Language can be used to mimic an interpersonal conversation or to elicit longer, presentational responses.

Le Monde ([www.lemonde.fr](http://www.lemonde.fr))

- Le Monde is an example of a popular French newspaper. Current events are very important for developing understanding of the six themes and comparing cultures.

Canal Académie ([www.canalacademie.com/apprendre](http://www.canalacademie.com/apprendre))

- This website features audio interviews and discussions in various academic contexts, including sociology, art, literature, medicine, and the economy. It includes the option to see transcripts for the audio. The audio material on this site is accompanied by challenging comprehension and discussion questions that encourage the listeners to relate the material to their own lives. The audio pieces also include links to find out more about the given topic.

Shmoop ([www.shmoop.com](http://www.shmoop.com))

- This is a test prep site that includes full length practice exams and studying tips.

YouTube ([www.youtube.com](http://www.youtube.com))

- YouTube is valuable for authentic materials such as news, songs, and interviews.

BBC Ma France (<http://www.bbc.co.uk/languages/french/mafrance/>)

- The Ma France section of the BBC languages website includes short videos that explore different cultural topics by focusing on real people in different regions of France.

TF1 (<http://www.tf1.fr/>)

- This is the site for a popular French TV station. It includes material such as TV shows, news, and sports.

Audio Lingua (<http://www.audio-lingua.eu/?lang=en>)

- This site features authentic podcasts from native French speakers on a variety of subjects. It allows the user to search for podcasts based on topic and language level.

TV5Monde (<http://www.tv5monde.com/>)

- This site is a great resource that focuses on world news and includes short video clips on a wide variety of current cultural topics. There is a section specifically for teachers that gives tips on how to use the video clips in the classroom.

Culture.fr (<http://www.culture.fr/>)

- This site includes current articles on various aspects of French culture.

Radio France Internationale (<http://www.rfi.fr/>)

- This is the site for a popular French radio station that features music as well as international news, with a focus on news from France and Africa.

Real French Writing Guide (<http://www.realfrench.net/pdf/essay.pdf>)

- This is a resource to help students write essays in French. It includes tips on writing introductions and conclusions, making references or citations, and incorporating one's own opinions and making judgments and arguments, which will be very helpful for the persuasive essay portion of the AP class and exam. It also includes useful vocabulary words and expressions for different writing functions such as making transitions and comparing and contrasting.

Learnerator (<http://www.learnerator.com/>)

- This is a test prep site with questions that closely reflect what students will see on the AP exam.

Quizlet ([www.quizlet.com](http://www.quizlet.com))

- I use Quizlet with students in all levels of French. It is a website that includes various different activities and games to allow students to study vocabulary in an interactive way.

Contes dun Monde Francophone (<http://www.conte-moi.net/>)

- This website includes folktales from francophone countries, including Haiti, Algeria, Morocco, and Senegal.

Bonjour de France ([www.bonjourdefrance.com](http://www.bonjourdefrance.com))

- This site includes free online materials for students learning French, including self tests and games, lessons, and activities on culture, grammar, and idiomatic expressions.

Language Guide ([www.languageguide.org](http://www.languageguide.org))

- This is another resource for French learners that includes themed vocabulary including audio pronunciations, grammar activities, and readings.

## **Units Based on Themes**

### **Theme 1: Family and Community**

Sub themes: Childhood and Adolescence, Love and Friendship, Citizenship, Social Relationships, Customs, Family

Essential Questions:

- What constitutes a family in different societies?
- How do individuals contribute to their communities?
- How do family and community roles differ across the world?

Key Vocabulary family, emotions, adjectives, relationships, neighborhoods

Activities and Assessments:

- Students interview each other about their own families and traditions
- Read and interpret article with accompanying graphs about young French people doing volunteer work. Students will compare it to volunteer habits and opportunities in their own communities.
- Write an e-mail response to a volunteer organization expressing interest in doing specific volunteer work.
- Read article about daycare, pre-school, and efforts to educate all children from a young age in France, Quebec, and Senegal. Discuss the differences between the childcare and pre-school systems in these francophone countries and the United States.
- Read article about the differences between parenting styles in France and in the United States. Students prepare and perform role plays demonstrating these differences.
- Listen to interview with director Laurent Cantet talking about his film *Entre les Murs*. Discuss school as a microcosm for society.
- Listen to Jacques Brel's song "Ne me quitte pas" and discuss lyrics.
- Read an excerpt from "Cyrano de Bergerac", describe the characters and answer comprehension questions.

- Listen to interviews with teens about friendship, answer comprehension questions, and tell your own ideas about friendship.
- Students write a journal entry about a childhood memory or family tradition.
- Students pretend that they are going to be an exchange student and must write a formal letter that will help match them with a family.
- Read “Facebook a-t-il détruit l’amitié?” (article on Facebook and its impacts on friendship). Identify and discuss advantages and disadvantages of online friendships.
- Read article about tea ceremonies in Morocco.
- Listen to a report on gentrification.

## **Theme 2: Science and Technology**

Sub themes: Technology and its effects on Society, Discoveries and Inventions, Moral Choices, Research and its New Frontiers, The future and technology

Essential Questions:

- How does scientific development affect our lives?
- What factors influence innovation and discovery in science and technology?
- What role does ethics play in scientific progress?

Key Vocabulary: technology, media, science

Activities and Assessments:

- Watch music video and listen to the song “Carmen” by Stromae. Discuss the effects of social media and its potential impacts on the future.
- Listen to podcast on violence in video games.
- Choose a moral dilemma (ex: GMOs, cloning, etc.) and write a persuasive essay presenting both sides of the issue and your own opinion with reasons and evidence to support it.
- Read article about GMOs and discuss reasons why they are controversial.
- Read comic strip on copyright issues.
- Listen to interview about social network privacy and safety.
- With a partner, students will create a survey for their classmates on some aspect of science and/or technology. They will then explain the results to the class including a visual (ex: chart or graph) and the implications of their findings (ex: what changes could be made, etc.)
- Listen to debate about cars of the future. Students make their own predictions about future technology.
- Read article about cell phone use and its effects on academics. Students compare the findings to their own experiences.
- Read article comparing cell phone use in France, Belgium, and Switzerland. Compare with cell phone use in the U. S.
- Write a journal entry about your own technology habits and how technology affects your life.

- Do a cultural comparison (presentational speaking) recording on the influence of new modes of communication on people's private lives.

### **Theme 3: Beauty and Aesthetics**

Sub themes: Ideals of Beauty, Contributions to World Artistic Heritage, Literature, Visual and Performing Arts, Architecture, Music

Essential Questions:

- Where do perceptions of beauty and creativity come from?
- How do ideals of beauty and aesthetics influence everyday life?
- How do the arts challenge and reflect cultural perspectives?

Activities and Assessments:

- Read online article on law against hiring fashion models with low Body Mass Index. Compare standards of beauty in different countries and how and why they change.
- Read magazine interview with a psychiatrist about building self esteem. Discuss factors that affect self esteem.
- Listen to interview with an author about perceptions of beauty and self image among young girls.
- Read article about fashion in Senegal, Luxembourg, and Tunisia.
- Compare and contrast the ways in which cultures affect the concept of beauty in a francophone country and in the United States.
- Look at paintings from different art movements and identify characteristics of each. Explore the impacts of historical events and society on art.
- Students choose a French artistic piece (ex: a painting, a song, a poem) and present and analyze the piece for the class.
- Listen to a photographer in Africa describing his work and inspiration.
- Read excerpt from Victor Hugo's "Les Misérables". Identify themes from "Les Misérables" and discuss their pertinence in your everyday life and in modern society.
- Read an African folktale. Students write their own folktale and present it to the class using Voicethread.

### **Theme 4: Contemporary Life**

Sub themes: Education and Careers, Sports and Leisure, Travel, Advertising and Marketing, Housing, Holidays and Celebrations, Rites of passage

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?

Activities and Assessments:

- Watch clip from the film “Entre les Murs”.
- Compare the education systems in francophone countries to education in the United States.
- Students will listen to podcast and watch short video clips about francophone people describing their careers. Students will then discuss the advantages and disadvantages of different careers and discuss what careers would interest them.
- Students will do role plays with classmates in which they act out job interviews.
- Students will write a formal e-mail response to a potential boss regarding a job inquiry.
- Read article about kids attending circus school in Morocco. Write a reaction to the article.
- Read Roch Carrier’s “Le Chandail de Hockey”. Discuss the importance of sports to national identity.
- Read article about Surrealist painter René Magritte’s influence on advertising.

**Theme 5: Global Challenges**

Sub themes: Economy, Environment, Health and Nutrition, Tolerance, Human Rights, War and Peace

Essential Questions:

- What environmental, political, and social problems present challenges to societies around the world?
- What are the origins of these issues?
- What are possible solutions for the global challenges?

Activities and Assessments:

- Watch music video and listen to song “Aux Arbres Citoyens” by Yannick Noah.
- Read and discuss the short story “L’homme qui plantait les arbres”.
- Students analyze their own environmental habits and identify specific changes they could make.
- Read and take Nutrition Quiz to find out about your eating habits.
- Read article about the advantages and disadvantages of organic food. Write a persuasive essay.
- Read article about the growing rate of diabetes in Africa. Prepare an oral presentation on what factors influence eating habits and comparing eating habits in your own community to those in francophone countries.
- Read article about handicap accessibility.
- Watch a clip from the film “Two Days, One Night.” Discuss the clip in the context of unemployment, economic issues in France. After viewing, students write a response pretending to be a character in the film writing an e-mail

- either as the main character persuading her co-workers to let her keep her job or as a co-worker explaining his or her vote to the main character.
- Read article about women wearing veils in public in France. Discuss laïcité in France. Write a cultural comparison regarding the role of religion in society (separation of religion and government) in the U.S. and in France.
  - Read article from SOS Racisme website. Read online article “Le Racisme dans mon quartier”.
  - Listen to an interview with a writer who moved from Saigon to Quebec telling about her experience.
  - Examine the causes, consequences, and possible solutions for homelessness through a variety of materials, including listening to and reading news reports, interviews, and a podcast on homelessness, examining statistics.
  - Read Restos du Coeur website, which is for an organization that helps homeless people in France.
  - In small groups, each group will select a global challenge and in a presentation to the class, make predictions for the future if that challenge is not solved.

## **Theme 6: Personal and Public Identities**

Sub themes: Alienation and Assimilation, Linguistic Identity, Nationalism and Patriotism, Gender, Multiculturalism, Beliefs and Values

Essential Questions:

- How are aspects of identity expressed in different situations?
- How do language and culture influence identity?
- How does one’s identity develop over time?

Activities and Assessments:

- Read debate about Loi 101 in Québec (law to preserve the French language). Write a persuasive essay about whether or not the government should play a role in the preservation of language.
- Read article about the efforts of the Académie Française to preserve language. Compare the efforts of the Académie Française to Loi 101 in Québec and efforts in your own community to preserve language.
- Read and discuss “Le Racisme Expliqué à Ma Fille” by Tahar Ben Jelloun.
- Write a journal entry about ways in which stereotypes are presented in media and ways that stereotypes could be avoided.
- Watch and listen to short video on adolescent slang. Discuss reasons why language changes over time.
- Watch and listen to short video on women in traditionally masculine jobs. Discuss gender roles in French and American societies and how they have changed over the years.
- Read the poem “Poème à Mon Frère Blanc” by Léopold Senghor.

- Watch and listen to YouTube video on French clichés. Identify French and American stereotypes. Discuss where stereotypes come from, why they are harmful, and how to avoid them.