**Curriculum**

**AP French Language and Culture**

**Course Overview**

Students who enroll in this course will possess a strong command of grammar and considerable competence in listening, reading, speaking, and writing. The course takes a holistic approach to language proficiency and studies structures in context. Students engage in an exploration of culture in both contemporary and historical contexts and develop their awareness and appreciation of cultural products (eg. books, films and music), practices (patterns of interaction) and perspectives (values, attitudes). A variety of authentic texts will be used to allow students to respond confidently and convincingly to written and spoken materials and develop a true appreciation and awareness of Francophone peoples and cultures. The course is structured around 6 themes (Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will learn to communicate to a specific purpose and audience, using correct register and format for a variety of text types such as emails, formal /informal letters, journals, articles, interviews, speeches etc., as well as debate activities, research and oral presentations.

**Department Standards**

**Communication:**

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
2. Understand and interpret written and spoken language on a variety of topics. (Interpretive)
3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

**Cultures:**

1. Demonstrate an understanding of culture through the study of the relationship among practices, perspectives, and products.

**Comparisons:**

1. Demonstrate an understanding of the nature of language and culture through comparisons of the language studied and their own.

**Connections and Communities:**

6. Use the language to connect with other disciplines, access information through authentic language sources and experience language and culture in multiple settings.

**Benchmarks**:

**Benchmarks**

By the end of this course, students will be able to:

Standard 1

1-1 Use verbal and written exchanges to share information about past experiences, significant details related to topics that are of common interest.

1-2 Use and respond to culturally appropriate non-verbal cues (eg. gestures, physical distance, eye contact) to communicate spoken messages and maintain listening comprehension.

Standard 2

2-1 Understand the main ideas, themes and basic details from diverse, authentic, ability appropriate spoken media (television, radio, film, live presentation) on topics of personal interest or interest to peers in a Francophone cultural context.

2-2 Understand the content of ability appropriate primary sources on familiar topics (personal letters, pamphlets, illustrated newspaper and magazine articles, advertisements)

2-3 Use context clues (known language, diagrams, text features and graphics) to decode unfamiliar words and phrases in complex messages or texts.

2-4 Understand the main ideas, themes, principal characters and significant details of ability appropriate authentic literature (narratives, short stories, poems and plays)

Standard 3

3-1 Summarize orally or in writing the content of various texts (authentic articles from magazine or newspaper, literary excerpts from classical works, audio or video documents, and visual works)

3-2 Use a dictionary or thesaurus written entirely in the French language to select appropriate words for use in preparing oral and written reports.

3-3 Use language, content, style of speech (advanced grammatical structures; specialized vocabulary (political, historical, environmental; humor; sarcasm; irony; idiomatic speech

Standard 4

4-1 Draw conclusions about the relationship and mutual influence between perspectives and practices in a French and other Francophone cultures.

4-2 Know significant political, military, intellectual, and cultural figures and how they shaped historical events and French cultural traditions.

4-3 Know graphic and statistical information about the French and native cultures (population, income)

Standard 5

5-1 Understand that an idea may be expressed in multiple ways in the French language.

5-2 Understand that the ability to comprehend a language surpasses the ability to produce it.

5-3 Develop a strong understanding of and confident in using French syntax and vocabulary.

Standard 6

6-1 Be able to understand radio broadcasts/podcasts, presentations and films on a variety of themes.

6-2 Use French to speak and write about topics related to other disciplines such as Art, Global Issues, Health, Science and Technology

**Performance Indicators**

**(General).**

**Written Text Types**

**By the end of this course, students will be able to produce the following text types, which are specific to the AP French Language and Culture examination.**

* **Formal Email Reponse**
* **Persuasive Essay presenting a personal viewpoint**

The AP French Language and Culture course aims to develop student abilities through six primary skill areas. For each area there is a set of performance indicators, which identify what students should know and be able to do across the three modes of communication. These objectives outline expectations of student abilities in each area.

**Spoken Interpersonal Communication**

▶The student engages in the oral exchange of information, opinions, and

ideas in a variety of time frames in formal situations.

▶The student engages in the oral exchange of information, opinions, and

ideas in a variety of time frames in informal situations.

▶The student elicits information and clarifies meaning by using a variety

of strategies.

▶The student states and supports opinions in oral interactions.

▶The student initiates and sustains interaction through the use of

various verbal and nonverbal strategies.

▶The student understands a variety of vocabulary, including idiomatic

and culturally appropriate expressions.

▶The student uses a variety of vocabulary, including idiomatic and

culturally appropriate expressions on a variety of topics.

▶The student self-monitors and adjusts language production.

▶The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶The student demonstrates knowledge and understanding of content

across disciplines.

**Written Interpersonal Communication**

▶The student engages in the written exchange of information, opinions,

and ideas in a variety of time frames in formal and informal situations.

▶The student writes formal and informal correspondence in a variety of media using appropriate formats and conventions.

▶The student elicits information and clarifies meaning by using a variety

of strategies.

▶The student states and supports opinions in written interactions.

▶The student initiates and sustains interaction during written

interpersonal communication in a variety of media.

▶The student understands and uses a variety of vocabulary, including idiomatic

and culturally appropriate expressions on a variety of topics.

▶The student self-monitors and adjusts language production.

▶The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶The student demonstrates knowledge and understanding of content

across disciplines.

**Interpretive Communication - Audio, Visual, and Audiovisual**

▶The student demonstrates comprehension of content from authentic

audio, audiovisual and visual resources.

▶The student demonstrates understanding of a variety of vocabulary,

including idiomatic and culturally authentic expressions.

▶The student understands the purpose of a message and the point of

view of its author.

▶The student identifies the distinguishing features (e.g., type of resource,

intended audience, purpose) of authentic audio, visual, and audiovisual

resources.

▶The student demonstrates critical viewing or listening of audio, visual,

and audiovisual resources in the target cultural context.

▶The student monitors comprehension and uses other sources to

enhance understanding.

▶The student examines, compares, and reflects on products, practices,

and perspectives of the target culture(s).

▶The student evaluates similarities and differences in the perspectives

of the target culture(s) and his or her own culture(s) as found in audio,

visual, and audiovisual resources.

▶The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶The student demonstrates knowledge and understanding of content

across disciplines.

**Written and Print Interpretive Communication**

▶The student demonstrates comprehension of content from authentic

written and print resources.

▶The student demonstrates understanding of a variety of vocabulary,

including idiomatic and culturally authentic expressions.

▶The student understands the purpose of a message and the point of

view of its author.

▶The student identifies the distinguishing features (e.g., type of resource,

intended audience, purpose) of authentic written and print resources.

▶The student demonstrates critical reading of written and print

resources in the target cultural context.

▶The student monitors comprehension and uses other sources to

enhance understanding.

▶The student examines, compares, and reflects on products, practices,

and perspectives of the target culture(s).

▶The student evaluates similarities and differences in the perspectives of

the target culture(s) and his or her own culture(s) as found in written

and print resources.

▶The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶The student demonstrates knowledge and understanding of content

across disciplines.

**Presentational Communication**

▶The student produces a variety of creative oral presentations (e.g.,

original story, personal narrative, speech, performance).

▶The student retells or summarizes information in narrative form,

demonstrating a consideration of audience.

▶The student creates and gives persuasive speeches.

▶The student expounds on familiar topics and those requiring research.

▶The student uses reference tools, acknowledges sources, and cites them

appropriately.

▶The student self-monitors and adjusts language production.

▶The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶The student demonstrates knowledge and understanding of content

across disciplines.

**Written Presentational Communication**

▶The student produces a variety of creative writings (e.g., original story,

personal narrative, script).

▶The student retells or summarizes information in narrative form,

demonstrating a consideration of audience.

▶The student produces persuasive essays.

▶The student produces expository writing, including researched reports.

▶The student uses reference tools, acknowledges sources, and cites them

appropriately.

▶The student self-edits written work for content, organization, and

grammar.

▶The student demonstrates an understanding of the features of target

culture communities (e.g., geographic, historical, artistic, social, or

political).

▶The student demonstrates knowledge and understanding of content

across disciplines.

**Theme/Unit Specific Performance Indicators**

**Global Challenges / Les défis mondiaux**

**By the end of this unit students will be able;**

* to develop a vocabulary base specific to the topic studied
* to understand the origins of certain global challenges (environment, health)
* to propose solutions to selected global challenges
* to be aware of basic human rights and the challenges posed to human rights in certain countries
* to argue for and against the use of private vehicles in city centers
* to participate in an interview on the theme of the environment
* to ask and answer a variety of questions that elicit substantiation of opinions
* to produce and participate in interviews and presentations on various topics using topical vocabulary, appropriate and varied tenses and advanced grammatical structures
* to discuss or debate a wide variety of topics from the personal to the abstract level
* to write an article for student newspaper
* to gain an understanding of renewable energy technologies
* to study the impact of pollution on health
* to understand songs which present a perspective on a variety of global challenges
* to read and discuss Jean Giono's L'Homme Qui Plantait des Arbres
* to participate in a debate on an environmental concern
* to understand and respond to authentic radio and television broadcasts orally and in writing
* to use a variety of authentic resources, and language strategies to derive meaning more independently
* to study the issue of integration and exclusion in French society

**Science and Technology / La Science et la Technologie**

**By the end of this unit, students will be able to:**

* develop a vocabulary base specific to the topic studied
* to demonstrate an understanding of the effect of technology on contemporary
* to explore the role of ethics in scientific progress
* gain an awareness of how new technologies affect human relationships or rapport
* gain an understanding of the principal scientists from France
* discuss the impact of technology on their lives
* conduct a school based survey on the use of technology among peers
* to discuss the advantages/disadvantages of new technologies: mobile phones, social media, Kindle

**Contemporary Life / La vie Contemporaine**

**By the end this unit students will be able:**

* to explore how societies and individuals define 'quality of life'
* to demonstrate an understanding of the effect of technology on contemporary l
* to develop an understanding the role of sport and leisure in contemporary life
* to be able to describe and understand the role that holidays and celebrations play in contemporary life in France
* to identify and explore the challenges of contemporary life
* to understand the difference between good and bad advertising
* to gain exposure to a variety of francophone media sources
* to explore how French adolescents choose a career, and how they further
* their education to reach their goals
* to explore the role that sports and leisure play in France
* to gain an understanding of SDF and HLM in France
* to explore the way in which housing influences decision-making, and to explore the level of influence that housing has on lifestyle
* to explore the influence of publicity on our quality of life, and to define the types of challenges that advertising poses for the consumer
* to describe the way in which French society celebrates rites of passage in life

**Personal and Public Identities /Quête de soi**

**Students will be able:**

* to develop a vocabulary base specific to the topic studied
* to read and discuss Eric Emmanuel Schmidt's "Monsieur Ibrahim et les Fleurs du Coran"
* to learn about how aspects of identity are expressed in various situations
* to explore how language and culture influence identity
* to gain an understanding of the process of the development of one's identity over time.
* to reflect on one's own culture and the significance of that culture to others / to clarify one's own cultural values
* to identify and briefly describe regional characteristics of France
* to name and locate on a map important regions of France
* explain the historic background of objects and symbols and how they came to represent underlying beliefs and values of the target culture
* to recognize and be able to speak about famous French people
* to structure, write and perform an interview
* to present information to the class and answer classmates' questions
* to read magazine articles independently
* to summarize orally and in writing the main points of magazine or newspaper article
* to engage in interactive oral activities
* to present oral summaries of current event articles
* to answer questions and discuss unabridged excerpts from French literature
* to discuss the action of the film using new vocabulary
* to appreciate the major events in the life of Edith Piaf
* to write a formal and an informal email
* to present selves with brown paper bag project - selected objects to describe self and represent self concept
* to research and present (a) a symbol of France and (b) a Francophone hero or heroine
* to read and understand short stories on the concept of (cultural or personal) identity
* to use adjectives to describe themselves in poetry format

**Families and Communities / La Famille et la Communauté**

**By the end this unit students will be able :**

* to develop a vocabulary base specific to the topic studied
* to examine the role of family in different societies
* to develop and understanding of how individuals contribute to the well-being of communities
* to describe the role of family in the education of a child
* to explore the roles of family members with a focus on grand parents
* to develop an understanding of the role of grandparents in French society and compare that with their own background
* to further their understanding of how the roles that families and communities assume differ in societies around the world
* to read authentic literature (short stories) focusing on the theme of grandparents

**Beauty and Aesthetics / L'Esthétique**

**By the end this unit students will be able:**

* to develop a vocabulary base specific to the topic studied
* to consider the different ways in which we perceive beauty or creativity
* to experience the way in which the arts raise question about culture
* to explore and present a French artist of their choice
* to describe the way in which ideals of beauty are expressed in daily life, and the way in which visual beauty enriches our daily life
* to appreciate a major movement in art (eg expression, post expressionism)
* to participate in a question answer session about their chosen artist
* to present their artist to the class
* to watch and write a film critique on the film 'L'Artiste' or La Vie en Rose
* to discuss the interview with Marion Cotillard (who played Edith Piaf in the movie)
* to explore the contributions of French architects, composers and artists to the World Cultural heritage
* to experience an art exhibit focusing on an aspect of French fine art (when possible)

**Assessments**

For each unit, there will be one or more vocabulary quizzes, a unit test and a written assignment. The required AP text types of (a) a formal email and (b) a persuasive essay, will be practiced at regular intervals during the year. AP Skills of speaking and listening will be assessed through exercises in the language lab during regular bi-weekly visits. In addition, the following assessments will be included:

**Global Challenges /Les Défis Mondiaux**

Persuasive Essay

Interview on an environmental problem

Essay (article) on L'Homme qui Plantait des Arbres

Debate on an environmental concern

**Science and Technology / La Science et La Technologie**

Presentation on a Francophone scientist

Discussion on the use of technology among peers (interactive activity)

Presentation on a new technology or gadget

**Family and Community / La Famille et La Communauté**

Presentation on holiday in your country

presentation on a favorite advertisement and on a bad advertisement

Question/answer discussion on "Emilie Muller"

**Personal and Public Identities / La Quête de Soi**

Identity Bag

Presentation on a selected region of France

Interview of a French hero

Email response to prompt

Presentation on a symbol of France

Autobiographical Poem

**Beauty and Aesthetics / L'Esthetique**

Written assignment - definition of beauty

French artist - selection of a work and presentation

Presentation of a work of art in a museum (if the opportunity presents that year)

Critique of a film (La Vie en Rose or l’Artiste)

**Core Topics**

**1. Global Challenges / Les défis mondiaux**

**Overarching Essential Questions:**

• What environmental, political, and social issues propose challenges

to societies throughout the world?

• What are the origins of those issues?

• What are possible solutions to those challenges?

**2. Science and Technology /La science et la technologie**

**Overarching Essential Questions:**

• What environmental, political, and social issues propose challenges

to societies throughout the world?

• What are the origins of those issues?

• What are possible solutions to those challenges?

**3. Contemporary Life/ La vie contemporaine**

**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?

**4. Personal and Public Identities / La quête de soi**

**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?

**5. Families and Communities / La Famille et la Communauté**

**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?

**6. Beauty and Aesthetics / L'Esthétique**

**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?

**Specific Content**

**1. Global Challenges / Les défis mondiaux**

**Contexts**

Diversity and Tolerance / La tolérance

Environmental Issues / L'environnement

Health Issues / La Santé

Human Rights / Les Droits de L'Homme

Peace and War / La Paix et la Guerre

**2. Science and Technology /La science et la technologie**

**Contexts**

**Discoveries and inventions /Les découvertes et les inventions**

Ethical Questions / Les Choix moraux

Future Technologies / L'avenir de la technologie

The New Media / Les nouveaux moyens de communication

Social impact of Technology / La technologie et ses effets sur la société

**3. Contemporary Life/ La vie contemporaine**

**Contexts**

Advertising and Marketing / La publicité et le marketing

Holidays and Celebrations / Les fêtes

Housing and Shelter / Le logement

Leisure and Sports / Les loisirs et le sport

Rites of Passage / Les rites de passage

**4. Personal and public identities / La quête de soi**

**Contexts**

Alienation and assimilation / l'Aliénation et l'assimiliation

Language and Identity / L'identité linguistique

Beliefs and Values / Les croyances et les systèmes de valeurs

Nationalism and Patriotism / Le nationalisme et le patriotisme

**5. Families and Communities / La famille et la communauté**

**Contexts**

Age and class / Les rapports sociaux

Childhood and adolescence / L'enfance et l'adolescence

Customs and ceremonies / Les coûtumes et les cérémonies

Citizenship / La citoyenneté

**6. Beauty and Aesthetics / L'esthétique**

**Contexts**

Architecture / l'Architecture

Music / La musique

Visual Arts / Les arts Visuels

Contribution to World Artistic Heritage / Le patrimoine

**Resources**

**Allons Au Dela (Ladd)**

**Allons Au Dela**, Richard Ladd, Pearson Education, 2012

**Preparing for the French Language and Culture Examination**, Richard Ladd, Pearson, 2012

**Une Fois Pour Toutes,** 3d ed., Sturges, Nielsen and Herbst, Pearson.

**L'Homme Qui Plantait des Arbres**, Jean Giono.

**Monsieur Ibrahim et les Fleurs du Coran**, Eric Emmanuel Schmitt.

**Kiffe Kiffe Demain**, Faïza Guène (Summer Reading)

**WEBSITES USED IN THIS COURSE INCLUDE**

* <http://www.lepointdufle.net/chansons.htm>
* [www.lemonde.fr](http://www.lemonde.fr)
* [www.tv5.org](http://www.tv5.org)
* [www.francetelevisions](http://www.francetelevisions)
* 1jour1actu
* [www.rfi.fr](http://www.rfi.fr)
* [www.paroles.net](http://www.paroles.net)
* [www.africanet.com](http://www.africanet.com)
* [www.video.tf1.fr/video](http://www.video.tf1.fr/video)
* [www.youtube.com](http://www.youtube.com)
* <http://fr.news.yahoo.com>
* www.utm.edu/departments/french/french.html: Tennessee Bob’s Famous French Links. This site provides a myriad of links to numerous resources in the Francophone world including online newspapers and magazines.
* http://www.ladocumentationfrancaise.fr/dossiers/francophonie/oif-carte.shtml Maps and other information about *la Francophonie.*
* www.radio-canada.ca Website for Radio Canada. As above.
* http://www.unmultimedia.org/radio/french/about.html Website for Radio des Nations Unies. As above, plus provides links to other radio sites and podcasts
* www.canalacademie.com/apprendre Listening exercises (podcasts), reading and self-testing for comprehension.
* www.lafrancebis.com Listening activities, quizzes. You can access the texts www.conte-moi.net Stories from the francophone world.
* www.insee.fr Statistics (France) for research and analysis purposes. Allows you to study charts, graphs and tables.
* www.parisdailyphoto.com Daily photos from Paris. Useful for visual interpretation and spontaneous speaking
* http://librivox.org Free audio books from the public domain. Example: the fables of Jean de la Fontaine.
* www.logilangue.com Grammar review.

www.parolesmania.com French song lyrics.