**ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE**

**Lincoln Public Schools**

**Syllabus 2015-2016**

**Course overview**

This course is designed to meet the needs of highly motivated students interested in a college- level, intensive language study through language immersion. The class will be conducted in French. By stressing reading, writing, speaking and listening, students will work towards proficiency in interpersonal, interpretive and presentational communication. By using the six course themes outlined in the AP curriculum, students will increase their cultural knowledge and experience with the Francophone world through a comparison with their own cultural experience. AP French will enable advanced French students to improve writing skills and problem-solving techniques in preparation for the AP French Language Exam. Students will explore the French-speaking world through a variety of perspectives based on authentic and up-to-date materials and the use of French literature, art, and media, while gaining a better understanding of themselves and their classmates.

**PRIMARY TEXTS**

Pearson (2012) Allons au-delà ISBN # 0-13-317953-2

Wayside Publishing (2013)  APprenons  ISBN #978-1-877653-57-5

**SUPPLEMENTARY PRINT MATERIALS**

Thomson Heinle (2005) Quant a moi… Témoignages des Français et des Francophones ISBN #0-8384-6051-8

Thomas Heinle (2005) Quant a moi… Témoignages des Français et des Francophones

(workbook) ISBN #0-8384-6052-6

Glencoe, McGraw-Hill (2003) Reprise ISBN #978-0078460531

Veronique Lynch (2005) Drawing Conversations Manual for Advanced Conversation

ISBN #1-59872-374-X

Focus Publishing (2007) Cinéma for French Conversation : Le cinéma en cours de

 Français 3rd édition, by Anne Rice ISBN #978-58510-268-6

Also:

Various French language magazines and short stories

AP Released Tests and AP French Language and Culture curriculum documents/thematic units

Several choice literature books which students will be able to read independently of the class and present to their teacher and classmates in the form of an oral presentation.

**COURSE OUTLINE**

The principal texts for AP French are Allons au delà and APpenons, which are supplemented by AP exam preparation materials and other authentic materials such as broadcast media, literature, authentic music, magazines, and other online resources. The course will be taught in French. As opportunities arise, students will be encouraged to participate in French programs and events, such as movie festivals, language tables, speakers, cultural events, etc. There are also opportunities for competition and immersion at the UNL Foreign Language Fair, The Auberge de Jeunesse Immersion weekend, and the State French Convention.

**COURSE OBJECTIVES**

**LISTENING**

* Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source, such as a broadcast news report or a lecture on an academic or cultural topic related to the French-speaking world.
* Identify and summarize the main points and significant details and predict outcomes from an every day conversation on a familiar topic, a dialogue from a film or other broadcast media, or an interview on a social or cultural topic related to the French-speaking world.

**SPEAKING**

* Daily oral participation, either formal (presentations) or informal (dialogues, discussions, personal stories, games, etc.)
* Describe, narrate, and present information or persuasive arguments on the thematic topics with grammatical control and good pronunciation in various oral presentations.
* Initiate, maintain and close a conversation on a familiar or thematic topic.
* Formulate questions to seek clarification or additional information.

**AP COMPOSITION/ESSAY WRITING** (Presentational, Interpretive)

* Writing cohesive and coherent analytical or persuasive essays in reaction to a text or on a personal, academic, cultural or social topic, with control of grammar and syntax.
* Writing will focus on thesis writing, brainstorming, organization, transitional terms, actual writing and peer review.
* Writing modern examples of communication such as emails, blogs, texts, etc.
* Comparing and contrasting how various cultures view the AP Themes.

**READING**

* Excerpts from literary texts from various genres and styles are incorporated in order to expose students to different types of reading from the Francophone world.
* Current event articles chosen either from print or online sources are included to broaden the cultural awareness of students, enrich the courses themes and provide further speaking and writing opportunities

**CULTURE AND TECHNOLOGY**

* Recognize cultural elements implicit in oral and written texts.
* Use local and international authentic media/sources, including museums, film festivals, news clips and documentaries, as well as Internet resources to further communication.

**ASSESSMENT AND DISTRICT COMMON EXPECTATIONS**

***AP French will be assessed on the following three performance based criteria:***

**ORAL PERFORMANCE** – based on daily informal in-class participation along with interpersonal speaking assessments and oral presentation in cultural topics, graded using the AP scoring guidelines.

**WRITTEN PERFORMANCE** – based on essays and interpersonal writing assignments, graded using the AP scoring guidelines

**READING AND LISTENING PERFORMANCE** – based on both informal (in-class activities) and formal (in the format of the AP exam) assessments.

**UNIT/CHAPTER ACHIEVEMENT AND PACING PRIMARY TEXTBOOK**

**Semester 1 (August through December) Thèmes:**  Les Défis Mondiaux, La Science et la technologie, La vie contemporaine; Literature Unit with choice of Le Petit Prince or Oscar et la Dame Rose

**Semester 2 (January through May) Thèmes:**  La Quête de Soi, La Famille et la Communauté, L’esthétique; Literature Unit with Les Jeux Sont Faits

**Starting in April: Intense Practice AP exams**

Each Allons au-delà thème provides students with opportunities to increase their vocabulary, to read authentic texts, to study elements of literature, to write compositions about various topics, to participate in authentic topical discussions and, as a result, to learn more about the culture of the French-speaking world. Each theme lasts approximately four weeks.

**Samples of film and online resources used throughout the year**

**FILMS/DOCUMENTARIES**

Le Papillon (*an unwed mother & her daughter whose lives cross a grumpy man looking for a special butterfly…*)

Inch’Allah dimanche (*an Algerian woman joins her husband who has been living in France for the last 10 years…)*

Ressources Humaines (*a young business graduate returns to his hometown where he must face his modest origins, his father and the trade unions during negotiations for the 35 hour week…)*

Entre les Murs (*the struggles of a young teacher with his multicultural class…)*

Le Huitième Jour (*a yuppie businessman whose life is a lie and a mentally handicapped young man met one day…*)

Les Intouchables (*a true story about an eccentric French man and his ex-con helper as they navigate an adventure through France together and shatter the preconceptions they held about each other*)

Les Glaneurs et La Glaneuse (*A quirky documentary about French people leading alternate lifestyles based on living off what other people throw away*)

\*\**Additional films will be added as they are released/procured*

**ONLINE RESOURCES**

TV5 Monde (*Francophone news and culture*) French Internet radio and films

[www.lexpress.fr](http://www.lexpress.fr) (*French current events*) Le Journal de France 2: (*French news of the day*)

France Info (news):  <http://www.franceinfo.fr/> France 24 (news):  <http://www.france24.com/en/>

[www.insee.fr](http://www.insee.fr) (*Like Francophonie for graphs & pie charts*)

News in Slow French <http://www.newsinslowfrench.com/>

Envoyé Spécial: (*weekly documentary on diverse subjects pertinent to France and Francophone countries*)

7 Jours sur la Planète: (*an overall view of what is going on in the world)*

YouTube (various French and Francophone artists)

**THEME 1: Global Challenges/Les défis mondiaux:**la tolérance, l’environnement, la santé, les droits et l’étre humain, l’alimentation, la paix et la guerre

1.  **RESOURCES** (Samples)

* Allons au-delà:  Chapitres 1-6
* APprenons:  Chapitre 6
* Quant à Moi:  Chapitres 2, 5
* AP Curriculum Module:  L’environnement:  quels voeux pour notre planète?
* Online and Print Resources as available

2.     **GRAMMAR REVIEW**

* Adjectives
* Relative Pronouns, demonstrative and interrogative pronouns
* Verb tenses:  present, future, conditional, imperatives
* Thematic vocabulary

3.     I**NTERPRETIVE and SPOKEN COMMUNICATION**(Samples)

* Complete **listening** and Internet exercises from TV5, Audio-lingua
* **Discuss** topic with the class (after viewing the appropriate documentary, or reading an appropriate article or text for this chapter)
* Using a **digital recorde**r and the AP time format, practice comparing France and the U.S. on one aspect of «les défis mondiaux»
* Give a presentation comparing a Francophone country and the U.S. on one aspect of «les défis mondiaux»

4.     **WRITTEN COMMUNICATION**: (Samples)

* Compare and contrast the eating habits of the French and Americans.  This could focus on restaurants, fast-food, cooking in the home, organic foods, etc.
* Explain «Les Restaurants du Coeur» and describe local efforts to combat hunger in our community.
* Write an email encouraging school members to participate in a recycling project.
* Using class or personal readings from magazines, pick one and give the reasons why this particular subject grabs your attention.

5.     **READING**: (Samples)

* *L’homme qui plantait les arbres* de Giono
* Excerpt *Le racisme expliqué à ma fille* de Ben Jelloun
* *Soyez polis* de Prévert
* Excerpt *Mythologies* de Barthes
* Resources and information from INSEE (Institut national de la statistique et des études

économiques)

6. **CULTURE** : (Samples)

* Film : Les Glaneurs et La Glaneuse
* Music: [Respire (Mickey 3D)](https://www.youtube.com/watch?v=IEexx5BR5eY&feature=kp)

**THEME 2: Science and Technology/La science et la technologie:** Les découvertes et les inventions, la recherche et ses nouvelles frontières, les nouveaux moyens de communication, l’avenir de la technologie, la propriété intellectuelle, la technologie et ses effets sur la société, les choix moraux

1. **RESOURCES**

* AP Science and Technology Curriculum Module
* AP Practice Tests
* Online resources about French contributions to science and technology
* Allons au-delà Chapters 7-9
* APprenons Chapitre 5

**2. GRAMMAR REVIEW**

    Subjunctive, comparisons, relative pronouns, thematic vocabulary

**3. INTERPRETIVE AND SPOKEN COMMUNICATION** (samples)

* Complete listening and Internet exercises from TV5, Audio-Lingua
* **Discuss** topic with the class (after viewing the appropriate documentary, or reading an appropriate article or text for this chapter)
* Using a **digital recorde**r and the AP time format, practice comparing France and the U.S. on one aspect of «la science et la technologie»
* Give a presentation comparing a Francophone country and the U.S. on one aspect of «la science et la technologie»

**4. WRITTEN COMMUNICATION** (Samples)

* Write a response to one of the readings: How has technology changed, benefited or harmed our daily lives?
* Make predictions about what life will be like in 100 years.

**5. READING** (Samples)

* *La lance de l’hyène* de Birago Diop
* *La fin des livres* d’Albert Robida et d’Octave Uzanne
* *Acide sulfurique* d’Amélie Nothumb
* *L’homme qui dormit cent ans* d’Henri Bernay
* *La Civilisation, ma Mère* de Driss Chraïbi
* Resources and information from INSEE

**6. CULTURE  (**Samples)

* Comparisons between Francophone and American ways of looking at and using technology.
* Inventions from each country, comparison of students from different countries going into science-related fields in college.

**THEME 3: Contemporary Life/La vie contemporaine: La publicité et le marketing, le logement, les loisirs, le sport, le monde du travail, les rites de passage, le voyage**

1. **RESOURCES**

* AP Practice Tests
* Allons au-delà Chapters 10-15
* APprenons Chapters 1-3
* Online and print resources as available

**2. GRAMMAR REVIEW**

 Subjunctive, future, conditional, thematic vocabulary

**3. INTERPRETIVE AND SPOKEN COMMUNICATION**

* Complete any listening and Internet exercises from TV5, Audio-Lingua
* **Discuss** topic with the class (after viewing the appropriate documentary, or reading an appropriate article or text for this chapter)
* Using a **digital recorde**r and the AP time format, practice comparing France and the U.S. on one aspect of «la vie contemporaine»

**4. WRITTEN COMMUNICATION  (Samples)**

* Find an article, blog, website, etc., which showcases «la vie contemporaine» in a Francophone country and compare it to a similar document in America.
* Compare the French, Francophone, and American school systems.
* Reply to a formal business letter or email using correct register.

**5. READING (Samples)**

* *99 Francs* de Frédéric Beigbeder
* *L’enfance* de Nathalie Sarraute
* *Le chandail* de Roch Carrier
* *Le secret de Maître Cornille* d’Alphonse Daudet
* *Le pagne noir* de Bernard Dadié
* *Lettres persanes* de Montesquieu
* *La vie dans les HLM* de Rochefort
* Resources and information from INSEE

**6. CULTURE   (Samples)**

* Use French commercials and advertisements to discuss marketing in Francophone countries
* Film:  *Ressources Humaines, Les Intouchables*
* Music:[*Bien Merité*](https://www.youtube.com/watch?v=0SF9pMjfrpI)(Clarika)

**THEME 4:** **Personal and Public Identities/La quête de soi:** L’aliénation et l’assimilation, les croyances et les systèmes de valeurs, la langue et l’identité, le nationalisme et le patriotisme

1. **RESOURCES (Samples)**

* Allons au-delà : Chapitres 16-19
* APprenons : Chapitre 0
* Quant à Moi : Chapitre 4
* Websites : <http://www.les-courts-metrages.fr/cliche/>

2.     **GRAMMAR REVIEW:**

 Adjectives, past tense, imperfect, near future, subjunctive, relative pronouns, thematic vocabulary

3.     **INTERPRETIVE and SPOKEN COMMUNICATION:  (Samples)**

* Complete **listening** and Internet exercises from TV5, Audio-lingua
* **Discuss** topic with the class (after viewing the appropriate documentary, or reading an appropriate article or text for this chapter. Possible topics: immigration, French colonization, the wearing of the veil, racism)
* Using a **digital recorde**r and the AP time format comparing a francophone country’s perception of  “la quête de soi”.
* Give a presentation related to the theme of «la quête de soi».

4.     **WRITTEN COMMUNICATION: (Samples)**

* 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.
* Write a letter to the paper explaining your opinion on what it means to be an American.
* Create a video including clichés that describe the typical American, explaining why they are false and what small truth they may be based upon.

5.     **READING: (Samples)**

* *Vincento* de Roy
* *Béni ou le paradis privé* de Bégag
* *Aux Champs* de Maupassant)
* *Schizophrénie linguistique* d’Arcenaux
* *La dernière classe* de Daudet
* *Philoz’enfants* book series
* *Kiffe Kiffe Demain* de Guene
* *Le Racisme expliqué à ma fille* de Ben Jelloun
* Resources and information from INSEE

6. **CULTURE : (Samples)**

* Film: Excerpts from *Paris, Je t’aime, La Haine, Rue Cases Nègres. L’Argent de Poche*
* Music: *Ma France à moi* (Diam’s)

**Thème 5:  La famille et la communauté:  Les rapports sociaux, l’enfance et l’adolescence, les coutumes, la famille, l’amitié et l’amour**

1.  **RESOURCES:**

* Allons au-delà:  Chapitres 20-24
* APprenons:  Chapitre 4
* Quant à Moi:  Chapitre 1

2.  **GRAMMAR:**

    Past tenses all together including pluperfect, si-clauses

3.  **INTERPRETIVE and SPOKEN COMMUNICATION: (Samples)**

* Complete **listening** and Internet exercises from TV5, Audio-lingua.
* **Discuss** topic with the class (after viewing the appropriate documentary, or reading an appropriate article or text for this chapter).
* Using a **digital recorde**r and the AP time format, practice comparing France and the U.S. on one aspect of «la famille et la communauté».
* Give a presentation comparing a Francophone country and the U.S. on one aspect of «la famille et la communauté».
* Compare the elements of two literary love stories.

4.  **WRITTEN COMMUNICATION: (Samples)**

* Write a love letter and response to/from a famous literary couple.
* Describe your favorite holiday and why it is your favorite.  Provide a specific memory from a holiday from the past.
* Write an email to an advice columnist about an imaginary problem you are having with a friend or family member.  Trade with a partner and write an email response to his/her problem.
* Compare and contrast the schedule of French students and their leisure time compared to yours.
* Compare and contrast acceptable ways to show friendship and love in a Francophone country and the U.S.
* After watching “Jean de Florette” and “Manon des Sources,” compare and contrast daily life/beliefs/societal norms during the time of those films versus today’s society.

5.  **READING: (Samples)**

* *Oscar et la Dame Rose* (Schmitt)
* *La Parure* (Maupassant)
* *Le Gone du Chaâba* (Bégag)
* Excerpts from *Le Petit Nicolas* (Goscinny, Sempé)
* *«Driss» tiré de Shérazade* (Sebbar)
* *Cendrillon* (Perrault)
* *La légende de Tristan et Iseult*
* Resources and information from INSEE

6.  **CULTURE (Samples)**:

* Film:  *Inch’Allah Dimanche, Jean de Florette, Manon des Sources, le Papillon*
* Music:  Current Top 40

**Thème 6:  L’esthétique:**  **La patrimoine, l’architecture, les arts visuels, le beau, la musique, les arts du spectacle**

1.  **RESOURCES:**

* Allons au-delà:  Chapters 25-28
* Quant à Moi:  Chapter 3 (end art unit)
* AP practice test materials
* Online and print resources

2.  **GRAMMAR:**

    Descriptive adjectives, demonstratives, possessives

3.  **INTERPRETIVE and SPOKEN COMMUNICATION: (Samples)**

* Performance-based oral assessment
* Complete any **listening** and Internet exercises from TV5, Audio-lingua
* **Discuss** topic with the class (after viewing the appropriate documentary, or reading an appropriate article or text for this chapter)
* Present a gallery walk of art to the class

4.  **WRITTEN COMMUNICATION: (Samples)**

* Write an art critique
* Compare francophone artists who use varied mediums for similar themes
* Review a movie, play or concert you have attended

5.  **READING: (Samples)**

* *L’Épitaphe* ou *Ballade des pendus* de Villon
* *Mignonne, allons voir si la rose* de Ronsard
* *Le corbeau et le renard* de La Fontaine
* *Il pleure dans mon coeur* de Verlaine
* *Comment Wang-Fô fut sauvé* de Yourcenar
* *Pour faire le portrait d’un oiseau* de Prévert
* *Moderato cantabile* de Duras
* *La Farce de Maître Pathelin*

6.  **CULTURE:  (Samples)**

* Film:  Excerpts from *Paris, je t’aime*, *Les Intouchables*
* Music:  *Victime de la mode* (MC Solaar)
* Artist : JR (graffiti artist)
* Virtual tours of French art installations/museums

*AP:AP French Syllabus 2015-16.docx*