

Syllabus for the AP French Language and Culture Course

Course Overview and Learning Objectives

As per the course Curriculum Framework: The AP French Language and Culture Course is an exploration of culture in both contemporary and historical contexts of the French-speaking world. The course develops students' awareness and appreciation of the products, practices, and perspectives of cultures. Students who achieve a 3, 4 or 5 on the exam may receive several semesters' worth of college credit.

This course is designed to prepare students to communicate proficiently through the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the "Standards for Foreign Language Learning in the 21st Century". For this reason, the course will be conducted entirely in French and class participation grades will reflect student effort to communicate exclusively in French. Course work will provide students with opportunities to achieve the Course Overarching Premise: "When communicating, students in the AP French Language and Culture course will demonstrate an understanding of francophone cultures, incorporate interdisciplinary topics (connections), and make comparisons between their native language and French and between cultures (comparisons), and use the target language in real-life settings (communities)."

Course materials will include the primary textbook *Thèmes*, films, songs, literary texts, and other authentic materials and resources from francophone websites and publications. Students are expected to take the AP French Language and Culture exam at the end of this course.

Teaching Strategies

Our class is conducted entirely in French. Students will demonstrate their proficiency in spoken interpersonal communication through class discussions of readings and films; through oral interviews with one another; through "conversations dirigées"; through conversations with one another, and with guest speakers, etc. These activities both prepare students to use the target language in real-life settings and give them opportunities to do so in authentic, meaningful ways. One example of such an activity is that the students will go to the Middle School to act as French servers for the annual 7th grade French Cafe Day (Speak to Others).

Students will demonstrate their proficiency in written interpersonal communication through emails, interactive blogs and letter writing.

Students will demonstrate their ability in interpretive communication through the viewing and discussion of films, through podcasts which include interviews, instructions and presentations and music. Students will also compare and contrast a written story with a related video. We will also be watching and analyzing short films, *courts métrages*. *Thèmes* offers the following short-subject films, one per theme: *On s'embrasse?*; *Découverte: Solar Impulse*; *Le Petit*

Cyrano; Sois mignonne; La dame dans le tram; and Rien à dire. See below for how I integrate the films into the study of each theme.

Students' ability to synthesize information will be demonstrated by answering comprehension questions, by discussion of their personal reactions, and through formal essays which may require incorporating new vocabulary.

Students will demonstrate their proficiency in spoken presentational communication through oral presentations and skits. Students will demonstrate their proficiency in written presentational communications through formal essays that synthesize authentic listening and reading sources such as those from the *Thèmes* textbook and other authentic sources.

Students will demonstrate an understanding of the products, practices and perspectives of francophone cultures through research on the customs and culture of a selected francophone country. Findings will be presented to the class and students will be asked to compare their own culture to the culture in question. Students will be encouraged to further research the various cultures presented in each unit of *Thèmes*.

While activities vary from week to week, certain assignments and assessments will be scheduled regularly. These may include thematic vocabulary quizzes, and grammar assessments as per student needs. Summatives will allow students to answer the Essential Questions used to open each theme via integrated performance assessments which may be scored using the appropriate exam Scoring Guideline and which will give students ample practice with tasks like formal emails, persuasive essays, impromptu interpersonal speaking, and cultural comparison presentations.

Course Format and Policies

Throughout the course, the following six themes will be addressed via lessons on sub-themes/topics: 1) Families and Communities, 2) Science and Technology, 3) Beauty and Aesthetics, 4) Contemporary Life, 5) Global Challenges, and 6) Personal and Public Identities. Activities may include journaling, blogging, interactive exercises such as interviews with one another using new vocabulary, oral and written presentations, compositions, emails, listening activities, watching movies, etc. Themes will be introduced through essential questions and coursework will allow students to absorb information in the target language about target cultures in order to explore and respond to these questions. Products, practices, and perspectives of the target cultures will be examined throughout the course, but will be highlighted in detail in the units on Beauty and Aesthetics, and Science and Technologies. Additionally, within the six themes, the following skills categories will be practiced throughout: Comprehend Text, Make Connections, Interpret Text, Make Meanings, Speak to Others, Write to Others, Present Orally, and Present in Writing.

My ideal is for this course to be a two-year course during which there is more time to investigate the different sub-themes. For the purposes of this syllabus, I have created a one-year course and have chosen one or two sub-themes for each AP theme. At the end of each unit, I give students the opportunity to explore whichever of the remaining sub-themes they find most interesting on their own.

September

Unit 1- Families and Communities

Within the context of just one year for the AP course, I have chosen one main sub-theme to focus on: *Childhood and Adolescence*. In addition, we broaden the theme a bit and spend a few days on the sub-theme *Family* during the final week of the unit, when students have the opportunity to choose one of the other AP sub-themes to explore independently; they then present the results of the investigation to the class.

I want the students to be able to answer the following questions by the end of this theme:

- A part les cours traditionnels à l'école, quels genres d'expériences contribuent à l'éducation d'un enfant?
- Quelles sont les caractéristiques générales d'une famille?

In order to explore these questions, we will be using these main resources:

Sub-theme: Childhood and Adolescence

1. "L'institut Diambars: Première structure de sports études." (*Thèmes* pp 6-7) Article about the Institut Diambars at Saly beach near Dakar, Senegal. This institute trains young soccer players and also guarantees them a quality education.
 - a. Summative assessment: **Interpersonal Writing - Write to Others**. Students write an email to the Institut Diambars as if they are a young Senegalese soccer player. In the email they present their qualifications and apply to be accepted in the Institute. (*Thèmes*, p. 8, exercice 4)
2. "Une Jeunesse solidaire." (*Thèmes* pp 10-11) Excerpt from an article about volunteering among young people, This article was written based on a study about commitment/engagement among young people. In the study, it becomes clear that young people are engaging more and more in volunteer work, in part to develop professional skills, but also for its intrinsic satisfaction.
 - a. Summative assessment: **Presentational Speaking - Present Orally / Cultural Comparison- Make Connections** (*Thèmes*, p. 13 exercice 7): *Quelle est l'attitude des gens envers l'engagement social et le bénévolat? Préparez une présentation orale dans laquelle vous répondez à cette question en comparant*

l'attitude générale de votre communauté et celle d'un pays ou d'une région francophone. Vous pouvez faire référence à ce que vous avez étudié, vécu, ou observé.

3. "Entre les murs--Interview du réalisateur." (*Thèmes* p. 14). In this audio interview from TV5 Monde, director Laurent Cantet--winner of the Palme d'Or at the 61st Cannes film festival for his film *Entre les murs*--talks about the importance of education in France and its mission today.
 - a. Summative assessment: **Presentational Writing - Present in Writing** (*Thèmes* p. 15, exercice 4): Essai de réflexion et de synthèse. *De quelle manière les activités scolaires et extrascolaires (comme les arts, le sport ou le bénévolat) contribuent-elles au bien-être d'un jeune?*

Sub-theme: Family

1. **Interpersonal Speaking - Speak to Others:** Conversation dirigée. *Thèmes*: contexte 6, p. 59.
2. "Ménages selon la structure familiale" (*Thèmes* p. 59). This chart from the Institut national de la statistique et des études économiques (INSEE) shows the percentage of different types of couples in France according to family structure.
 - a. Summative assessment: **Research/Presentational writing - Present in Writing** (*Thèmes* p. 59, exercice 2). Students each chose a francophone country to adopt at the beginning of the year. This assignment allows them to reference that country: *Cherchez des statistiques sur les différents types de familles pour un autre pays francophone. Ecrivez un paragraphe dans lequel vous comparez la situation dans ce pays et celle en France.*
3. Extrait d'un journal télévisé: *Mamans débordées: comment mieux gérer la rentrée?* <https://m.youtube.com/watch?v=ZFKi-DOBsMw> In this clip, the narrators follow several families as they face the challenges of getting ready to go back to school. They examine some modern shopping options and meal preparation ideas and services. Students will do several activities related to this clip.
 - Students will have a guided discussion within small groups: *Comment sont les préparations pour la rentrée scolaire chez vous?* (**Interpersonal Communication - Speak to Others**)
 - Students will complete a worksheet as they listen to and view the video twice (**Interpretive Communication - Interpret text**)
 - Final discussion will require the students to **make connections** as they compare and contrast the information in the video clip to what they know about our culture.

Fin d'unité

After having the students explore the remaining sub-themes they are interested in at the end of the unit, I end with a short-subject film connected with the theme.

- Court métrage 1: On s'embrasse (*Thèmes* pp. 60-62). In this short film directed by Pierre Olivier, a young woman has an important meeting. She arrives early and goes into a café to pass the time. While there, she notices a man alone at a table and decides to ask him for a favor.

- One sample activity for use after viewing the film (*Thèmes* p. 62 ex. 4)

Un script pour une scène de rupture. Avec un(e) camarade de classe, créez votre propre script pour une scène de rupture au cinéma. Rédigez la mise en scène d'un couple en phase de rupture. Précisez les motivations et les sentiments des personnages. Vous pouvez vous inspirer d'un film que vous avez déjà vu. Ensuite, jouez la scène pour le reste de la classe.

October

Unit 2 – Science and Technology

As stated above, I have limited time for each theme, so I choose one main sub-theme as my focus. For the Science and Technology theme, I have chosen the sub-theme Discoveries and Inventions. In order to broaden the theme, I also spend a few days on the sub-theme Future Technologies. During the final week of the unit, students have the opportunity to choose one of the other AP sub-themes to explore independently; they then present the results of the investigation to the class.

I want the students to be able to answer the following questions by the end of this theme:

- Quelles conditions favorisent ou empêchent la découverte de nouvelles inventions?
- Quelles sont les technologies d'avenir et pourquoi doit-on les développer?

In order to explore these questions, we will be using these main resources:

Sub-theme: Discoveries and Inventions

1. "Un jeune Camerounais invente le Cardiopad." *Thèmes* pp 80-82. This article is about Arthur Zang, a young Cameroonian computer engineer who has invented an extraordinary medical device: a medical tablet.
 - a. Summative assessment: **Presentational Speaking - Present Orally** (*Thèmes*, p. 83 ex. 4):

D'après l'article, Arthur Zang produit une machine mobile qui permettra de faire des échographies à distance. Faites une présentation orale pour répondre aux questions et exprimer votre opinion sur ce projet.

 - Pourquoi cette invention vous semble-t-elle utile en Afrique?
 - Quel(s) problème(s) vise-t-elle à résoudre?

- *Quels obstacles Arthur Zang doit-il surmonter avant de commercialiser son invention?*
2. Excerpt from Jules Verne *De la terre à la lune*. *Thèmes* pp. 84-86. In this excerpt, the Parisian character Michel Ardan tries to convince Barbicane, president of the Gun-Club of Baltimore, as well as his rival, Captain Nicholl, to embark together on an adventure into space. In this excerpt there is a detailed description of the technology needed for the three men to travel to the moon.
 - a. Formative assessment: **Interpersonal Speaking - Speak to Others / Cultural comparison - Make Connections**. NASA et CNES. (*Thèmes*, p. 87, ex. 5). Speaking in French, students work in small groups to do research about NASA and CNES, using guiding questions provided by the textbook as a basis for their research and conversation.
 - b. Summative assessment: **Interpersonal Writing - Write to Others** (*Thèmes*, p. 88, ex. 9):
Email à NASA: *NASA prépare un projet de colonisation de Mars et cherche des volontaires. Écrivez un email au directeur de la mission dans lequel vous présentez votre candidature. Dans votre e-mail, expliquez: les raisons pour lesquelles vous voulez habiter Mars, vos attributs personnels qui font de vous un excellent candidat, ce que vous pourriez apporter à la mission. N'oubliez pas d'utiliser les formules de politesse et un registre formel dans votre e-mail.*
 3. Audio: "A quoi ressemblera la voiture du futur?" *Thèmes* pp 89-90. This debate about the car of the future comes from the program "Les décodeurs de l'éco" from BFMTV, a 24-hour French new station. The host, Fabrice Lundy, discusses pollution, alternative energy, and the ideal car with a transportation specialist and representatives of different automakers.
 - a. Summative assessment: **Presentational Writing - Present in Writing** (*Thèmes* p. 90 ex. 3). Using the readings and audio from this sub-theme, write an essay in which you explore these questions, or others that you consider important:
 - *A travers quelles étapes une idée passe-t-elle avant de se transformer en invention?*
 - *Comment les inventions répondent-elles aux besoins de la société?*
 - *Quels sont les challenges auxquels une invention fait face avant de voir le jour ou d'être commercialisée?*

Sub-theme: Future technologies

1. **Interpersonal speaking - Speak to Others:** Conversation dirigée. *Thèmes*: contexte 6, p. 119.

2. “Les secteurs responsables.” (*Thèmes* p. 119) This graph, taken from *Science et avenir* (avril 2012, n° 782) shows the percentage of CO₂ emissions in France produced by different economic sectors.
 - a. Formative assessment: **Interpersonal speaking - *Speak to Others***. Students work together to analyze the graph and answer the questions.

Alternate sub-theme: Social Impact of Technology

1. Audiovisuel: “Comment la télémédecine peut contribuer à la lutte contre la Covid-19?” (TV5Monde - Le Journal Afrique) [Link](#)
 - a. Formative assessment: **Interpersonal speaking - *Present Orally***. Students present a 2 minute oral presentation presenting potential social impacts, either negative or positive, from the use of telemedicine

Fin d'unité

After having the students explore the remaining sub-themes they are interested in at the end of the unit, I end with a short-subject film connected with the theme.

- Court métrage 2: Découverte: Le Solar impulse (*Thèmes* pp. 120-122). In this report we discover a Swiss solar plane that might someday revolutionize aeronautics.
 - One sample activity for use after viewing the film (*Thèmes* p. 122 ex. 4)***Une autre invention. Faites des recherches sur Internet pour trouver des informations sur un inventeur francophone célèbre et sur une de ses inventions (récente ou non). Préparez une présentation dans laquelle vous présentez cet inventeur et son invention. Expliquez clairement les circonstances de la création de cette invention et précisez ses caractéristiques.***

November/December

Unit 3 - Beauty and Aesthetics

For the Beauty and Aesthetic theme, I have chosen the sub-theme of *Literature* as my main focus. In order to broaden the theme, I also spend a few days on the sub-theme of *Architecture*. During the final week of the unit, students have the opportunity to choose one of the other AP sub-themes to explore independently; they then present the results of the investigation to the class.

I want the students to be able to answer the following questions by the end of this theme:

- A quoi sert la littérature dans le monde contemporain?
- Quelles influences une œuvre littéraire peut-elle avoir sur l'individu et la société?

- La beauté est-elle une caractéristique intrinsèque de l'architecture ou est-elle une affaire de goût?

In order to explore these questions, we will be using these main resources:

Sub-theme: Literature

1. "Ma langue grand-maternelle." (*Thèmes* p. 153-155) Interview from *Le Figaro littéraire* with Andreï Makine, a French-language writer of Russian origin. In this interview, Makine speaks about literature, language, and differences that exist between Russian and French.
 - a. Summative assessment: **Interpersonal Writing - Write to Others** (*Thèmes* p. 156 ex. 7). Students write an email to Andreï Makine based on the interview they have read: *Choisissez deux idées importantes de l'interview et écrivez un courriel à Andreï Makine dans lequel vous lui demandez plus d'explication sur ces points. N'oubliez pas de vous présenter au début et de le remercier à la fin de votre message. Utilisez un registre soutenu pour écrire à cet auteur que vous ne connaissez pas.*
2. Victor Hugo, *Les Misérables* (excerpt). (*Thèmes* pp 157-159). This excerpt is taken from the beginning of *Les Misérables*. It gives us a detailed portrait of the main character, Jean Valjean.
 - a. Summative assessment: **Presentational speaking - Present Orally** (*Thèmes* p. 161 ex. 6).
Les livres tels que Les Misérables, dans lesquels des héros innocents souffrent à cause d'injustices sociales ou personnelles, sont très populaires parce qu'ils touchent le public. Pensez à un roman similaire que vous avez lu et qui fait aussi une critique sociale. Préparez un exposé dans lequel vous répondez aux questions:
 1. *Quel est le titre de ce roman? Qui l'a écrit et à quelle époque?*
 2. *Quel est le sujet du roman? Comment reflète-t-il la culture de son époque?*
 3. *Pourquoi avez-vous lu ce roman? Pour un cours, ou bien pour votre propre plaisir?*
 4. *Pourquoi est-ce que ce roman vous a particulièrement touché(e)?*
 5. *Quels sont les thèmes que ce roman a en commun avec Les Misérables?*
3. Audio: Interview avec Maryse Condé (*Thèmes* p 162). In this interview, drawn from the weekly program from TV5Monde entitled "7 jours sur la planète," the French writer born in Guadeloupe Maryse Condé speaks of identity, of the evolution of her characters, and of that which she believes all human beings have in common.

- a. Summative assessment: **Presentational speaking - Present Orally / Cultural comparison - Make Connections** (*Thèmes* p. 163 ex. 3).

En utilisant tout ce que vous avez appris au sujet de Maryse Condé, cherchez des informations sur une écrivaine des Etats-Unis qui lui ressemble (par exemple, par l'âge, le style de vie, ou les thèmes littéraires). Ensuite, préparez une présentation pour la classe dans laquelle vous comparez et contrastez les deux écrivaines. Utilisez ces points pour organiser votre présentation:

- *Évoquez les similarités et les différences entre les deux écrivaines.*
- *Comparez les thèmes principaux dans leurs œuvres.*
- *Donnez des informations sur une œuvre semblable à En attendant la montée des eaux.*

- Summative assessment for the sub-theme of *Literature*: **Presentational Writing - Present in Writing, Interpret Text** (*Thèmes* p. 163 ex. 4):

- **Analyse:** *Les trois écrivains que vous avez découverts au cours de ce contexte écrivent pour des raisons différentes. Ecrivez un essai dans lequel vous répondez à la question: Pourquoi les auteurs écrivent-ils, ou à quoi ça sert d'écrire?*

Sub-theme: Architecture

For this sub-theme, *Thèmes* offers different points of entry into knowledge of and appreciation of architecture, from the requirements for a lodging to be habitable by humans to world-famous architecture to different styles of architecture, both in students' own communities and around the world. In my class, students will engage in discussions and research involving these different aspects of the sub-theme.

Below I have chosen to highlight two activities that prepare students for tasks on the AP French Language and Culture examination, one to launch the sub-theme (the *conversation dirigée*) and the second (the persuasive essay) as a summative assessment to wrap things up..

1. **Interpersonal speaking - Speak to Others:** *Conversation dirigée. Thèmes: contexte 5, p. 179.*
2. Summative assessment: **Presentational Writing - Present in Writing** *Thèmes* p. 180 ex. 2. In my class, students are encouraged to choose an architect from their adopted francophone country to complete this activity.
 - a. **Description persuasive:** *Faites des recherches sur Internet sur un(e) architecte francophone. Choisissez quelques-unes de ses oeuvres que vous trouvez intéressantes et écrivez un essai dans lequel vous les décrivez tout en essayant de convaincre votre lecteur de leur beauté. A quels styles d'architecture ces oeuvres appartiennent-elles? Quelle est la fonction de chacune? A votre avis, ces oeuvres sont-elles universellement belles? Comment reflètent-elles leur époque et la culture de la région où elles se trouvent? Vous pouvez écrire un essai sur un(e) des architectes ci-dessous ou sur un(e) autre architecte francophone de votre choix.*

- *Louis le Vau (France)*
- *Renée Gailhoustet (France)*
- *Odile Decq (France)*
- *Etienne Gaboury (Canada)*
- *Victor Horta (Belgique)*
- *Diébédo Francis Kéré (Burkina Faso)*

Alternate activity: This activity explores Moroccan architecture.

1. **Interpretive - Comprehend Text, Make Meanings, Make Connections** The students will have the opportunity to read an article with pictures that describes 5 different types of architecture seen in Morocco. They will have a worksheet that requires them to list unfamiliar and key vocabulary, and a chart that asks them to categorize the types of architecture, geographic and historical influences.
2. **Interpersonal - Write to Others** The students will read an email from someone's trip to Morocco and respond to the questions, as well as asking some of their own.

Fin d'unité

After having the students explore the remaining sub-themes they are interested in at the end of the unit, I end with a short-subject film connected with the theme.

- Court métrage 3: *Le Petit Cyrano* (*Thèmes* pp. 182-184). In this film, written and directed by Thibault Mombellet, we encounter a theater director who falls in love with the actress playing Roxane in the production of *Cyrano de Bergerac* which he is directing.
 - One sample activity for use after viewing the film (*Thèmes* p. 184 ex. 5)

Vous êtes Cyrano! *Composez un poème ou une lettre d'amour que vous pourriez écrire à votre âme soeur. Inspirez-vous des paroles de Cyrano, de ses sentiments, et parlez des attentions qui vous touchent.*

January

Unit 4 – Contemporary Life

For the Contemporary Life theme, I have chosen the sub-theme of *Travel* as my main focus. In order to broaden the theme and to make a connection with our previous sub-theme of *Architecture* in Unit 3, I also spend a few days on the sub-theme of *Housing/Shelter*. During the final week of the unit, students have the opportunity to choose one of the other AP sub-themes to explore independently; they then present the results of the investigation to the class.

I want the students to be able to answer the following questions by the end of this theme:

- Comment les voyages influencent-ils notre façon de voir le monde?
- En quoi les logements reflètent-ils les besoins de la société?

In order to explore these questions, we will be using these main resources:

Sub-theme: Travel

1. "Salut, les parents!" (*Thèmes* pp 215-216) This text is an email written by the couple Pauline and Kevin to Pauline's parents. In the email, they write about their experiences and adventures while on vacation in Burgundy.
 - a. Summative assessment: **Interpersonal Writing - Write to others** *Thèmes* p. 218 ex. 9. Students choose a city or region in their adopted francophone country that they would like to visit, and they do research about that. They then imagine that they are taking this trip and write an email to a family member or friend:

Un mail. *Vous êtes en train de faire ce voyage auquel vous avez tant aspiré. Écrivez un message électronique à un membre de votre famille ou à un(e) ami(e) pour lui raconter votre excursion, lui en donner votre opinion personnelle, et lui expliquer l'influence qu'elle aura probablement sur votre vie et sur votre façon de voir le monde. Vous pouvez vous inspirer du message de Pauline.*

 - **Expansion possibility:** Turn this into an opportunity for a formal email by having students write to the manager of their hotel saying that they left something behind.

2. "Un médecin sans frontières" (*Thèmes* pp 219-221). This text is the transcript of an online chat between a few internet users and Alexandre, a young French doctor working in a hospital in Haiti under the auspices of Doctors Without Borders. **Interpretive - Interpret Text / Make Meaning**
 - a. Summative assessment: **Presentational Writing - Present in Writing** *Thèmes* p. 223 ex. 8.

Essai. *Peut-on dire que ce que l'on apprend à travers une expérience personnelle est plus profond, plus mémorable et plus enrichissant que ce qu'on apprend dans un contexte académique? Si c'est le cas, dans quelle mesure?*

3. Audio: "Tourisme et écotourisme au Laos." (*Thèmes* pp 224-5). This audio clip is taken from a report by Alain Devalpo for Radio France Internationale (RFI). In this report, Devalpo presents an eco-village in Laos which offers a model of sustainable tourism. **Interpretive - Make Connections**
 - a. Formative assessment: **Interpersonal speaking - Speak to Others.** *Thèmes* p. 224 ex. 3.

Le Laos. *A deux, cherchez une carte du Laos sur Internet. Trouvez la capitale, Vientiane, la rivière Nam Lik et les pays avec lesquels le Laos partage ses frontières. Ensuite, faites des recherches sur les caractéristiques géographiques du pays. Pourquoi croyez-vous que l'écotourisme s'y développe?*

 - Summative assessment for the sub-theme: **Presentational Speaking - Present Orally** (*Thèmes* p. 225, ex. 3):

Comment les voyages enrichissent-ils la qualité de vie? En vous basant sur ce que vous avez appris dans ce contexte et vos expériences personnelles, préparez une présentation orale pour répondre à cette question.

Sub-theme: Housing/Shelter

1. **Interpersonal speaking - Speak to Others:** Conversation dirigée. *Thèmes:* contexte 5, p. 240.
2. “L'économie d'énergie chez soi.” (*Thèmes* p. 240) This graph shows the results of a survey asking French people why they decided to make energy-saving home improvements.
 - a. Formative assessment: **Interpersonal speaking.** Students work together to analyze the graph and answer the questions.

Fin d'unité

After having the students explore the remaining sub-themes they are interested in at the end of the unit, I end with a short-subject film connected with the theme.

- Court métrage 4: *Sois mignonne* (*Thèmes* pp. 242-244). Written and directed by Julien Guiol. Carole is a young woman with a degree who is looking for a good job. After having done myriad internships and jobs that lead nowhere, she is beginning to despair.
 - One sample activity for use after viewing the film (*Thèmes* p. 244 ex. 3)**Recherches et présentation orale.** *Faites des recherches sur Internet au sujet du chômage en France et aux Etats-Unis pour pouvoir répondre aux questions suivantes. Préparez une présentation orale dans laquelle vous présentez les résultats de vos recherches. Comparez la situation en France et dans votre pays.*
 1. *Quelle est la situation actuelle en ce qui concerne le chômage en France? Qu'en est-il aux Etats-Unis?*
 2. *Que font les gouvernements des deux pays pour lutter contre le chômage?*
 3. *Parmi les mesures prises par ces gouvernements, lesquelles visent surtout le chômage des jeunes?*

February

Unit 5 – Global Challenges

For the Global Challenges theme, I have chosen the sub-theme of *Diversity Issues* as my main focus. In order to broaden the theme, I also spend a few days on the sub-theme of *Human Rights*. During the final week of the unit, students have the opportunity to choose one of the other AP sub-themes to explore independently; they then present the results of the investigation to the class.

I want the students to be able to answer the following questions by the end of this theme:

- Comment les membres d'une société peuvent-ils encourager la tolérance?
- Comment la société protège-t-elle les droits de l'être humain?

In order to explore these questions, we will be using these main resources:

Sub-theme: Diversity Issues

1. "Handicap et accessibilité: "Pas de délai acceptable au-delà de 2017." (*Thèmes* pp 289-291) This text is an interview with Patrice Tripoteau, the adjunct general director of the Association des paralysés de France (APF). In this interview, Tripoteau explains the current situation in France having to do with accessibility and the position of the APF.

- a. Summative assessment: **Presentational Speaking - Present Orally.** (*Thèmes* p 292 ex. 7)

Tous les ans, votre communauté récompense un volontaire qui s'engage à encourager la tolérance et dont les efforts ont eu un impact important. Cette année, il vous revient de nommer un candidat. Choisissez un membre de votre communauté qui mérite d'être reconnu(e) pour ses actions et préparez une présentation orale pour le nommer auprès du comité établi comme juge.

2. "Peut-on travailler en France avec un voile?" (*Thèmes* pp 293-296) This text is from *oumma.com*, a website created in 1999 addressing the francophone Muslim community. The text addresses the controversy surrounding the wearing of headscarves by Muslim women as religious expression in France and the obstacles they face, especially in the workplace.

- a. Summative assessment: **Presentational Writing - Present in Writing / Interpretive - Make Connections.** (*Thèmes* p. 297 ex. 6)

Essai. *Qu'est-ce que "la tolérance religieuse" d'après vous? Pourquoi est-elle importante dans le monde actuel? Comment peut-on l'encourager? Ecrivez un essai pour répondre à ces questions. Dans votre essai, abordez ces sujets:*

- *la définition de la tolérance et de l'intolérance religieuses*
- *la tolérance religieuse comme défi mondial*
- *le respect des pratiques religieuses des autres*
- *les actions nécessaires pour encourager la tolérance et faire cesser l'intolérance religieuse au niveau local, national, et international*

3. Audio: "La tolérance selon Kim Thúy." (*Thèmes* p. 298) This recording broadcast by Radio Canada is an interview of Québécois writer Kim Thúy. Kim Thúy was born in Saigon in 1968 and emigrated with her parents at the age of 10. She earned a degree in

linguistics and translation from the University of Montreal in 1990 and in law in 1993. In this interview, she speaks about diversity issues among the Québécois.

- a. Summative assessment: **Presentational Writing - Present in Writing / Interpretive - Comprehend Text, Make Connections, Interpret Text.** (*Thèmes* p. 299 ex. 2)

Recherches. *Une personne célèbre et ses impressions sur la tolérance des Québécois est le sujet de cet enregistrement. Recherchez deux célébrités dans votre communauté ou pays et deux au Canada qui se sont engagés contre l'intolérance et pour le respect des droits de chacun. Ecrivez un essai pour comparer leurs efforts. Tâchez de répondre à ces questions:*

- *Qui sont ces célébrités et pourquoi sont-elles connues?*
- *Pour qui se battent-elles et pourquoi?*
- *Comment se battent-elles?*
- *En quoi leurs efforts sont-ils similaires? En quoi sont-ils différents?*
- *De quelle manière leur effort reflètent-ils les valeurs de leurs pays?*

4. Liens culturels (*Thèmes* p. 300): This text gives information about three important women in the francophone world: Najat Vallaud-Belkacem, Bineta Diop, and Christine Lagarde.

- a. Summative assessment: **Presentational Speaking / Cultural Comparison - Present Orally / Make Connections.**

Présentation orale: comparaison culturelle *Préparez une présentation orale sur le thème suivant. Comparez votre propre communauté à une région du monde francophone que vous connaissez.*

- *Comment les femmes ont-elles surmonté des obstacles pour accéder à des postes importants dans les entreprises et les gouvernements?*

Sub-theme: Human Rights

1. **Interpersonal speaking - Speak to Others:** Conversation dirigée. *Thèmes:* contexte 5, p. 301.
2. “La Cour européenne des droits de l’homme.” (*Thèmes* p. 301 ex. 1) The CEDH is a supranational institution for human rights that deals with individual and state-level appeals having to do with human rights allegations. This graph (from www.echr.coe.int) shows the different human rights violations.

- a. Formative assessment: **Interpersonal speaking - Speak to Others / Interpretive - Make Meanings**

Students work together to analyze the graph and answer the questions.

Fin d'unité

After having the students explore the remaining sub-themes they are interested in at the end of the unit, I end with a short-subject film connected with the theme.

- **Court métrage 5: La dame dans le tram** (*Thèmes* pp. 303-305). Written and directed by Ariane Le Fort and Jean-Philippe Laroche. It is a day like any other in a downtown streetcar. The passengers are minding their own business when suddenly a new passenger gets on the streetcar and sits next to a woman who seems very ill at ease. Then comes the ticket inspector...

- One sample activity for use after viewing the film (*Thèmes* p. 305 ex. 4)

Une campagne publique d'information. *En petits groupes, créez une campagne publique d'information qui pourrait être diffusée dans les transports en commun pour promouvoir la tolérance et le respect envers les autres passagers. Enregistrez votre annonce pour pouvoir ensuite la partager avec les autres élèves. La classe votera et choisira la meilleure création.*

March/April

Unit 6 – Personal and Public Identities

For the Personal and Public Identities theme, I have chosen the sub-theme of *Alienation and Assimilation* as my main focus. This theme ties closely in with the *Diversity Issues* sub-theme in unit 5 above. In order to broaden the theme, I also spend a few days on the sub-theme of *Beliefs and Values*. During the final week of the unit, students have the opportunity to choose one of the other AP sub-themes to explore independently; they then present the results of the investigation to the class.

I want the students to be able to answer the following questions by the end of this theme:

- Quels sont les effets du racisme et de l'aliénation sur la société et les individus?
- Comment peut-on fusionner des groupes d'individus aux identités culturelles diverses et plurielles en une unité sociale cohésive?

In order to explore these questions, we will be using these main resources:

Sub-theme: Alienation and assimilation

Formative assessment for the sub-theme: **Interpersonal Writing - Write to Others** (*Thèmes* p. 311 ex. 4). Students write an email giving advice to a person coming to their community from abroad as to how that person can best adapt.

Conseils. *Quels conseils pourriez-vous donner à une personne d'origine étrangère voulant s'établir dans votre pays mais ayant des difficultés à s'adapter à la culture et au style de vie? Quelles sont les meilleures stratégies pour apprendre la langue et s'intégrer culturellement? Connaissez-vous des endroits où cette personne pourrait aller et où on essaierait de l'accueillir?*

et de l'orienter? Ecrivez-lui un e-mail pour lui donner des conseils et l'aider à s'adapter à sa nouvelle vie.

1. "L'homme qui te ressemble," René Philombe (*Thèmes* pp 311-312). This poem is by René Philombe, the nom de plume of Philippe Louis Obédé, a Cameroonian writer, journalist, poet, novelist, and playwright. It is one of the most famous of his poems, calling on people to go beyond what separates us and to emphasize tolerance and generosity.

- a. Summative assessment: **Presentational Writing - Present in Writing.** Essai comparatif (*Thèmes* p. 314 ex. 7)

Essai comparatif. Choisissez une des deux citations ci-dessous et comparez-la au poème de René Philombe. Ecrivez un essai en expliquant ce que cette citation veut dire, puis précisez si son message est similaire, opposé, ou complémentaire à celui du poème. Enfin, justifiez pourquoi vous l'avez choisie et si elle vous plaît ou pas.

- Françoise Héritier: "En premier lieu, il nous faut bien comprendre qu'être différent ne veut pas dire inégal. Le contraire de différent est semblable, même. Le contraire d'inégal est égal et non pas semblable. En voyant dans la différence la marque d'une inégalité, nous faisons faire un pas de côté à la langue sans nous interroger. Nous avons changé de registre, philosophiquement parlant, car la différence n'implique pas l'inégalité."
- Albert Jacquard: "La solidarité existe-t-elle encore ou bien sommes-nous en perpétuelle confrontation les uns envers les autres? Alors que les différences nous inquiètent, pourquoi ne pas les transformer en force pour nous mener plus loin dans nos échanges, le plus naturellement possible et partager notre authenticité en toute modestie!"

2. "Le Racisme expliqué à ma fille," Tahar Ben Jelloun - excerpt. (*Thèmes* pp 315-317). Ben Jelloun had the idea of writing this text while participating with his daughter in a demonstration about immigration. The basis for this text is the idea that racism can be combated by education, especially the education of children. This text thus principally addresses children and young people. It is written in dialog format.

- a. Summative assessment: **Interpersonal Writing - Write to Others.** *Thèmes* p. 319 ex. 6

Des conseils. Choisissez un événement ou un incident de caractère raciste de l'actualité ou du passé récent et écrivez une lettre à votre journal quotidien pour exprimer votre opinion. Evoquez ces points dans votre e-mail:

- la description de l'événement
- votre réaction
- votre analyse des raisons pour lesquelles l'incident a eu lieu
- des suggestions pour éviter de tels incidents à l'avenir

3. Audio: "Le racisme: Mode d'emploi." *Thèmes* p. 320. This recording is excerpted from RFI/ Radio France Internationale's program *Livre France*, which presents a new book written about current French politics each Sunday. In this excerpt, journalist Sylvie Koffi interviews activist Rokhaya Diallo about her book *Racisme: mode d'emploi*, a work that analyses the history of racist thought in France.

- a. Summative assessment: **Presentational Speaking - Present Orally** . *Thèmes* p 321 ex. 4. (In my class, students base their oral reports on the francophone country they adopted at the beginning of the year.)

Minorités. *Faites des recherches sur une minorité dans un pays francophone et préparez une présentation orale sur le sujet. Décrivez les gens qui la composent, le lieu où ils vivent et ce qui les distingue du reste de la population. Mentionnez aussi les problèmes d'assimilation ou d'intégration que ces gens peuvent avoir ou les discriminations auxquelles ils doivent faire face. Vous pouvez vous renseigner sur les exemples suivants ou sur tout autre groupe qui vous semble intéressant:*

- *des minorités régionales qui ont une langue traditionnelle différente du français, comme les Bretons ou les Basques pour la France*
- *des groupes issus de l'histoire coloniale, comme les pieds-noirs en France*
- *des immigrants récents, par exemple venant du Maghreb, de l'Europe de l'Est ou de l'Afrique subsaharienne*
- *des minorités religieuses*
- *des groupes sociaux qui sont confrontés à des problèmes de discrimination, comme les femmes ou les jeunes*

Alternate Activity: Presentation - Interpretive Audio Source Comprehend Text, Interpret Text, Make Cultural Connections The students will listen to and watch the video clip *Fary-Faciès* [Fary - Faciès | A COLORS SHOW](#), in which slam artist Fary Lopes reflects on the effects of language on reality regarding minority French citizens. *Discussion en petits groupes: 1) Discuter le titre. 2) Quels défis affrontent des groupes minoritaires dans notre communauté et comment est-ce qu'ils sont pareils ou différents que les défis présentés dans la vidéo?*

Sub-theme: Beliefs and Values

1. **Interpersonal Speaking - Speak to Others:** Conversation dirigée. *Thèmes:* contexte 5, p. 361.
2. "Les moins de 35 ans." (*Thèmes* p. 361 ex. 1) Radio France performed a survey about young people's values. This table shows the top three values for young people in Switzerland, France, Canada, and Belgium.
 - a. Formative assessment: **Interpersonal Speaking - Speak to Others.** Students work together to analyze the table and answer the questions.

Fin d'unité

After having the students explore the remaining sub-themes they are interested in at the end of the unit, I end with a short-subject film connected with the theme.

- Court métrage 6: Rien à dire (*Thèmes* pp. 363-365). Directed by Vincent Pérez, this short film tells the story of Charles, a taciturn young man. He does not enjoy getting involved in conversations, whether with friends or strangers. His friends actually worry about his silence. However, he has an impressive talent that no one has known about until now...
- One sample activity for use after viewing the film (*Thèmes* p. 365 ex. 4)
Essai. *Faut-il se méfier des gens introvertis qui parlent très peu? Ecrivez un essai pour répondre à cette question. Présentez les deux points de vue et défendez votre opinion personnelle en donnant des exemples pour la soutenir. Structurez votre essai ainsi:*
 - *une introduction qui présente brièvement les deux points de vue et votre opinion personnelle*
 - *un paragraphe avec les arguments soutenant votre point de vue*
 - *un paragraphe avec les arguments défendant l'autre point de vue et votre réfutation de chacun*
 - *une conclusion qui réaffirme votre opinion*

Course Materials

Primary textbook:

Delfosse, Geneviève, Kurbegov, Eliane, Draggett, Parthenal, *Thèmes: AP French Language and Culture*, Vista Higher Learning, 2015.

Examples of sources for supplementary reading texts:

Mitschke, Cherie. *Imaginez: le français sans frontières*. Vista, 2008.

Saint-Exupéry, Antoine de. *Vol de nuit*.

Schmitt, Éric-Emmanuel. *Oscar et la dame rose*. Magnard, 2006.

Articles from *le Monde* and other French and francophone journals, magazines, and other online sites.

Examples of sources for supplementary listening practice:

RFI (Radio France Internationale)

Selections from Ladd, Richard. *AP French: Preparing for the Language and Culture Examination*. Pearson, 2012 and Baron's from Kurbegov and Weiss.

TV 5 news programs: *Le Journal* and *Sept Jours sur la Planète*

Authentic videos from the Internet from various sites, including Yabla and Le plaisir d'apprendre

Songs by francophone singers, including Yannick Noah, Carla Bruni, Yves Montand, Serge Reggiani, Amadou and Mariam, Céline Dion, Francis Cabrel, Diam's, Stromae, Louane, etc.

Each grading period, students will be required to watch a film at home related to our current themes and then give a class presentation.. Examples of some films may include *Paris, je t'aime*, *Persépolis*, *La Vie en Rose*, *Petit Nicolas*, *Amélie*, *Oscar et la Dame Rose*, etc.

Presentations will include summaries, their favorite ten minute clip, an explanation about their clip choice, cultural comparisons and information about the actors, producers, regions, film background etc.

Assessment/Grading

All assessments are scored using the five-point scale, with summatives weighted more heavily.

DIVERSITY STATEMENT

Strategies to increase and maintain enrollment and success of diverse and at-risk students in Advanced Placement French Language & Culture

The College Board Equity and Access Policy:

“The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.”

An Advanced Placement language course should be open to all willing students. In order to give all students access to AP-level quality instruction, we will begin with vertical teaming from level 1 through AP (including articulation between middle-school and high-school programs) to ensure that students are learning the skills and content they need to be successful. A variety of techniques that increase student engagement, mainly via authentic sources, should be central to the entire French language and culture program.

The following are some specific strategies that we will employ beginning in level I:

- constant use of a variety of formative assessments that will allow students the opportunity to practice and perfect their skills in a positive learning environment;

- consistent use of level-appropriate authentic sources and a variety of audio/video materials that will captivate and motivate students and introduce *all* students to the skills that will be needed at the AP level;
- use of embedded readings using authentic texts in order to build reading fluency (see embeddedreading.com);
- greater focus on the more than thirty-seven different countries of the Francophonie rather than merely on continental France to mirror and value students' own diverse backgrounds;
- real-life activities and ways that students can use the language and culture, such as exchange programs, an active French club, pen-pal or e-pal programs, film festivals, field trips, guest speakers, participation in National French Week and the Grand Concours, etc.
- use of project-based and open-ended assessments to allow students to use their own talents and multiple intelligences to individualize their learning;
- use of AVID strategies, such as Cornell note-taking, collaborative learning groups, and the inquiry learning method;
- development of a support system for struggling students via after-school coaching and peer tutoring;
- positive rapport with families via direct contact with parents about AP potential and student progress beginning at the early levels.