

French 1 at Hellgate High School will follow the [MCPS French 1 Curriculum](#). In achieving these tasks, we will use a variety of texts, and they are ever-changing as we seek to provide current and authentic texts even at the most introductory levels. Any texts or readings that we use will represent the diversity of histories and experiences of France and francophone cultures. French 1 is a prerequisite for AP and IB French, and skills and concepts at all levels of French aim to prepare students for the nationally created and accepted cultural topics that are covered in AP and IB French curricula. Please see the elements of culture articulated in the AP curriculum below.

French 1 topics are largely centered around expressing one's daily life and experiences, and our acquisition of language includes sharing our individual experiences, which are diverse and variable. Students will learn vocabulary, verbs and expressions that are necessary to describe their own lives and experiences. As student experiences, relationships, family structures, backgrounds, native languages, and identities (including sexuality) are diverse, recognized and welcomed- the language that we learn and explore will not be exclusive of any of those elements.

We often use art as a speaking or writing prompt. A variety of classical and modern art will be presented. As concepts of nudity and what is appropriate are fluid cross-culturally and throughout history, it is possible that we will discuss or describe a work of art that represents concepts, experiences or histories that are different from our own. The representation of the human body is variable through place and time and our oeuvre of images will not be exclusive to our own current experiences.

#### AP Topics

**Family and Community:** Social relationships, youth and adolescence, friendship and love, citizenship, customs, and family

**Contemporary Life:** publicity and marketing, education and teaching, celebrations, housing, leisure, sport, jobs and careers, rites of passage, and travel

**The Quest of Self:** alienation and assimilation, beliefs and values, sexuality, linguistic identity, multiculturalism, nationalism and patriotism

**Global Challenges:** tolerance, the economy, the environment, health, human rights, war and peace

**Science and Technology:** moral choices, the future and technology, intellectual property, discoveries and inventions, research and it's new frontiers, new means of communication, and technology and its effects on society

**The Esthetic:** architecture, heritage, beauty, music, visual arts, literature and poetry, theater and dance

These AP topics are outlined as such because together, these elements represent the vast and intricate definition of culture.

My commitment: I commit to creating a learning environment that allows students to consider how vastly different the human experience is and has been throughout time. In this exploration it is inevitable that we will encounter human experiences that vary from our own, even pieces of our identity that are most valued to us and our existence. As students evaluate other experiences, belief systems and ways of living- it is natural that they evaluate and compare their own. In exploring a plurality of perspectives lies the potential for students to validate and find comfort in their own perspective, or change their understanding of their own experiences. Both these outcomes are valid. Exploring, comparing and contrasting the plethora of human experiences and existences is our learning target. All students, families, belief systems, and identities are welcome in my classroom. Attacking or criticizing a particular group, or exploring a set of experiences and perspectives with the aim of devaluing another has no place in this learning experience.