

AP French Language Syllabus

Course Overview

This year we anticipate about 15 students in this advanced French class, 5 of whom are enrolled in the AP program. The majority of these students have progressed in our French program from Level 1 to 4, mainly with me as their teacher, using Discovering French Bleu, Blanc and Rouge as the recommended county instructional text books. From their first day in level one, we challenge all our students to set goals for themselves after discussing the merits of learning French and other foreign languages. Our hope is that they willingly and responsibly commit themselves to the learning process owing to the interest they have in the subject. Our approach is aligned with the ACTFL guide lines.

Course Objectives [C7]

Students should be able to:

- Proficiently read, write, speak and listen in a variety of contexts representing the francophone cultures in preparation for the AP French Language Exam [C2]
- Expand their knowledge of the Francophone world and culture as compared to their own
- Process information in French from a variety of sources (News magazines, internets, movies, radio, novels)
- Process information in French of a variety of styles (narrative, poems, advertisement, songs)
- Substantially improve their oral skills through the exclusive use of French in class as means of communication. [C1]

Course Planner

Septembre

L'identité: Qui êtes-vous? (Personnages , Ch. préliminaire)

- Introduction to the program and course objectives
- Personal introduction to the class (Qui suis-je? Auto-portrait) written & oral
- Paired activity: Comparaison. Mon partenaire et moi. Qui sommes-nous?
- Review: les verbes être et avoir, l'accord des adjectifs.

C1
The teacher use French almost exclusively in class and encourages students to do likewise.

C2
The course provides students with a learning experience equivalent to that of a third-year college course in French language. Instructional materials, activities

C7
The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials

- Assessment: Description and Adjective agreement.

La Famille (L'Éducation Familiale)

- Vocabulaire et Culture
- Oral presentations (Débats)
- Grammar Review: Present Tense (Une Foix Pour Toute, p.9)
- Assessment: Speaking, Writing (Present Tense) **[C5, C6]**
- Réflexion littéraire : E. Ionesco *Deuxième conte pour enfants de trois ans* (Excerpt, P.56 Discovery French Rouge) ; De Saint Exupery, *Le Petit Prince*
- Reading strategy
- Writing strategy
- Grammar Review: The Imperative (Une Foix Pour Toute, p.14)
- Assessment: Reading-writing (Imperative) **[C4, C6]**

Octobre

La vie professionnelle et les relations entre hommes et femmes

- Vocabulaire et Culture
- Oral presentations
- Grammar Review: Article, Gender and Partitive (Une Foix Pour Toute, p.4)
- Assessment : Speaking and writing (Article and Gender) **[C5, C6]**
- Réflexion Littéraire : S. de Beauvoir, « Le Deuxième Sexe II »(excerpt).
Les Co-épouses, Fatima Gallaire (Personnages, P168)
- Reading Strategy
- Writing Strategy
- Assessment: Reading-writing (Partitive) **[C4, C6]**

La Science et la Technologie (Les Villes et les Banlieues)

- Vocabulaire et Culture
- Oral presentatons
- Grammar Review: Adjectives and Adverbs (Une Foix Pour Toute, p.118)
- Assessment: Speaking and Listening (adjectives and adverbs) **[C3, C5]**
- Réflexion Littéraire: Honoré de Balzac, *Ferragus* (excerpt)
Jules Vernes, *Sans dessus dessous* (excerpt, Bon Voyage 418)

C3
Instructional materials include a variety of authentic audio and/or video recordings that develop students'

C4
Instructional materials include authentic written texts such as newspaper and magazine articles, literary

C5
The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills

C6
The course provides instruction and frequent opportunities to write a variety of

- Reading Strategy
- Writing Strategy
- Grammar Review : Comparatif and Superlative (Une Fois Pour Toute, p.130)
- Assessment: Reading and Writing (Comparative et Superlative) **[C4, C6]**

C3
Instructional materials include a variety of authentic audio and/or video recordings that develop students'

Novembre

La Quête de Soi (La Politique et le Nationalisme)

- Vocabulaire et Culture
- Oral presentatons
- Grammar Review: the Passé Composé (Une Fois Pour Toute, p.21)
- Assessment: Speaking and Writing (Passé Composé) **[C5, C6]**
- Réflexion Littéraire: A. Maillet, *Acadie, paradis ébréché* (excerpt)
Rhinocéros, E. Ionesco
La Légende Baoulé, Bernard Dadié
- Reading Strategy
- Writing Strategy
- Grammar Review: The Passé Simple and the Imparfait (Une Fois Pour Toute, p.29-32)
- Assessment: Reading and Writing (Imparfait) **[C4, C6]**
- Grammar Review: Use of Passé Composé and Imparfait (Une Fois Pour Toute, p.25-35)
- Assessment: Speaking, Reading and Writing (Imparfait and Passé Composé) **[C3, C5]**
- Grammar Review: le Plus-que-parfait (Une Fois Pour Toute, p.35)
- Assessment: Reading and Writing (plus-que-parfait)

C4
Instructional materials include authentic written texts such as newspaper and magazine

C5
The course provides students with regular opportunities, in class or in a language laboratory, to develop

Décembre

Les Différences Socio-économiques / Riches et Pauvres

- Vocabulaire et Culture
- Oral presentatons
- Grammar Review: Les pronoms et adjectifs interrogatifs (Une Fois Pour Toute, p.88-92)
- Assessment: Speaking and Listening (Les pronoms et adjectifs interrogatifs) **[C3, C5]**

C6
The course provides instruction and frequent opportunities to write a variety of compositions in French.

- Réflexion Littéraire: Annie Ernaux, *Une femme* (excerpt)
Francis Bebey, *Je suis venu chercher du travail* (Personnage, p.163)
Fernand Reynaud, *J'suis pas un imbécile* (Personnage, p.165)
E. Ionesco, *Rhinocéros*
- Reading Strategy
- Writing Strategy
- Grammar Review: Les adjectifs et pronoms possessifs (Une Fois Pour Toute, p.78)
- Grammar Review: La negation.
- Assessment: Reading and Writing (Les possessifs et la négation) **[C4, C6]**

C3
Instructional materials include a variety of authentic audio and/or video

La France dans le Monde

- Vocabulaire et Culture
- Oral presentatons
- Grammar Review: Les pronoms relatifs simples et les pronoms relatifs composés (Une Fois Pour Toute, p.99-104)
- Assessment: Speaking and Listening (les pronoms relatifs) **[C3, C5]**
- Réflexion Littéraire: Charles Baudelaire, *Éloge du maquillage* (excerpt)
- Reading Strategy
- Writing Strategy
- Grammar Review: L'emploi des pronoms démonstratifs avec les pronoms relatifs (Une Fois Pour Toute, p.104)
- Assessment: Reading and Writing (L'emploi des pronoms démonstratifs avec les pronoms relatifs) **[C4, C6]**
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C4
Instructional materials include authentic written texts such as newspaper and magazine articles, literary texts, and other non-

C5
The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills

Janvier

Le Métissage et ses Apports Culturels

- Vocabulaire et Culture
- Oral presentatons
- Grammar Review: L'emploi du verbe devoir. (Une Fois Pour Toute, p.49)
- Grammar Review : Le Subjonctif Présent et Passé. (Une Fois Pour Toute, p.53-60)
 - Assessment: Speaking and Listening (Le Subjonctif) **[C3, C5]**
- Rélexion Littéraire: Azouz Begag *Les Voleurs d'écriture* (excerpt)
Albert Camus, *L'Étranger*
- Reading Strategy
- Writing Strategy
- Grammar Review: L'emploi du Subjonctif (Une Fois Pour Toute, p.59)

C6

The course provides instruction and frequent opportunities to write a variety of

- Grammar Review: le Subjonctif après certaines conjonctions
- Assessment: Reading and Writing (Le Subjonctif) [C4, C6]

La Francophonie

- Vocabulaire et Culture
- Oral presentations
- Grammar Review: Les pronoms personnels *y* et *en* (Une Fois Pour Toute, p.99-104)
- Grammar Review : La place des pronoms compléments (En Bonne Forme, Lec. 5; Réseau, Ch.8)
- Assessment: Speaking and Listening (Pronoms personnels et compléments) [C3, C5]
- Réflexion Littéraire: Assia Djebar, *Il n'y a pas d'exil* (excerpt)
Birago Diop, *Souffle* (Personnage, p.196)
Albert Camus, *L'Étranger*
- Reading Strategy
- Writing Strategy
- Grammar Review: Les pronoms toniques (accentués) (Une Fois Pour Toute, p.65-73)
- Assessment: Reading and Writing (Les pronoms toniques) [C4, C6]
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Février

Le Monde de l'art

- Vocabulaire et Culture
- Oral presentations
- Grammar Review: Les verbes pronominaux (Une Fois Pour Toute, p.152-159)
- Grammar Review : L'infinitif présent et passé
- Assessment: Speaking and Listening (Les verbes Pronominaux, l'infinitif) [C3, C5]
- Réflexion Littéraire: Marcel Aymé, *Oscar et Érick* (excerpt)
- Reading Strategy
- Writing Strategy
- Grammar Review: Le participe présent, le gérondif et le participe présent au passé (Une Fois Pour Toute, p.65-73)
- Assessment: Reading and Writing (Le participe présent et le gérondif) [C4, C6]

C3
Instructional materials include a variety of authentic audio and/or video recordings that develop students'

C4
Instructional materials include authentic written texts such as newspaper and magazine articles, literary texts, and other non-technical writings that develop students' reading

C5
The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of

C6
The course provides instruction and frequent opportunities to write a variety of compositions in French.

Le Cinema

- Vocabulaire et Culture
- Oral presentations
- Grammar Review: le Futur Simple and le Futur Antérieur (Une Fois Pour Toute, p.38-41)
- Assessment: Speaking and Listening (Le Futur) **[C3, C5]**
- Réflexion Littéraire: E.E-Schmidtt, *Monsieur Ibrahim et les Fleurs du Coran* (excerpt)
- Reading Strategy
- Writing Strategy
- Grammar Review: Le Conditionnel Présent et le Conditionnel Passé (Une Fois Pour Toute, p.44-)
- Grammar Review: Les phrases conditionnelles
- Assessment: Reading and Writing (Le Conditionnel) **[C4, C6]**

C3
Instructional materials include a variety of authentic audio and/or video

C4
Instructional materials include authentic written texts such as

Opinions sur la France (Réflexion sur le regard des autres)

- Vocabulaire et Culture
- Oral presentations
- Grammar Review: Les adjectifs et les pronoms démonstratifs (Une Fois Pour Toute, p.78)
- Réflexion Littéraire : N. Huston , *Lettres parisiennes: Histoire de l'exil*
Lettre de Nancy Huston à son amie Leila Sebbar
- Assessment: speaking and listening (Les adjectifs et pronoms démonstratifs) **[C3, C5]**
- Réflexion Littéraire: Nancy (excerpt)
- Reading Strategy
- Writing Strategy
- Grammar Review: // impersonnel
- Assessment: Reading and Writing **[C4, C6]**

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Mars

Les Défis Mondiaux (Réflexion sur l'union Européenne)

- Vocabulaire et Culture
- Oral presentations
- Grammar Review: La voix passive
- Assessment: speaking and listening [C3, C5]

- Réflexion Littéraire: V.Hugo, Discours D'ouverture pour le Congrès de la Paix
L. Malle, *Au Revoir Les Enfants* (Film)
- Reading Strategy
- Writing Strategy
- Grammar Review: Les Adjectifs et les Pronoms Indéfinis ; Les Prépositions
- Assessment: Reading and Writing[C4, C6]

Révision Générale

Avril

Révision Générale

Révision Générale

May

Final preparation

AP French Exam

Teaching Strategies:

In an effort to cover the major themes recommended by the College Board, I have carefully selected a number of topics, writings (books or excerpts) for lesson plans that provides opportunity for practicing their reading, writing, listening and speaking

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C6
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skills in context. Every lesson, whether it is for grammar or vocabulary acquisition is prepared using the forum of a theme under which that lesson fits the most.

Speaking and Listening

The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, and topics

Students are conditioned to use exclusively French in class. Every morning, we begin with a review of “Les actualités” or current events in the news locally or internationally. Students are assigned in turns to share news articles from the internet (Yahoo France) of various interests for discussion. At the introduction to every unit, they express their prior knowledge on the issues and discuss culture in a segment called “ Vocabulaire et Culture”. Aside from classroom discussions, almost every week, students will go to the school computer lab to record a description of a picture or picture story using a new technology called “audacity”. The program allows the teacher to access the recordings, listen to them and grade them. With audacity, they will also be able to listen to other recordings from native speakers from various part of the French speaking world, hence, training to become familiar with its various accents. Also, there will be numerous other instances for practicing and assessing speaking and listening during and at the end of topics in the form of paired conversation, group debates or class presentations, listening to music, movies and radio shows from the internet. All oral and listening grades will be determined using the official rubric for the AP exam.

Reading and Writing

Like speaking and listening, reading activities are daily routines. We will use text from various sources such as textbooks, newspapers and news magazines, literary texts, the internet and more.

Almost every two weeks, a reading strategy will be taught, practiced and evaluated. Strategies such as how to use the title of a text or book to enhance comprehension; the role of the first sentence of a paragraph in comprehension; the difference in strategies for understanding a prose from a poem ...etc.

Each student have a composition book in which they write an essay every week. They will be assigned a topic on Fridays and will have to turn it in a week later for correction. On the following Monday after the journals are collected, they will receive their essays back with errors pointed out so that they could make corrections. The corrected final copy of the essay due on Friday must be written legibly as careful as possible like on the AP exam for a final grade. All written work is graded according to the official rubric for evaluating AP essays.

C4
Instructional materials include authentic written texts such as newspaper and magazine articles, literary texts, and other non-technical writings that develop students' reading abilities.

C6
The course provides instruction and frequent opportunities to write a variety of compositions in French.

Course Materials

Over the years, my school has had a collection of different textbooks, several of which are perfect for level 4 and 5 and the AP Exam. I plan to use the following for text book:

- Valette, Valette. *Discovering French Rouge*, Mc Dougal Littell
- Lutz, Katia Brillie and Conrad J. Schmitt. *Bon Voyage3*. Glencoe French 3. New York, NY. Glencoe McGrawHill, 2002.
- Simone Renaud Dietiker, Dominique Van Hooff. *En Bonne Forme*, seventh edition. Houghton Mifflin
- Oates/ Dubois *Personnages*, third edition. Houghton Mifflin
- Hale Sturges II, Linda Cregg Nielsen, Henry L. Herbst. *Une Fois Pour Toutes*, deuxieme edition . Longman

Our literary reading selections are: **[C4]**

- Albert Camus. *L'Étranger*. Folio
- Saint Expupery, Antoine. *Le Petit Prince*. New York, NY: Houghton Mifflin Co, 1970
- Eugene Ionesco. *Rhinoceros*. Folio
- Excerpts from various other authors in the francophone world

Other source and materials:

- François Shein *French Four Years (Advanced French with AP component)*. Amsco
- Richard Lard, Colette Girard, The second edition of *AP French (Preparing for the language examination)*. Pearson

Our foreign Language bookroom has a number of French movies such as: **[C3]**

- *les Misérables*,
- *la Belle et la Bête*,
- *Au revoir les Enfants*
- A collection of movies and music videos from French Speaking West Africa and Quebec.

Our classroom is equipped with a promethean board connected to my computer allowing me to access the many internet websites on French study and culture, to show movies or make power point presentations.

C3
Instructional materials include a variety of authentic audio and/or video recordings that develop students' listening abilities.

C4
Instructional materials include authentic written texts such as newspaper and magazine articles, literary texts, and other non-technical writings that develop students' reading abilities.

Websites

<http://fr.yahoo.com>

<http://www.lemonde.fr>

<http://www.tv5.org>

<http://www.rfi.fr>

<http://www.chantefrance.com>

<http://www.cortland.edu/flteach/civ>

<http://videos.tf1.fr/video>