

# NORTHERN YORK COUNTY SCHOOL DISTRICT



## Advanced Placement French Language and Culture

May 2013

NORTHERN YORK COUNTY SCHOOL DISTRICT  
ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

**I. Philosophy**

This course is designed as a culmination of students' French studies in high school. At this point, students have already learned the structures necessary to communicate in French. In AP French, students review and refine those grammatical structures while learning new vocabulary to communicate in French on a variety of topics. A study of six topical and cultural themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics will be emphasized. The AP French course develops all aspects of language: listening, speaking, reading, writing and culture. This course is designed to prepare students for the AP French Language and Culture examination. In the AP French Language and Culture course, French is used exclusively in the classroom by both teacher and students.

**II. Core Concepts**

In this course, students are introduced to (or review) vocabulary and grammatical structures in context. Every 4-5 weeks, a new theme is introduced. Within that theme, students work on all aspects of communication: listening, speaking, reading and writing. Activities will include the three modes of communication: interpretive, interpersonal and presentational. In lieu of a test for each theme, students are evaluated based on various writing and speaking assignments, which are graded according to the AP guidelines.

**Daily/weekly activities:**

- Students write between 3-5 separate homework paragraphs or blogs analyzing a specific aspect of a theme. These paragraphs are graded for effort in using various vocabulary and grammar structures.
- Students record their answers to a discussion question within a specific theme.
- Students read articles from *Le Monde*, *Le Figaro*, *Phosphore* or other periodicals to start a discussion (includes online editions).
- Students read passages from *Allons au-delà*
- Students participate in daily discussions in French.
- Students synthesize and analyze information gleaned from podcasts, songs, film, artwork and photos.
- Students synthesize and analyze information gleaned from newspaper and magazine articles and literary texts.
- Students practice speaking in pairs using open-ended thematic questions.
- Students take turns starting the class with *à la une*: a current event. They must present a topic and then ask a discussion question to engage the rest of the class in participation.

- Students complete grammar exercises in Trésors du Temps and accompanying workbook.
- Students keep a weekly current events journal where they select an article from an online French newspaper site.
- Students look up unknown words and then summarize and write their reactions based on what they read.
- Students participate in an email exchange or blog with other francophone students.

### III. Expected Levels of Achievement

- Written homework assignments, which ask students to expand on a topic discussed in class such as a description of a figure from literature.
- Spoken homework assignments, which ask students to record or to present comments about topics discussed in class.
- Weekly current events journal where students select an article from online French newspaper sites. Students look up unknown words and then produce a written summary of the article as well as their reaction to that article.
- In-class compositions. Instead of a test, students write compositions based on the current theme. They are graded using the AP writing guidelines.
- At home compositions. Throughout the year the students are asked to write on assorted topics, such as doing an analysis of a poem, a summary based on a statistical chart or an autobiography. They are graded using the AP writing guidelines
- Oral presentations. For each theme, students are given different speaking assignments, such as a debate on a current event topic. They must present their opinions or findings to an audience of their peers (classmates). They are graded using the AP speaking guidelines.
- Grammar quizzes. Particular attention is paid to the subjunctive, negative expressions, relative pronouns, si clauses, and object pronouns.
- Participation. Students are graded daily to encourage them to speak as much as possible in class and to use French exclusively in the classroom.

#### Grading System:

93-100	=	A	(excellent progress)
85-92	=	B	(above average progress)
77-84	=	C	(average progress)
70-76	=	D	(below average progress)
Below 70	=	F	(failing)
Unfinished	=	I	(some incomplete work)

#### IV. Text and Resources

*Trésors du Temps* Yvonne Lenard, Glencoe McGraw Hill, 2005

*Allons au-delà!* Richard Ladd, Pearson Education, Inc. 2012

*Le Petit Prince*, Antoine de St. Exupéry

*Le Fantôme de L'Opéra* Gaston Leroux

##### **Authentic Materials (Audio, Video and Written texts):**

- News broadcast on France 2 online at france2.fr
- *501 French Verbs* Christopher Kendris Barron's 1996
- Radio France International broadcasts
- Tv5.org broadcasts
- French newspaper Internet sites (i.e. *Le Figaro*, *Le Monde*)
- TV 5 news program: *Le Journal* and *Sept Jours sur la Planète*
- French podcast sites: <http://www.dailyfrenchpod.com/> and <http://onethinginafrenchday.podbean.com/about/>
- [www.insee.fr](http://www.insee.fr) (for statistics)
- French films including *Cyrano de Bergerac*, and *Au Revoir les Enfants*, *Mon Oncle*, *La Haine*
- Released AP exams
- Various authentic printed materials including newspaper articles, short stories, poetry, plays, etc.
- French films offered at local colleges and universities.
- Native speaker guests (as available)
- Museums trips to study art (when available)
- Online virtual tours of places in the francophone world

Northern York County School District Curriculum	
<b>Course Name</b>	Advanced Placement French
<b>Grade Level</b>	Grade 12
<b>Credits</b>	1.00 Credits (1.12)
<b>Instructional Procedures</b>	Students work on all aspects of communication: listening, speaking, reading and writing. Activities will include the three modes of communication: interpretive, interpersonal and presentational.

Unit 1	Les Défis Mondiaux			
Time Frame	5-6Weeks			
1.1				
Key Concepts	Essential Questions	*ACTFL National Foreign Language Standards	Resources/Text	Key Vocabulary /Terminology
<p>French political system and government</p> <p>Global concept of stewardship</p> <p>Idiomatic expressions in the French language</p> <p>Civility</p> <p>Present tense of common irregular verbs</p> <p>Modern poetry styles in French</p>	<p>What environmental, political, and social issues pose challenges to societies throughout the world?</p> <p>What are the origins of those issues?</p> <p>What are possible solutions to those challenges?</p>	<p><b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p><b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics</p> <p><b>Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Standard 2.1:</b> Students</p>	<p>Trésors du Temps <i>La France Moderne</i> (Etape 1)</p> <p><i>Le Recyclage en France</i> Allons au delà</p> <p><i>Soyez Polis</i>, Jacques Prevert, Allons au delà</p> <p><i>Rêves Amers</i>, Maryse Condé, Allons au delà</p> <p>Radio France broadcasts</p> <p><i>L'homme qui plantait des arbres</i></p>	<p>Les verbes fondamentaux et leurs expressions: être, avoir, aller et faire</p> <p>Present tense of regular and irregular verbs</p>

		<p>demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p><b>Standard 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p> <p><b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language</p> <p><b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p><b>Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p> <p><b>Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>Standard 5.1:</b> Students use the language both within and beyond the school setting</p> <p><b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for</p>	<p>Les Enfoirés-videos</p> <p><i>Au Revoir les Enfants</i>, film de Louis Malle</p>	
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		personal enjoyment and enrichment.		
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Unit 2	La Science et la Technologie			
Time Frame	5 Weeks			
2.1				
Key Concepts	Essential Questions	*ACTFL National Foreign Language Standards	Resources/Text	Key Vocabulary /Terminology
<p>Scientific discoveries in French history</p> <p>Advances in technology</p> <p>Le Baccalauréat</p> <p>Si clauses using le futur, le futur antérieur, le conditionnel, and le conditionnel passé</p> <p>Direct object pronouns</p> <p>Indirect object pronouns</p> <p>Affirmative commands (l'impératif)</p>	<p>How do developments in science and technology affect our lives?</p> <p>What factors have driven innovation and discovery in the fields of science and technology?</p> <p>What role do ethics play in scientific advancement?</p>	<p><b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p><b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics</p> <p><b>Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Standard 2.1:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p><b>Standard 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p> <p><b>Standard 3.1:</b> Students reinforce</p>	<p><i>Tricher au bac comme un geek</i>, Allons au delà</p> <p><i>La Mauvaise Surprise</i> Kindle, Allons au delà</p> <p>Tresors du Temps Etape 5 – Les Grandes Découvertes</p> <p><i>La fin des livres</i>, Albert Robida and Octave Uzanne, Allons au delà</p> <p>French internet news sites</p> <p><i>7 jours sur la planète</i> (tv5.org)</p> <p>Radio France broadcasts</p>	<p>Le futur et le futur antérieur</p> <p>Le conditionnel et le conditionnel passé</p> <p>Si clauses</p> <p>Les pronoms compléments</p>

		<p>and further their knowledge of other disciplines through the foreign language</p> <p><b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p><b>Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p> <p><b>Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>Standard 5.1:</b> Students use the language both within and beyond the school setting</p> <p><b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>		
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Unit 3	La Vie Contemporaine			
Time Frame	6 Weeks			
3.1				
Key Concepts	Essential Questions	*ACTFL National Foreign Language	Resources/Text	Key Vocabulary /Terminology



		Standards		
<p>Education system in francophone countries</p> <p>Le Chomâge-unemployment</p> <p>Tax system in France</p> <p>Religion in the francophone world</p> <p>Formation and use of le passé simple</p> <p>Subjunctive mood of verbs in both present and past tenses</p> <p>Use of relative pronouns in French sentences</p>	<p>How do societies and individuals define quality of life?</p> <p>How is contemporary life influenced by cultural products, practices, and perspectives?</p> <p>What are the challenges of contemporary life?</p>	<p><b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p><b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics</p> <p><b>Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Standard 2.1:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p><b>Standard 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p> <p><b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language</p> <p><b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p><b>Standard 4.1:</b> Students</p>	<p>French internet news sites</p> <p><i>Trésors du Temps</i> Etape 4- Les Croisades</p> <p><i>Les Petits Enfants du Siècle</i>, Christiane Rochefort, Allons au delà</p> <p><i>Le Chandail</i>, Roch Carrier, Allons au delà</p> <p><i>Le pagne noir</i>, Bernard Dadié, Allons au delà</p> <p><i>7 jours sur la planète</i>, tv5.org</p> <p>Video clip of the film-<i>La Haine</i></p> <p>Passy-Calogero song <i>Face à la Mer</i></p>	<p>Le subjonctif présent et passé</p> <p>Les pronoms relatifs</p> <p>Expressions using à vs. de</p> <p>Le passé simple</p>

		<p>demonstrate understanding of the nature of language through comparisons of the language studied and their own</p> <p><b>Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>Standard 5.1:</b> Students use the language both within and beyond the school setting</p> <p><b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>		
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Unit 4	La Quête de Soi			
Time Frame	5 Weeks			
4.1				
Key Concepts	Essential Questions	*ACTFL National Foreign Language Standards	Resources/Text	Key Vocabulary /Terminology
<p>Use of interrogative expressions</p> <p>Global vs. national identity</p> <p>Formation of indirect discourse</p> <p>Use of present participle as adjective</p> <p>National ID cards, visas, passports</p>	<p>How are aspects of identity expressed in various situations?</p> <p>How do language and culture influence identity?</p> <p>How does one's identity develop over time?</p>	<p><b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p><b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics</p>	<p><i>Beni ou le paradis privé</i>, Azouz Bégag, Allons au delà</p> <p><i>Aux champs</i>, Guy de Maupassant, Allons au delà</p> <p><i>Faut-il simplifier l'orthographe</i>, L'Express 2005, Allons au delà</p>	<p>Les expressions interrogatives</p> <p>Le discours indirect</p> <p>Le participe présent</p>

		<p><b>Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Standard 2.1:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p><b>Standard 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p> <p><b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language</p> <p><b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p><b>Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p> <p><b>Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>Standard 5.1:</b> Students use the</p>	<p>French internet news</p> <p><i>La République, ses symboles et ses emblems, Allons au delà</i></p> <p><i>7 jours sur la planète,</i> tv5.org</p> <p>Radio France broadcasts</p>	
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		language both within and beyond the school setting		
		<b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		

Unit 5	La Famille et la Communauté			
Time Frame	5 Weeks			
5.1				
Key Concepts	Essential Questions	*ACTFL National Foreign Language Standards	Resources/Text	Key Vocabulary /Terminology
<p>Noun-adjective agreement</p> <p>Comparisons using adjectives and adverbs</p> <p>Negative expressions</p> <p>Indefinite expressions</p> <p>La “famille” française</p>	<p>What constitutes a family in different societies?</p> <p>How do individuals contribute to the well-being of communities?</p> <p>How do the roles that families and communities assume differ in societies around the world?</p>	<p><b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p><b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics</p> <p><b>Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Standard 2.1:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p><b>Standard 2.2:</b> Students</p>	<p><i>La parure</i>, Guy de Maupassant, Allons au delà</p> <p><i>Le Petit Prince</i>, Antoine de St. Exupéry</p> <p>Le Petit Nicolas, René Goscinny/Jean-Jacques Sempé (anthology)</p> <p><i>Le mariage de Manon (excerpt)</i>, Marcel Pagnol, Allons au delà</p> <p><i>7 jours sur la planète</i>, tv5.org</p> <p>Mika, <i>Elle me dit</i></p> <p>Radio France broadcasts</p> <p><i>Manon of the Spring (Manon</i></p>	<p>Les adjectifs, les adverbess, les comparatifs et les superlatifs</p> <p>Les negations et quelques expressions indefinites</p>

		<p>demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p> <p><b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language</p> <p><b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p><b>Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p> <p><b>Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>Standard 5.1:</b> Students use the language both within and beyond the school setting</p> <p><b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<i>des sources)</i>	
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Unit 6	L'esthétique
Time Frame	5 Weeks

6.1				
Key Concepts	Essential Questions	*ACTFL National Foreign Language Standards	Resources/Text	Key Vocabulary /Terminology
<p>Farce vs. drama</p> <p>Reflexive verbs in present tense</p> <p>Reflexive verbs in all past tenses</p> <p>Faire as non-causative</p> <p>Faire as causative</p> <p>Conjunctions in sentences</p> <p>Art of francophone world</p>	<p>How are perceptions of beauty and creativity established?</p> <p>How do ideals of beauty and aesthetics influence daily life?</p> <p>How do the arts both challenge and reflect cultural perspectives?</p>	<p><b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p><b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics</p> <p><b>Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Standard 2.1:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p><b>Standard 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p> <p><b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language</p>	<p>French internet news</p> <p><i>Le corbeau et le renard</i>, Jean de la Fontaine, Allons au delà</p> <p><i>La Farce de Maître Pathelin</i>, Trésors du Temps</p> <p><i>Le Fantôme de l'Opéra</i>, Gaston Leroux</p> <p>Role-playing <i>La Farce de Maître Pathelin</i></p> <p>Video clip <i>Cyrano de Bergerac</i></p> <p>Video clip <i>Le Fantôme de l'Opéra</i></p> <p>Video clip <i>La Belle et la Bête</i>, Disney</p>	<p>Les conjonctions</p> <p>Faire causative</p> <p>Les verbes réfléchis et réciproques au présent et au passé</p>

		<p><b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p><b>Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p> <p><b>Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>Standard 5.1:</b> Students use the language both within and beyond the school setting</p> <p><b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>		
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Unit 7	Global Travels			
Time Frame	4 Weeks			
7.1				
Key Concepts	Essential Questions	*ACTFL National Foreign Language Standards	Resources/Text	Key Vocabulary /Terminology

<p>Travel vocabulary</p> <p>Demonstrative pronouns</p> <p>Interrogative pronouns</p>	<p>How has world travel become more available?</p> <p>How has world travel impacted the lives of global citizens?</p>	<p><b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p><b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics</p> <p><b>Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p><b>Standard 2.1:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p><b>Standard 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p> <p><b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language</p> <p><b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p> <p><b>Standard 4.1:</b> Students demonstrate understanding of the nature of language through</p>	<p>French internet news</p> <p><i>Le Tour du Monde en 80 jours</i>, Jules Verne, Allons au delà</p> <p>Selections from <i>Candide</i> by Voltaire</p> <p><i>7 jours sur la planète</i>, tv5.org</p> <p>Radio France broadcasts</p> <p>Role plays from <i>Candide</i></p> <p>Music from Amidou and Miriam</p> <p>Analysis of travel based on <a href="http://www.insee.fr">www.insee.fr</a></p>	<p>Les pronoms interrogatifs</p> <p>Les pronoms démonstratifs définis et indéfinis</p>
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		<p>comparisons of the language studied and their own</p> <p><b>Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>Standard 5.1:</b> Students use the language both within and beyond the school setting</p> <p><b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>		
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\*Standards For Foreign Language Learning describe what students should know and be able to do in foreign language education. These standards focus on the five C's of foreign language education; Communication, Cultures, Connections, Comparisons, and Communities.  
National Standards in Foreign Language, Council on the Teacher of Foreign Languages, Alexandria, VA