

French AP / CCIHS
UW-Green Bay French 202
Syllabus 2019-2020

Instructor:

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French Programmatic Outcomes:

1. Speak standard French at an intermediate-mid level (or higher) as defined by ACTFL
2. Read non-technical prose at an intermediate level (or higher) as defined by ACTFL
3. Comprehend clearly articulated conversations on everyday topics in standard French at the ACTFL advanced level
4. Write about non-technical topics at an intermediate-high/advanced ACTFL level
5. Demonstrate knowledge of French and Francophone cultures
6. Read great works of French and Francophone literature and have a sense of their place in literary history
7. Research literary and cultural topics and report findings
8. Obtain skills to help qualify for professional work in various areas such as teaching, translating, and interpreting or positions in business appropriate to students in the language
9. Reflect on the social values of the cultures studied and draw reasoned comparisons to their own culture on important topics related to the cultures being studied

Expectations:

In order to be successful in this class, it is necessary to:

- be respectful of your classmates, your teacher, and other people's property. Keep an open mind when learning about new cultures and peoples. Kindness matters!
- speak French exclusively in class. Participation is expected.
- be actively involved in all class activities: speaking, writing, listening, reading and discussing.
- do homework well and have it ready for presentation at the start of the class period. Be prepared for class!
- have all required materials with you each day; use electronic devices only with the teacher's permission, do not record people without their permission.
- ask for help when you need it.
- keep your desk cleared of all materials not related to the study of French (books from other classes, notes, phones should not be visible during class).
- have integrity: do your own work, and do it well. (Do not use translators to do your work for you! This is considered academic dishonesty, just like plagiarism. Absolutely No Google Translate! Word Reference.Com may be used when permitted.)

Required class materials:

For purchase

- *Barron's AP French Language and Culture*
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In-classroom sets for check out:

- *Sur le vif* 4e Jaraus/Tufts (UW-Madison French 204)
- *Séquences: Intermediate French through Film* 3e Bissière (UW La Crosse 202)
- *Cahier d'exercices Intermediate grammaire* Stillman/Gordan
- *Une fois pour tout*

- *Allons au-delà!* Ladd
- *AP French Preparing for the Language and Culture Examination* Ladd

- Fully charged computer with charger EVERY DAY
- Spiral notebook, pens
- Binder

Grading:

The UW-Green Bay Grading Scale will be used for reporting grades to UW-Green Bay:

93-100%	A
88-92%	A/B
83-87%	B
78-82%	B/C
73-77%	C
68-72%	C/D
60-67%	D
59-0%	F

Students will also receive Westosha Central High School grades as specified in the student handbook for each quarter, final, and semester.

See the Westosha AP World Language Syllabus for further information.

Other sources and materials:

- Released AP exams (2012-present)
- Short stories, poetry, films, Internet, podcasts
- *AP French Preparing for the Language and Culture Examination* (Ladd) Pearson Education; 2012; ISBN: 978-0-13-317537-0

Organization

This course is organized into six themes (units), as selected by the College Board for the AP Language and Culture course: Global Challenges; Science and Technology; Contemporary Life; Personal and Public Identities; Families and Communities; and Beauty and Aesthetics. Students are introduced to (or review) vocabulary and grammatical structures in context. Every 6-7 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. Sometimes 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. The course is conducted entirely in French, and students are expected to participate daily in spoken and written French.

Daily/weekly activities:

- Students write 3-5 homework paragraphs or blogs analyzing a specific aspect of a theme. These paragraphs are graded for effort in using various vocabulary and grammatical structures.
- Students record their answers to a discussion question within a specific theme.
- Students find and read articles from *Le Monde*, *Le Figaro*, *Les Clés de l'actualité*, *Phosphore* or other periodicals to start a discussion.
- Students read passages from the *Allons au-delà* textbook
- Students participate in daily discussions in French.
- Students synthesize and analyze information gleaned from podcasts, songs, films, artwork and photos.
- Students synthesize and analyze information gleaned from newspaper and magazine articles and literary texts.
- Students take frequent verb, vocabulary, or grammar quizzes.
- Students complete grammar exercises.
- Students keep a vocabulary journal where they select important words they do not know, look up the definition, and write the definition and an example of the word used in context.
- Students complete sections from the *AP French Preparing for the Language and Culture Examination* text to practice for the AP French exam and to gain exposure to authentic francophone texts.

Assessment

- Written homework assignments, in which students are asked to expand on a topic discussed in class.
- Spoken homework assignments, in which students are asked to record comments about a topic discussed in class, such as a description of their favorite movie or what political issues are the most important to them.
- “Gathering” homework assignments, in which students are asked to find and bring in an article, song, hyperlink, youtube video, or podcast related to a topic being discussed in class.
- In-class compositions. Occasionally instead of a test, students write a composition based on the current theme. They are graded using the AP writing guidelines.
- Compositions: throughout the semester students are asked to write about different topics, such as doing an *explication de texte* of a poem, or an analysis of a reading from *Allons au-delà!*. They are graded using the AP writing guidelines.
- Oral presentations. For each theme, students are given different speaking assignments, such as presenting a speech for a presidential election when talking about politics or their analysis of a painting when studying art. They are graded using the AP speaking guidelines.
- Verb/structure/vocabulary quizzes. Particular attention is paid to verb tenses, negative expressions, relative pronouns, si clauses, comparatives/superlatives and prepositions.
- Unit tests with written and oral components for each theme.
- Participation. Students are graded daily to encourage them to speak as much as possible in class and to use French exclusively in the classroom.

Units of study:

Thème 1: La vie contemporaine: Contemporary Life

Contexts: Education, Leisure and Sports, Holidays and Celebrations, Housing and Shelter, Professions, Travel

Learning Objectives:

- Students will describe various aspects of contemporary life including schooling, sports, hobbies, housing, professions and travel.
- Students will describe their current situations (i.e. schooling, sports, etc.) and future aspirations (i.e. profession, travel).
- Students will compare and contrast different school systems.
- Students will evaluate the role of sports in a society.

Material:

film: L'Auberge Espagnol; Readings: Le Chandail (Carrier), Allô maman j'ai décroché le bac, Kiffe kiffe demain

Structure: Adjectifs possessifs, pronoms possessifs, adjectifs, le subjonctif

Thème 2: Quête de soi: Personal and Public Identities

Contexts: Alienation & Assimilation; Beliefs & Values, Language and Identity, Multiculturalism, Nationalism/Patriotism

Learning Objectives:

- Students will analyze judgments they have about other nationalities as well as their own.
- Students will discuss the role of language (including slang) not just as a means of communication, but as a cultural identity.
- Students will discuss the role of various ethnic groups and what they contribute to a given society.
- Students will discuss the role of cultural identity and compare it to nationalism and patriotism.

Material:

Readings: Excerpts from La Dernière Classe (Alphonse Daudet), La Réclusion solitaire (Tahar Ben Jelloun), Vincento (Gabrielle Roy), Béni ou le paradis privé (Azouz Bégag)

Le selfie- unit

La Musique: Faudel, Gilles Vigneault

Structure: past verb tenses: le passé composé, l'imparfait, le passé simple, le plus-que-parfait

Thème 3: La famille et la communauté: Families & Communities

Contexts: Childhood and Adolescence, Customs and Ceremonies, Family Structures, Friendship and Love, Age and Class

Learning Objectives:

- Students will describe their families and others.
- Students will discuss traditional and modern families and what constitutes a family.
- Students will discuss how they were raised and what they will do when/if they raise a family.
- Students describe and discuss different customs and ceremonies in their cultures and others.

Material:

Films: La famille Bélier, Bienvenue à Marly-Gomont, Rue Cases Nègres

Reading: La Parure

Structure: la voix passive

Thème 5: Les défis mondiaux: Global Challenges

Contexts: Racism and Tolerance, Economic Issues; Environmental Issues; Health Issues; Human Rights, Peace and War

Learning Objectives:

- Students will describe what provokes racism and intolerance, and discuss how to promote tolerance in a society.
- Students will debate current events and controversial issues.
- Students will describe life-threatening health issues throughout the world and how they are viewed by different francophone countries, and investigate possible solutions.
- Students will demonstrate understanding about human rights and governments' treatments of them.

Material:

Vocabulary: government, political issues, health issues, environmental issues

Structure: le conditionnel; si clauses with imparfait/conditionnel and plus-que-parfait and conditionnel passé

Reading: *La lettre de Guy Môquet, Liberté* (Éluard), *Le Dormeur du val* (Rimbaud), *Le racisme expliqué à ma fille* (Tahar Ben Jelloun), *Mineurs et vaccinés* (Bergeron)

Films: *Au revoir les enfants, Joyeux Noël*

Thème 6: La science et la technologie: Science & Technology

Contexts: Ethical Questions; Future Technologies; the New Media; Social Impact of Technology, Artificial Intelligence

Learning Objectives:

- Students will describe various discoveries or breakthroughs of francophone scientists
- Students will read and write about the impact of various social media on a society.

Material:

Vocabulary: various technologies; social media; texting/email language

Structure: le futur / futur antérieur; quand/lorsque clauses

Presentational Speaking/Writing: Students present a French discovery /breakthrough such as the newest airplanes, facial skin grafts, HIV discovery

Thème 6: l'esthétique: Beauty & Aesthetics

Contexts: Architecture; Ideals of Beauty; Literature; Music; Performing Arts; Visual Arts

Learning Objectives:

- Students will make written and oral presentations about various art products (film, painting, literature) and their preferences.
- Students will cite various well-known French (and francophone) artists, musicians, actors, etc.
- Students will discuss what art is and the role of art in a society.
- Students will analyze and give their reactions to several UNESCO World Heritage sites.
- FIELD TRIP to Art Institute of Chicago with related project
- Art project w great masters

Material:

Grammar: relative pronouns, and the comparative and superlative of adjectives, adverbs, nouns and verbs

Reading: French poetry of Villon, Ronsard, La Fontaine, Baudelaire, Rimbaud, Apollinaire

Films: *Les Intouchables, Le fabuleux destin d'Amélie Poulain*

Examples of Specific Teaching Strategies:

Every effort is being made to conduct the class exclusively in French. Students are asked to keep a journal of newly acquired vocabulary. All skills - listening, oral, writing and reading - are spread out during a typical week. Students are encouraged to seek additional resources that will enhance all skills, such as attending events at the Alliance française de Milwaukee, and watching French films on their own.

Listening comprehension

Students are exposed to movies with or without subtitles in order to enhance their listening comprehension skills. Music videos, CDs, movies, French news clips and podcasts are used in the classroom in order to enhance discussions.

Reading comprehension

Reading is a daily activity in the French classroom. Students read literature selections including excerpts, short stories, poems, and plays from a variety of francophone writers, including Antoine de St. Exupéry, Molière, Voltaire, Daudet, Tahar Ben Jelloun, Sartre, Éluard, and Ionesco. Students are also exposed to newspapers and magazines such as L'Express, Le Point, Le Figaro and Le Monde, both online and hardcopy versions.

Writing skills

Students write e-mails, persuasive essays, and cultural comparisons as well as compositions, either in class or at home as homework. When corrected, errors are always coded (i.e. Inf (infinitif), PC (Passé composé), Fém (féminin) etc. and it is the responsibility of the students to correct their errors. All compositions must have transitional words (i.e. puis, ensuite, enfin...) in order to enhance the flow of the composition. In addition, essays shall include a required number of adverbs, adjectives, idiomatic expressions, and conjunctions and expressions that require the subjunctive. Students will rewrite their compositions in class after correcting their errors. Students will have no use of dictionaries or other notes after the first quarter of the school year for the in-class compositions.

Speaking skills

This advanced course includes individual, partner and group activities. Students will record themselves having conversations, describing picture sequences and stories and cultural comparison presentational speaking. They will do video/movie projects; and discuss movies and debate different topics in class. Students are also encouraged to sing songs, and memorize and recite fables and poems. There is a transitional period from September until November 1 where students may practice speaking exclusively in French, while only hearing French. After November 1, their grade will be negatively affected if they speak any English during class. The promotion of an immersion setting will enhance their speaking skills.