

## **AP FRENCH LANGUAGE AND CULTURE COURSE SYLLABUS**

### **Course Overview**

The AP French Language and Culture Course is a college level course that is conducted entirely in French **[CR1]**.

It prepares students to communicate proficiently through three modes: interpretive (receptive communication), presentational (1-way productive communication), and interpersonal (2-way interactive communication).

This course emphasizes the five domains of learning found in our Foreign Language Standards: Communication, Cultures, Connections, Comparisons, and Communities.

These 5 domains of learning involve Listening, Speaking, Reading, Writing, and developing Cultural awareness appropriate to this level of coursework.

Authentic audio, video and written materials and resources along with the primary text are used throughout the 2 semesters. Students are expected to take the AP French Language Exam at the end of this course **[CR2]**.

### **Course Objectives**

By the end of AP French, students should be able to pass the AP examination successfully. They will be able to converse almost fluently in French and discuss a wide range of topics. They will be able to describe and narrate events in all major time frames (past, present and future) using paragraph-like discourse using an appropriate level of discourse and appropriate connecting devices . Students speaking and writing will be comprehensible to native French speakers, even by those unaccustomed to non-native speakers. They will demonstrate interdisciplinary and intercultural knowledge and understanding of France and francophone countries.

Proficiency expectations for AP French students are as follows:

INTERPERSONAL COMMUNICATION	Can interact in a written or spoken conversation on a fairly wide range of topics in formal and informal situations.
INTERPRETIVE COMMUNICATION	Can scan written and audio documents for relevant information in order to make critical comments.
PRESENTATIONAL COMMUNICATION	Can produce creative and persuasive writings and speeches on familiar topics and those requiring research.

### **Course Standards**

AP French Language is for students who wish to develop strong proficiency and integrate their language skills, using varied and authentic materials. This class is conducted entirely in French (CR1) and requires students to be actively involved in all assignments and projects. The academic rigor for this course is high. Weighted grades are calculated for students completing the course and taking the requisite AP exam.

During this course, students will learn to communicate with users of other languages in meaningful, and appropriate ways. Context-driven activities are expressly created to address the objectives of language learning as stated by the ACTFL in the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* ([www.actfl.org](http://www.actfl.org)) - the 5 Cs:

Communicate in languages other than English (**COMMUNICATION**)

Gain knowledge and understanding of other cultures (**CULTURE**)

Connect with other disciplines and acquire information (**CONNECTIONS**)

Develop insight into the nature of language and culture (**COMPARISONS**)

Participate in multilingual communities at home and around the world (**COMMUNITIES**)

### **Course Materials and Resources**

#### **Primary Textbooks**

*Civilisation Progressive du français* (CPF): Niveau avancé, Jacques Pécheur, CLE International, 2010

*Civilisations en dialogues* (CED) : Niveau débutant, Odile Grand-Clément, CLE International, 2007

*Civilisations en dialogues* (CED) : Niveau intermédiaire, Odile Grand-Clément, CLE international, 2001

*Vocabulaire progressif du français* (VPF) : Niveau avancé, Leroy-Miquel, Claire and Anne Goliot, CLE International, 2004

*Une Fois Pour Toutes* (UFPT) Pearson 2008

*AP French Preparing for the Language and Culture Examination 2012*, Pearson, 2011

#### **Supplementary Texts**

*Trésors du Temps*, McGraw-Hill , Yvonne Lenard, 2001-02

*En bonne forme*, Renaud-Dietiker, Simonne and Dominique Van Hooff, Houghton Mifflin Co., 1997

*Traitement de Textes*, Elizabeth New, Virginia M.Scott, Prentice-Hall 2000

*Vocabulaire Progressif du français : Niveau avancé*, Claire Miquel, CLE International 1999 -- --

*Contes et Legendes*, Andree Vary and Claire Brouillet, Ed. , Glencoe McGraw-Hill

*Littérature du monde francophone*, Peter Thompson

*Interactions* : St. Onge, St. Onge and Kulick, Thomson Heinle, 2003

*Collage* : Baker, Bleuzé, Border, Grace, Owen, Williams-Gascon, McGraw-Hill, 1996

*Ensuite* : Chantal P. Thompson and Bette G. Hirsh, McGraw Hill, 2003

*Bonne continuation* : Nina M. Furry and Hannelore Jarausch, Prentice Hall, 2001

*Littérature moderne du monde francophone*, Peter S. Thompson, NTC 1997

*En d'autre terms*, Renée White, Wayside Publishing, 1992

### **Other Resources**

French/Belgian speaking channels : TF1/ RFI/RTL/TV5/

French/Belgian newspapers and magazines: *Le Soir/ Le Vif /l'Express/ Courrier International/ Le Monde/ Paris Match/ Elle/ Marie-Claire/Chez nous/ Jeune Afrique*

*Authentik*

French radio stations : RFI/ Radio France/ Ouf

Poésie sonore - <http://wheatoncollege.edu/academic/academicdept/French/ViveVoix/Home.html>

AP French language and culture – Curriculum module (environnement).

### **Videos et Films appropriate to themes including :**

Paris, je t'aime, Olivier Assayas, Frédéric Auburtin, 2006

Jeanne d'Arc, Carl Theodor Dryer, 1928

Entre les Murs, Laurent Cantet, 2008

Être et avoir, Nicolas Philibert, 2002

Le Petit Nicolas, Laurent Tirard, 2009

Nos enfants nous accuseront, Jean-Paul Jaud, 2008

Rue Cases Nègres, Euzhan Palcy, 1983

### **CDs with songs from various francophone singers including:**

Jean-Jacques Goldman

Garou

Yannick Noah

Michel Sardou

Diam

### **Online Resources including:**

[www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

[www.enversetcontretout.org/game.html](http://www.enversetcontretout.org/game.html)

[www.radiofrance.fr](http://www.radiofrance.fr)

[http://www.rfi.fr/lffr/statiques/accueil\\_apprendre.asp](http://www.rfi.fr/lffr/statiques/accueil_apprendre.asp)

[www.jeuneafrique.com](http://www.jeuneafrique.com)

[www.collegeboard.com](http://www.collegeboard.com)

[www.utm.edu/staff/globeg/gramm.shtml](http://www.utm.edu/staff/globeg/gramm.shtml) (Grammar Central)

[www.nouvelobs.com](http://www.nouvelobs.com)

[www.lexpress.fr](http://www.lexpress.fr)

[www.parismatch.com](http://www.parismatch.com)

[www.tv5.org](http://www.tv5.org)

[www.lemonde.fr](http://www.lemonde.fr)

[www.lepointduFLE.com](http://www.lepointduFLE.com)

[www.Canalacademie.com](http://www.Canalacademie.com)

[www.newyorkinFrench.net](http://www.newyorkinFrench.net)

[www.tv5.org/TV5Site/enseigner-apprendre-francais/rubrique-7-jours.htm](http://www.tv5.org/TV5Site/enseigner-apprendre-francais/rubrique-7-jours.htm)

<http://web.archive.org/web/20071223182309/http://www.utas.edu.au/french/language/ventenpoupe/titres.htm>

[www.courrierinternational.com](http://www.courrierinternational.com)

[www.brainpop.fr](http://www.brainpop.fr)

[www.french.yabla.com](http://www.french.yabla.com)

### **Assessment**

AP College Board Rubrics are used for each skill listed in the Course Overview.

Grading distribution:

Oral proficiency tests/Projects: 20%

Reading/vocabulary tests: 20%

Listening Comprehension Tests: 20%

Essays: 20%

Active Class participation including blogs/VoiceThread: 20%

### **Authentic materials**

**2A) Audio/video**

- Students will listen to francophone songs and view clips to enrich the theme currently under study. Examples include Yannick Noah's *Aux arbres, citoyens* and Coluche's *Restos du Coeur*.
- Students will watch French movies or movie excerpts and Internet video clips that illustrate aspects of the themes being studied. These will include news clips from TV5 (<http://www.tv5.org/TV5Site/7-jours/>), and TF1 (<http://videos.tf1.fr/it-we/>).
- Students will watch *Yabla* film excerpts matching the theme under discussion. They will prepare themselves at home for in-class dictée thereby practicing listening skills and grammar/spelling in context.
- Students will watch *Brainpop* episodes and take the quizzes which follow. These will be completed on paper. Then students will use their answers to write a summary of the episode.
- Students will listen to audio recordings from sources including *Espace Apprendre* (Cavilam).

**2B) Readings**

- Students will read newspaper or magazine articles and news blogs with each theme studied.
- Students will be required to find articles from on-line sources to present to the class.

**2C) Readings**

- Students will read poetry selections, excerpts from graphic novels, short stories and literary excerpts selected to enrich the content of each theme studied. Selections will reflect different eras and will include Heuet's graphic novel version of Proust's *Remembrance of Things Past*, de Maupassant short stories and Faiza Guène's *Kiffe kiffe demain*.

**Spoken Interpersonal Communication****3A) Speaking**

- Students will comment on current themes on *Voicethread*.
- Students will take part in pair work or group activities or projects/presentations conducted exclusively in French.

**Written Interpersonal Communication****3B) Writing**

- Students will exchange emails.
- Students will comment on current themes on the class blog and respond to others' comments.
- Students will make written comments on VoiceThread.

**Interpretive Communication****4A) audio, visual, and audio-visual**

- Students will comment on themes using *Voicethread*. Prompts will be varied and include video excerpts, songs, pictures, works of art.
- Students will discuss the lyrics in Francophone songs and think about the messages of the songs and how they are expressed.
- Students will listen to French radio broadcasts and reflect upon the major ideas expressed (RFI Le journal en français facile ([http://www.rfi.fr/lffr/statiques/accueil\\_apprendre.asp](http://www.rfi.fr/lffr/statiques/accueil_apprendre.asp)), Radio Ouf (<http://www.rtf.be/ouftivi/index/webradio>)).
- Students will view video excerpts from a variety of sources including French television and discuss what they have learned (TV5 (<http://www.tv5.org/TV5Site/7-jours/>), TF1 (<http://videos.tf1.fr/it-we/>)).

**4B) written or print resources**

- Students will read authentic written and print resources including newspaper articles, comic strips, graphs, tables and excerpts from works of literature.
- Students' comprehension of readings will be guided and tested by questions on content and vocabulary.

- Students will develop opinions and draw conclusions about what they have read and share these opinions in discussion and/or in written form (blogs, formal essays, class blog, *VoicetThread* ).
- Students will use knowledge gleaned from written sources to inform their presentational speaking.

## **Presentational Communication:**

### **5A) Spoken- Throughout the course:**

- Students will make oral presentations to the class using PowerPoint/Prezi and posters they have prepared.
- Students will perform skits and present poems to the class and to other French classes.
- Students will present oral summaries of related content from audio/video and print sources which will include current radio broadcasts, newspaper articles as well as *Preparing for the AP French examination* by Ladd.

### **5B) Written- Throughout the course:**

- Students will write formal essays drawing on a variety of sources (audio visual, written etc) and addressing the sub-theme being studied.
- Students will prepare a variety of written materials (letters (formal and informal), emails, applications, newspaper articles).

## **Course Themes:**

### **6A- F)**

\* Throughout the course, the six themes will be explicitly addressed in a variety of contexts:

#### Thème 1 Les défis mondiaux

##### Contextes

- La tolérance
- L'économie
- L'environnement
- La santé
- Les droits de l'être humain
- L'alimentation
- La paix et la guerre
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#### Thème 2 La science et la technologie

##### Contextes

- Les découvertes et les inventions
- La recherche et ses nouvelles frontières
- Les nouveaux moyens de communication
- L'avenir de la technologie
- La propriété intellectuelle
- La technologie et ses effets sur la société
- Les choix moraux

#### Thème 3: La vie contemporaine

##### Contextes

- La publicité et le marketing
- L'éducation et l'enseignement
- Les fêtes
- Le logement
- Les loisirs et le sport
- Le monde du travail
- Les rites de passage
- Les voyages

#### Thème 4: La quête de soi

##### Contextes

- L'aliénation et l'assimilation
- Les croyances et les systèmes de valeurs
- La langue et l'identité
- Le nationalisme et le patriotisme
- La sexualité
- Le pluriculturalisme

#### Thème 5: La famille et la communauté

##### Contextes

- Les rapports sociaux
- L'enfance et l'adolescence
- Les coutumes et les fêtes
- La famille
- L'amitié et l'amour
- La citoyenneté

#### Thème 6: L'esthétique

##### Contextes

- Le patrimoine
- L'architecture
- Le beau
- Les arts littéraires
- Les arts visuels
- La musique
- Les arts du spectacle

### 7) Understanding of the products, practices and perspectives

- Students will consider products of the target cultures including literary works, journalistic prose, the French education system.
- Students will customs and values of the target cultures including the concept of *patrimoine* and current changes caused by technology and immigration.
- See syllabus for evidence.

### 8) Making comparisons between and within languages and cultures

- While studying *Vocabulaire progressif du français*, students will see vocabulary presented thematically and in context, with synonyms, antonyms and illustrations. Students are required to use correct grammar and syntax as they work.
- While reading *Civilisation progressive du français*, students will enrich their knowledge of francophone culture enabling a deeper understanding of primary texts.
- Grammar: comparisons of French and English through study of *Une Fois Pour Toutes* (UFPT) Pearson 2008
- Students will compare and contrast common French expressions and proverbs with equivalent expressions in English. These will be introduced throughout the year from primary sources (readings, radio, video) and through study in Renée White's *En d'autres termes*.
- Additional evidence is contained in the syllabus.

### 9) French language in real-life settings

- Students will have pen pals with whom they will correspond by letter and e-mail.

- Students will write comments in response to the AP French blog,
- Students will record verbal comments in response to prompts on *VoiceThread*.
- Students will listen to Francophone Internet radio both in the classroom and at home.
- Students will listen to francophone guest speakers and take part in meaningful dialogue by asking questions and responding appropriately.

## **Course planner**

Each quarter will contain sample activities that integrate all the modes of communication and the course themes. Quarter 1 will begin with themes D and E - Personal and Public Identities and Families and Communities. These two themes will be followed in Quarter 2 by theme A- Global Challenges. In Quarter 3, students will embark on a study of themes C and B – Contemporary Life and Science and Technology. Quarter 4 will bring an increased focus on exam practice as well as a study of theme F – Beauty and Aesthetics. Each theme will commence with vocabulary and culture enrichment with a quiz. This will be followed by primary source materials (audio recordings, newspaper articles, videos, etc). There will be regular essays, as well as exam practice from *Preparing for AP French* dealing with each unit's theme. In this exam preparation book, themes are specified with each unit of practice, facilitating the integration of exam practice throughout the year. There will be regular grammar review using *Une Fois Pour Toutes* as well as dictée/verb quizzes. Students will be required to prepare readings and other materials and take an active part in class discussions and regular oral grades will be given to reflect the quality of students' comments and questions.



**Quarter 1****Theme D: Personal and Public Identities****Overarching Essential Questions:**

- How are aspects of identity expressed in various situations?
- How do language and culture influence identity?
- How does one's identity develop over time?

First week: Introduction to course, the themes, the new exam and review of noun gender and present tense (UFPT Ch. 1).

<b>Context</b>	<b>Materials</b>	<b>Activities</b>
Beliefs and Values	Kiffe Kiffe demain, Faïza Guène, Hachette, 2004 <a href="#">Web activities</a> Guy Vandembroucke and Isabelle Picalause	Read, answer questions and discuss throughout first semester drawing in themes.  Discover context of immigrant life of the protagonist using web resource
	----- Grammar Review: Past Tenses – UFPT Lesson 2 Vocabulary: VPF p. 66	----- Practice/ Quiz
	----- Review how to write compositions – TT fichiers	
	----- Vocabulary: CED p. 10 through 13 – L'identité	
	----- Read birth announcements	----- Make own birth announcement Write in-class essay: "Qui suis-je?" Present announcement and essay to class.
	----- Read excerpt from <a href="#">biographical speech</a>	
----- <a href="#">La république, ses symboles et ses emblèmes</a>	----- Read, compare and contrast in discussion with US symbols and those of other countries.	
----- <a href="#">Faut-il simplifier l'orthographe?</a> by Anne Vidalie	----- Listen, answer questions. Discuss. Is language a part of our identity? Compare with language used in <i>Kiffe kiffe demain</i> .	
----- <a href="#">Chart from Déclaration universelle des droits de l'homme</a>	----- Discuss the values and why they are important to you (small	

Nationalism and Patriotism	<p>-----</p> <p>Grammar review UFPT Lesson 10: Adjectives, adverbs, comparatives, superlatives</p> <p>-----</p>	<p>group). Make individual (unique) hand print and write adjectives and phrases which convey what is important to you and who you are.</p> <p>-----</p> <p>Practice/Quiz</p> <p>-----</p>
Alienation and Assimilation	<p>Excerpts from Trésors du Temps: <i>La chanson de Roland, La mort de Gavroche</i></p> <p><a href="#">Jeanne d'Arc</a>, movie excerpts, Carl Theodor Dryer, 1928</p> <p>-----</p> <p>TT fichiers 5 and 6 – how to present an idea in a composition.</p> <p>-----</p>	<p>Discuss – groups – interpersonal communication. What do these individuals have in common? Are they heroes? Who else is a hero?</p> <p>-----</p> <p>Read,listen,discuss. Take notes from sources.</p> <p>-----</p> <p>In-class essay using <i>AP French</i> p. 182: “Qu’est-ce qui consitue l’identité d’une personne? D’où vient l’identité? Est-ce qu’une carte d’identité nationale sert à confirmer cette identité?”</p> <p>-----</p>
Language and identity	<p>-----</p> <p>UFPT Lesson 3 – future and conditional tenses</p> <p>-----</p> <p><a href="#">Les enfants des rues</a> (Kinshasa) Video/article/creole</p> <p><a href="#">Prière d’un petit enfant nègre</a> (Guy Tirolien)</p> <p><a href="#">Immigration et intégration</a> – Canal Académie</p>	<p>-----</p> <p>Listen and complete activities on site. Learn about colonialism and Guadeloupe.</p> <p>-----</p> <p>Listen,</p> <p>-----</p> <p>Listen, answer questions. Discuss in groups. Is language a part of our identity? Compare with language used in <i>Kiffe kiffe demain</i>.</p> <p>-----</p> <p>Blog discussion about identity. How would you feel if you were an immigrant?</p>

### Quarter 1 (2)

#### Theme E: Families and Communities

#### Overarching Essential Questions:

- What constitutes a family in different societies?

- How do individuals contribute to the well-being of communities?
- How do the roles that families and communities assume differ in societies around the world?

<p><b>Age and class/la famille</b></p>	<p>CED 3: La famille</p> <hr/> <p><a href="#">La Parure</a>, Guy de Maupassant (1) <a href="#">La Parure</a> video</p> <p><a href="#">Le nouveau visage des grands-parents</a></p> <p>Lecture Vanin: <i>Les Pères changent</i></p>	<p>Listening, reading, vocabulary exercises</p> <hr/> <p>Read, answer questions, view movies. Class discussion of the themes referring to all of the materials. Students present their ideas with appropriate cohesive devices.</p>
<p><b>Childhood and adolescence</b></p>	<p><a href="#">La Rivière de mon enfance</a>, Sardou, Garou <a href="#">(paroles)</a></p> <p><a href="#">Les enfants rendent la vie plus belle</a>, Vanin</p> <p><i>La Femme du prisonnier</i>, Claire Bretécher. <i>Bonne Continuation</i>, p. 143.</p> <p>Petite misère, Gabrielle Roy, <i>Ensuite</i>, p. 289</p>	<p>Students paraphrase content of the article.</p> <p>Students research family structure, the role of women, and the notion of love and marriage in non-European francophone countries. Students synthesize knowledge of the country they have studied and present to the class using posters or PowerPoint/Prezi.</p>
<p><b>Friendship and love</b></p>	<p><i>Roman</i>, Rimbaud. <i>Interactions</i> p. 101 <a href="#">Video</a></p> <p><i>Éloge de l'amitié</i>, Ben Jelloun, <i>Bonne Continuation</i> p. 113</p> <p><i>Le Lever de Prunelle</i>, Nicole de Buron, <i>En Bonne Forme</i>, p. 275</p> <p><a href="#">La bise</a>, Karambolage, Arte</p> <p><a href="#">Familial</a>, Prévert <a href="#">Video</a></p> <p><a href="#">Que du Bonheur</a>, TF1</p> <p><a href="#">Roméo et Juliette en Guinée</a>, Afrik TV</p>	<p>Essay: "Families are an important part of the fabric of a society. Families can, however, take many different forms. Discuss."</p>
<p><b>Rôle of women in society Citizenship</b></p>	<p>Song: <i>Femmes des années 2010</i>, Michel Sardou</p>	

<p><b>Customs and ceremonies</b></p>	<p>Excerpt from Heuet's graphic novel version of Proust's <i>Les jeunes filles en fleur</i>.          Excerpt from <a href="#">Citoyenneté Suisse</a>, Confédération Suisse  <a href="#">Les fêtes et les traditions</a>, Cortland  <a href="#">Être Québécois</a>, TVA Nouvelles</p>	
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## Quarter II

### Theme A: Global Challenges

#### Overarching Essential Questions:

- What environmental, political, and social issues propose challenges to societies throughout the world?
- What are the origins of these issues?
- What are the possible solutions to those challenges?

<p>The environment</p>	<p>VPF p. 138: L'environnement (protection, natural catastrophes)          -----          Grammar review: The subjunctive UFPT Lesson 4          -----          Song: <a href="#">Aux Arbres Citoyens</a>, Yannick Noah            Article from Vanin – Internet Actuel: <i>L'homme le plus grand ennemi de la planète</i>    <a href="#">L'homme qui plantait des arbres</a>, Giono  <a href="http://fr.wikisource.org/wiki/L'Homme_qui_plantait_des_arbres">http://fr.wikisource.org/wiki/L'Homme qui plantait des arbres</a>  <a href="#">Reading</a> and <a href="#">video</a>    <a href="#">Biodiversité à Paris</a>            Sept jours sur la planète: current video excerpt and exercises on the theme</p>	<p>Practice and quiz            Practice using the theme – especially expressions like “il faut que...”          Quiz          Listen, cloze text, view, discuss.            Read, discuss, answer questions, paraphrase contents in writing using appropriate cohesive devices.            Longer reading: Students read, discuss, answer questions orally and in writing.            Read, discuss, glean vocabulary to describe the actions individuals can take to help the environment.            Students calculate their carbon footprint and compare it with that of a child in a developing country.</p>
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<p>Diversity Issues/Tolerance</p>	<p>-----          CPF p. 52 on          Immigration/Integration in France          CPG p. 102 on La diversité culturelle.          -----          UFPT lesson 5: pronouns          -----          Articles from "Courrier          International"          Videos from 7jours sur la planète  <a href="#">Fiche religions Mobiclic</a>  <a href="http://www.milan-enseignants.com/rubrique/ressources-pedagogiques/mobiclic-ressources-pedagogiques/">http://www.milan-enseignants.com/rubrique/ressources-pedagogiques/mobiclic-ressources-pedagogiques/</a>          Reading: Voltaire's Candide</p>	<p>Essay: Quel impact le réchauffement de la planète a-t-il sur le monde? Quelles sont les causes? Les conséquences? Que fait-on pour lutter contre ce réchauffement? Donnez des exemples précis en répondant à chaque question.</p> <p>Expand vocabulary and cultural knowledge through in-context reading.</p> <p>Students present current articles on the theme to the class. Summarize, synthesize information, present.</p> <p>View, answer questions, discuss.</p>
<p>Peace and War</p>	<p>Review facts about 2<sup>nd</sup> World War and the Résistance.          Read <a href="#">Guy Môquet's last letter</a>          See <a href="#">video</a>.    <a href="#">Le dormeur du val</a>, Rimbaud    <a href="#">Song: Serge Reggiani</a></p>	<p>Read, answer questions, discuss.</p> <p>Answer questions, discuss.</p> <p>Read, answer questions.          Discuss the song.          Blog /VoiceThread: "La guerre n'est pas une aventure. La guerre est une maladie. Comme le typhus." St. Exupéry          Discuss</p>
<p>Health Issues/ Nutrition</p>	<p>-----          CED p. 78 and VPF page 58 – La santé,          UFPT CH. 6, Possessives and demonstratives          -----  <a href="#">Espace apprendre: (Cavilam): le stress</a>    <a href="#">La malbouffe favorise la depression</a>,</p>	<p>On-line research and discussion on health systems in France and the US. Compare and contrast in class discussion.</p> <p>Listen, answer questions.          Discuss. Listen for main ideas,</p>

<p>Economics</p>	<p>Radio Canada, 2/1/2011</p> <p><a href="#">La planète peut-elle tous nous nourrir?</a></p> <p>Film: <i>Nos enfants nous accuseront</i>, Jean-Paul Jaud, 2008</p> <p>-----</p> <p>VPF: L'Économie et le commerce p. 120</p> <p>-----</p> <p><i>Les gouverneurs de la rosée</i>, Jacques Roumain (LMF p. 106)</p> <p>Song: <a href="#">Les restos du Coeur</a></p> <p>Video: <a href="#">Les restos du Coeur</a>, Coluche/Goldman</p> <p>CED p. 38 <i>Les Institutions européennes</i></p> <p><a href="#">Fiche religions Mobiclic</a>  <a href="http://www.milan-enseignants.com/rubrique/ressources-pedagogiques/mobiclic-ressources-pedagogiques/">http://www.milan-enseignants.com/rubrique/ressources-pedagogiques/mobiclic-ressources-pedagogiques/</a></p>	<p>facts. Blog: How can we act to improve the health of young people?</p> <p>5-paragraph Essay: p. 186 <i>AP French</i>. "L'obésité chez les enfants devient un problème sérieux. A quoi peut-on attribuer la croissance de cette "épidémie du siècle?"</p> <p>View, discuss.</p> <p>Develop vocabulary and knowledge of culture.</p> <p>Read and answer questions. Discuss poverty, some causes of poverty and recent events in Haiti. Students find newspaper articles to summarize and present to the class about events in Haiti.</p> <p>Cloze text/ discuss View video</p> <p>Listen to dialogue, perform dialogue. Develop vocabulary and knowledge about the EU.</p>
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At the end of Quarter II, there will be a model AP exam.

### Quarter III

#### Theme C: Contemporary Life

#### Overarching Essential Questions:

- How do societies and individuals define quality of life?
- How is contemporary life influenced by cultural products, practices, and perspectives?
- What are the challenges of contemporary life?

Education	<p>CED p. 42-49 UFPT Ch. 7: Interrogative expressions</p> <p>-----</p> <p><i>Chagrin d'école</i>, Daniel Pennac Extract <a href="#">Video</a></p> <p><a href="#">Interview with Pennac– extract from text</a> <a href="#">Interview – video</a></p> <p>Poem: <a href="#">Le cancer</a>, Jacques Prévert</p> <p>Internet actuel, Vanin: <a href="#">Être lycéen en France</a></p> <p><a href="#">Un gars et une fille video – language lesson</a> <a href="http://www.youtube.com/watch?v=LrY_JmTcVQ">http://www.youtube.com/watch?v=LrY_JmTcVQ</a> <a href="#">Activities</a></p>	<p>Enrichment of vocabulary (CD and text)</p> <p>Read, vision, discuss</p> <p>Read, discuss, learn, present</p> <p>Read, answer questions and discuss</p> <p>Performance-based oral assessment: students prepare a presentation about the French educational system for Level III students.</p> <p>Read, answer questions, discuss. VoiceThread: Why do some students drop out of school? What might cause this to happen in the French and US educational systems? What might encourage students to achieve?</p>
Professions	<p>-----</p> <p>VPF p. 114 CPF Ch. 19</p>	<p>Enrich vocabulary.</p> <p>Read, answer questions,</p>

	<p>CED Ch. 13</p> <p>-----</p> <p>Article: <a href="#">La génération perdue par le chômage</a></p> <p><a href="#">Read a sample letter applying for a job.</a></p> <p>Poem: Rémi Tremblay – L'Émigré canadien LMMF p. 125</p>	<p>discuss.</p> <p>After finding an interesting job announcement, students write a letter applying for a job.</p> <p>Read and discuss: What does the poet mean by the immigrant's work being his way to "honor le bon Dieu"? VoiceThread/blog</p>
Leisure and Sports	<p>-----</p> <p>CED p. 82</p> <p>CED p. 90</p> <p>CPF Ch. 22 p. 142-143</p> <p>VPF p. 50</p> <p>-----</p> <p><a href="#">Video: C'est pas sorcier</a> – Les stations de ski</p> <p><a href="#">Article about sports written for parents of French children</a></p> <p>"Pétanques".</p>	<p>Enrichment of vocabulary by structured reading in context.</p> <p>Listen, view, take notes. Discuss skiing – the work needed to prepare the slopes etc.</p> <p>Read article and learn about how to play "pétanques". Discuss where the sport is common. Students play the game.</p> <p>Essay: Which qualities does a sportsman/woman need in order to reach high level in sport? Give examples.</p>
Holidays and Celebrations	<p>-----</p> <p>CED p. 24 UFPT Relative Pronouns</p> <p>-----</p>	<p>Listen and read Internet search and PowerPoint/Prezi presentation on a famous celebration in a francophone country</p>



## Theme B: Science and Technology

### Overarching Essential Questions:

- How do developments in science and technology affect our lives?
- What factors have driven innovation and discovery in the fields of science and technology?
- What role does ethics play in scientific advancement?

Discoveries and Inventions	<p>VPF p. 126</p> <p>Grammar review: UFPT Ch. 9 - Negation</p> <p>-----</p> <p><a href="#">Espace apprendre: L'internet bouleverse tous les medias</a></p> <p><i>Je veux que quelqu'un m'attende quelque part</i>, Anna Gavalda, p. 75 (literary excerpt)</p> <p> </p> <p><a href="http://blogs.lexpress.fr/infolab/2011/04/21/y-a-t-il-une-«-crise-de-l'attention-»-sur-internet/">Crise d'attention sur Internet http://blogs.lexpress.fr/infolab/2011/04/21/y-a-t-il-une-«-crise-de-l'attention-»-sur-internet/</a></p> <p> </p> <p><a href="#">Conquête spatiale des homes et des machines</a></p> <p> </p> <p><a href="#">Test: Êtes-vous accro au mobile?</a></p> <p>-----</p> <p>VPF p. 130 CED p. 106 UFPT Ch 10: Adjectives, comparatives</p> <p>-----</p>	<p>Enrichment of vocabulary</p> <p> </p> <p>Study vocabulary in context-rich content Read and discuss cell phones and their affect on society.</p> <p> </p> <p>Write a cell-phone telephone conversation with a partner and present to class.</p> <p> </p> <p>Read and discuss</p> <p> </p> <p>Essay: p. 194 <i>AP French</i>. “Est-ce que l’Ipad peut sauver la presse?” Read and discuss. Take test and discuss.</p> <p> </p> <p>Enrichment of vocabulary.</p>
The New Media		

## Quarter IV

### Theme F: Beauty and Aesthetics

#### Overarching Essential Questions:

- How are perceptions of beauty and creativity established?
- How do ideals of beauty and aesthetics influence daily life?
- How do the arts both challenge and reflect cultural perspectives?

Ideals of Beauty	<p>CED intermédiaire 14 – Le Luxe et la mode. CPF Ch. 16 <i>L'industrie du luxe</i></p> <p>VPF p.146 Les arts plastiques UFPT CH 11: Prepositions and conjunctions</p> <p><a href="#">Art Project: Van Gogh</a></p> <p>Letter from Van Gogh to his brother: Bonne Continuation p. 28</p> <p><a href="#">Espace Apprendre: Monet</a></p>	<p>VoiceThread: Are you influenced by fashion?</p> <p>Discuss the picture. Read letter Produce a “work of art” representing something significant in your life and write a letter to a friend/sibling in French. Present to class.</p> <p>Listen, take notes about Monet and impressionism. Answer questions. Discuss.</p> <p>Read, answer questions. Discuss</p>
Music	<p><a href="#">Internet actuel text</a> VPF p. 156 CPF p202-221 VPF p. 156 CPF 202-221 UFPT Ch. 12: Infinitives, present participles and indirect speech</p> <p>Debussy – Après-Midi d’un Faune</p> <p><a href="#">Video – Rudolf Nureyev</a></p>	<p>Enrichment of vocabulary through context-based text.</p> <p>Listen and express ideas for interpretation of the images suggested by the music. Why does the music belong to the Impressionist movement?</p> <p>Describe the scene portrayed and what happens (blog). How does the ballet give visual form to the music? Write a blog.</p> <p>Essay: <i>AP French</i> p. 180: “Valait-il la peine de monter une exposition des oeuvres du peintre Edvard Much sans y montre son chef-d’oeuvre <i>Le Cri?</i>”</p>
Exam practice and review	<i>Preparing the French AP</i> , Ladd	Focused practice for the exam.