



School District of Marshfield Course Syllabus

Course Name: AP French

Length of Course: Year

Credit: 1 Credit

Course Description:

This course is taught completely in French. This course allows students to investigate and express different views on real world issues, make connections to other disciplines, and compare aspects of the target cultures to their own. Essential questions lead to interdisciplinary inquiry, asking students to apply skills and perspectives across content areas while working with content from language, literature and cultures of the French-speaking world.

Students use the three modes of communication Interpersonal, Interpretive and Presentational as defined in the *Standards for Foreign Language Learning in the 21st Century*. By the end of the course, student language proficiency should reach the intermediate to pre-advanced range as described in the ACTFL Performance Guidelines for K-12 Learners.

Learning Targets:

Note: Topics and order of themes may be altered to allow for current world events and student interest.

- Demonstrate an understanding of francophone cultures and be able to make comparisons
- Incorporate interdisciplinary topics to make comparisons between the native language and the target language
- Use the target language in real-life settings, both in written and spoken situations
- Demonstrate comprehension of reports, radio and television broadcasts, etc, from various French-speaking cultures

Topics/Themes:

1. Beauty and Aesthetics

- A. Possible Sub-themes: Societal Beauty, Body Image, Self-Esteem, Fine Arts, Architecture
- B. Study and use vocabulary related to beauty and aesthetics.
- C. Study and use vocabulary to introduce a topic, to express opinions and to compare and contrast.
- D. Grammar review: present, reflexive verbs, imperative, *passé composé* tenses, negation, interrogatives
- E. Overarching Essential Questions:
 - 1) *How are perceptions of beauty and creativity established?*
 - 2) *How do ideals of beauty and aesthetics influence daily life?*
 - 3) *How do the arts both challenge and reflect cultural perspectives?*

2. Personal and Public Identities

- A. Possible Sub-themes: Gender Roles, National Identity, Public Beliefs, Cultural Values, Stereotypes, Immigration
- B. Study and use vocabulary related to personal and public identities.
- C. Study and use vocabulary to write emails and other correspondence.
- D. Grammar review: imperfect, *passé simple*, *plus-que-parfait*, future, conditional, *futur antérieur*, *conditionnel passé* tenses.
- E. Overarching Essential Questions:
 - 1) *How are aspects of identity expressed in various situations?*
 - 2) *How do language and culture influence identity?*
 - 3) *How does one's identity develop over time?*

3. Global Challenges

- A. Possible Sub-themes: *Environment, Global Warming, World Hunger, Humanitarianism, Disease, Poverty, World Finances, Racism, War*
- B. Study and use vocabulary related to global challenges.
- C. Study and use vocabulary to compare and contrast.
- D. Grammar review: 'si' clauses, 'quand' clauses, subjunctive and past subjunctive tenses, personal and relative pronouns.
- E. Watch news broadcasts from different areas of the French speaking world and discuss cultural and linguistic differences.
- F. Write a formal essay, synthesizing authentic listening and reading sources, such as news reports, interviews, and newspaper and magazine articles.
- G. Overarching Essential Questions:
 - 1) *What environmental, political and social issues pose challenges to societies throughout the world?*
 - 2) *What are the origins of those issues?*
 - 3) *What are possible solutions to those challenges?*

4. Families and Communities

- A. Possible Sub-themes: Generational Differences, Cultural Family Differences, Marriage/Divorce, Urban Development, Love and Relationships
- B. Study and use vocabulary related to families, communities and relationships.
- C. Grammar review: participles, possessives, comparatives and superlatives
- D. Participate in a blog about generational differences.
- E. Listen to songs related to relationships, cloze activities and interpret underlying meanings.
- F. Overarching Essential Questions:
 - 1) *What constitutes a family in different societies?*
 - 2) *How do individuals contribute to the well-being of communities?*
 - 3) *How do the roles that families and communities assume differ in societies around the world?*

5. Science and Technology

- A. Possible Sub-themes: Social networking, Computers, Cloning, Space, Robotics, Technological Advancements
- B. Study and use vocabulary related to science and technology.
- C. Grammar review: given student needs.
- D. Presentations on discoveries and inventions studied from historical and contemporary perspectives in francophone countries, using various resources.
- E. Overarching Essential Questions:
 - 1) *How do developments in science and technology affect our lives?*
 - 2) *What factors have driven innovation and discovery in the fields of science and technology?*
 - 3) *What role do ethics play in scientific advancement?*

6. Contemporary Life

- A. Possible Sub-themes: Health, Education, Sports, Music, Career, Travel
- B. Study and use vocabulary related to contemporary life.
- C. Grammar review: given student needs
- D. Discuss education and how it impacts career choices and the global economy, using various audiovisual and print sources.
- E. Watch film, *Entre les murs*. Write an essay, expressing opinions of what an effective educational system must have to prepare students for the current global market.
- F. Overarching Essential Questions:
 - 1) *How do societies and individuals define quality life?*
 - 2) *How is contemporary life influenced by cultural products, practices and perspectives?*
 - 3) *What are the challenges of contemporary life?*

7. Final portfolio

- A. Students will develop a thematic portfolio to explore an area of personal interest by using a variety of authentic resources. Entries in the portfolio include references to the resources and spoken and written responses in which students summarize the content and explain why the resources are of particular interest to them. Students can choose their presentation format (i.e. PowerPoint, Prezi, etc.) and have the option to publish their work.

Primary Resource(s):

- Renaud, Simone and van Hooff, Dominique. *En bonne forme*, 2007.
- Ladd, Richard. *AP French, Preparing for the Language and Culture Examination*, Pearson, 2011.
- Sturges II, Hale, Cregg Nielson, Linda, and Herbst, Henry Lynn. *Une fois pour toutes, troisième édition*. Pearson, 2008.