

El Monte Union High School District

Course Outline

Course Title: French Language & Culture AP

Textbook(s): Thèmes: AP French Language and Culture

Copyright date/Edition: 2016

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** Honors**

Department: Foreign Language

CTE***:

Industry Sector: _____

Pathway: _____

(check one)

___ Intro ___ Intermediate ___ Capstone

Grade Level (s): 12

Semester Year X

Year of State Framework

Adoption ___ ACTFL standards 2019 ___

This course meets graduation requirements:

- () English
- () Fine Arts
- (X) Foreign Language
- () Health & Safety
- () Math
- () Physical Education
- () Science
- () Social Science
- () Elective

This course meets a-g requirements:

- () "a" – Social Studies
- () "b" – ELA
- () "c" – Math
- () "d" – Lab Science
- (X) "e" – Language (not English)
- () "f" – Vis/Perf Arts
- () "g" – College prep elective

Department/Cluster Approval

Date

Is this course an adaptation from another source?

(X) No

() Yes

If yes, please indicate the source of the original course:

*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

***For CTE, attach the CTE course outline created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s): French 1P, French 2P, & French 3P with a B or better.
2. Short description of course which may also be used in the registration manual:

- Objectives of course

Students will:

- Explore themes that reflect daily life in today's world, i.e. global challenges, science and technology, contemporary life, personal and public identities, family and community, and beauty and aesthetics.
- View, analyze, and discuss Francophone films and film excerpts that address different themes and context-dependent vocabulary and grammar.
- Listen to, evaluate, and confer about audio stimuli, such as songs, radio programs, and recorded conversations and debates.
- Read, interpret, and discuss authentic written texts on various topics, including articles, literature, short stories, web sites, song lyrics, and poems.
- Express facts, ideas, viewpoints, opinions, and concerns in classroom, small-group, and partner discussions, skits, dialogues, debates, and oral presentations.
- Present information, thoughts, analyses, perspectives, views, beliefs, problems, and solutions through writing tasks such as posters, brochures, journal entries, short essays, summaries, short stories, comic strips, poetry, letters, and other compositions with increased stylistic complexity.
- Compare and contrast between linguistic and cultural products, practices, and beliefs from Francophone countries and those from the students' own backgrounds.
- Participate in Francophone activities and events outside the classroom, such as the COLCOA film festival and outings to Francophone restaurants with the French Club.

- 3-5 sentences explaining overall course content

This AP French Language course is the fourth year of a sequential program. This course uses required texts with associated workbooks, audio CDs, and videos, in addition to other authentic materials and resources. These materials will be used with the main goal of contextualizing the French language in ways that mirror everyday life, emphasizing meaningful communication in various situations. In student readings, authenticity holds the utmost importance to preserve the focus on meaningful learning experiences. Students read literary works, newspaper and magazine articles published in Francophone countries, and various other types of publications on specific subjects. To strengthen students' listening and speaking skills, students watch and listen to authentic television and radio broadcasts, as well as films and film excerpts released by Francophone countries. With this in mind, the teacher conducts the class almost wholly as a French immersion experience, in order to best simulate real-world applications of the course content.

- Indicate references to state framework(s)/standards (If state standard is not applicable then national standards should be used)

This course and its required textbook reflect the five domains of learning in the ACTFL Foreign Language Standards: communication, cultures, connections, comparisons, and communities. This

course also follows the five domains of the World Language Content Standards for California Public Schools: content, communication, cultures, structures, and setting.

- Student performance standards

The five ACTFL and California domains of learning help hone the skills of listening, speaking, reading, writing, and developing cultural awareness appropriate to the intermediate and pre-advanced proficiency levels, as defined by the ACTFL Performance Guidelines for K-12 learners. These guidelines are organized according to:

- range of performance (intermediate and advanced, specifically for this AP level)
- modes of communication (presentational, interpretive, and interpersonal)
- domains of performance via
 - parameters of performance (text type, function, and context)
 - ability of understanding and being understood (language control, vocabulary, communication strategies, and cultural awareness).

- Evaluation/assessment/rubrics

In class, a variety of formative assessments are used. Students are assessed with dictées, vocabulary and grammar tests and quizzes, classroom participation, compositions, textbook and workbook exercises, group and partner activities, and projects. Rubrics are provided for all projects and compositions prior to the assignment due-date so that expectations are clear. At times, certain writing assignments will use the AP scoring guidelines as their rubric. Other assignments, quizzes, and tests are graded for accuracy. The grading scale is as follows: A: 90%-100%, B: 80%-89%, C: 70%-79%, D: 60%-69%, F: 0%-59%. Grading will be done on a weighted point system, and grades are assigned as follows:

- Class Participation (maximum of 10 points per day) and Classwork (20% of final grade) reflect student contributions to classroom discussions and activities, remaining on task at all times, coming to class prepared, and behaving in socially acceptable and respectful ways.
- Assessments (20% of final grade) include quizzes, which are given throughout each unit of study to assess understanding of key concepts and skills, and unit tests, which are given at the end of each thematic unit to assess how well the student can apply skills and knowledge learned in that unit.
- Homework (20% of final grade) will be assigned as needed to reinforce and practice skills throughout each unit, such as textbook and workbook exercises.
- Longer-term individual and group written assignments (20% of final grade) are theme-based and provide a highly contextualized medium for using newly-learned vocabulary and grammar, such as projects and analytical responses to various prompts; these are more summative in nature.
- Final Exam/Comprehensive Final Evaluation (20% of final grade) is a holistic, cumulative exam with a mix of discrete-point and integrative questions.

- Include minimal attainment for student to pass course

- Students must earn at least a C- (70%) or better to pass the course.
- Students must attain at least a D- (60%) or better to receive credit for the course.

3. Course content:

Number of units (minimum of 6): 10 per year

Unit Title: Contemporary Life

Content:

- Study of vocabulary associated with travel, vacation, education, leisure activities, professions, employment, city services, and living conditions
- Review of grammar involving present, past, future, pluperfect, and conditional tenses, relative pronouns, the present participle, and negative expressions
- Text excerpts from Les Vacances du Petit Nicolas – discussion of the “colonie de vacances” experience, comparisons to the summer camp experience in US
- Magazine article on vacation time “Les Congés en Questions” – written responses to the questions asked in the article, discussion on definitions of vacation time and how it is spent in different countries, student logs of how they define their vacation time
- Articles “L’éducation, Priorité no1 des Français devant l’Emploi” and “Quel Lien entre l’Éducation et l’Emploi?” – discussion about the importance of university-level education in French society and contemporary job market, comparisons between France and US on relationship between education and professional choices, pair-share between students on their future careers and how education plays a role in attaining that career

Sample Assignment:

Film analysis of Bienvenue Chez les Ch’tis – written response to the difference between rural and urban lifestyles, class debate on pros and cons of living in both regions

Culminating Project:

Travel/tourism project – role-play of being a travel agent and creating a detailed itinerary for a group of students who will visit a Francophone country next summer, including planning every day of the trip, researching sites and accommodations, packing suitcases, travelling to and from the destination, travelling between sites, and experiencing the culture of the destination

Unit Title: Personal and Public Identities

Content:

- Study of vocabulary associated with personal descriptions, phases of life, nationality, society, immigration, multiculturalism, hobbies and interests, and cultural items
- Review of grammar involving adjectives, word order, present, past, and future tenses, conjunctions, idiomatic expressions, and pronouns
- Text excerpts from *Le Petit Prince* – discussion about the return to childhood even as an adult and how responsibility influences what is intrinsically important to someone
- Text excerpts of graphic novel *Persepolis* – discussion/debate on how main character's identity changed after moving to Europe from Iran, written response on how identity can change depending on location, situation, social groupings, belief systems, etc.
- Film analysis of *Ma Vie en Rose* – discussion about dealing with homosexuality as a young adult in a conservative society, comparisons between the US and other countries
- Text, song, and film excerpts about Edith Piaf – written analysis of her public and private self and how the two worlds collided, debate on negotiation between private and public life of celebrities

Sample Assignment:

Song analysis of *Hier Encore* by Charles Aznavour – retrospective of being young vs. getting old and the social behaviors and beliefs associated with both, interview and written report of perspectives on aging from adults

Culminating Project:

Oral presentation – create Powerpoint of autobiography to present to class focusing on the people, things, and events that contribute to student's multiple identities

Unit Title: Families and Communities

Content:

- Study of vocabulary associated with family, friends, holidays, emotions/feelings, and relationships
- Review of grammar involving subjunctive tense, reflexive verbs, reciprocal actions with reflexive constructions, relative pronouns, prepositional constructions with pronouns, and conjunctions
- Song analysis of *Ces Gens-Là* by Jacques Brel – discussion of familial expectations and attitudes about other family members and how they talk to and about each other, pair-share on how students perceive their own various family members in comparison to French speakers
- Film analysis of *Au Revoir Les Enfants* – analyze definitions of family/friends and the social constructs that create/inhibit sense of community, discussion on how families and communities were ravaged during WWII in Europe and the US
- Magazine articles on contemporary family structure “*La Famille Change... et l'Enfant dans Tout Ça?*” and “*La Conciliation Travail-Famille*” – discussion of choices on career vs. staying home, nuclear vs. extended family, the child's stake in changing family structure, compare/contrast with family structures from a century ago

Sample Assignment:

Excerpts of graphic novel *Persepolis* – read/discuss relationships in the book and how they were forged and transformed by society, religion, war, and distance

Culminating Project:

Research project – family and community traditions including holidays and celebrations in at least two Francophone countries with comparison between them and traditions found in the US

Unit Title: Global Challenges

Content:

- Study of vocabulary associated with government, politics, health, and environment
- Review of grammar involving the subjunctive and conditional tenses, *si* clauses, and idiomatic expressions requiring the subjunctive
- Song analysis of *Peace or Violence* by Stromae – discussion of hand-in-hand nature of peace and violence in the world, analysis of the “Arab Spring” in North African Francophone countries and how the goals of the movement compare/contrast between the countries
- Film analysis of *Lumumba* – debate pros/cons of dictatorship, research/discussion of dictatorships amongst African Francophone countries in the past and in the present, comparisons to other famous dictatorships in the world
- Articles on recycling/waste management from <http://www.actu-environnement.com> – written response comparisons between different solutions to waste management and their effects on the economy
- *7 Jours sur la Planète* and online broadcasts of RTBF *Journal Télévisé* – complete listening and internet activities on video reports pertaining to global politics, comparisons on how the same story is told differently

Sample Assignment:

Analysis of several *Les Aventures de Tintin* comic books – discussion/written reaction to how racial prejudice factors into character and story development, discussion of racial tensions in la Francophonie that exist today and what students do/would do to combat those tensions

Culminating Project:

Presentation on human rights violations - choose 3 articles from the Universal Declaration of Human Rights, find examples of violations of those rights in Francophone countries and the US, and offer possible solutions to them by using examples of countries that follow those articles as support

Unit Title: Science and Technology

Content:

- Study of vocabulary associated with technologies (computer, science, health), social networking, media, and scientific discoveries
- Review of grammar involving the past, present, and future tenses, *si* clauses, and prepositions
- Overview of famous French inventors and discussion about their inventions’ contributions to world society
- Article “*Un Risque de Leucémie Accru près des Centrales Nucléaires*” – written summary of article, discussion of examples of effect of nuclear plants on people’s health in history/other countries, debate on ethics of nuclear energy in modern society
- *7 Jours sur la Planète* – complete listening and internet activities on video reports pertaining to technologies

- Article “*Rester Assis au Bureau Met à Mal la Santé*” – discussion on the effect of computers on people’s health (physical and mental activity, attitudes on computers’ role in daily life), students survey various people about the role of computers in their lives

Sample Assignment:

Song analysis of *Carmen* by Stromae - discuss the effects of social networking on face-to-face social relationships as portrayed in the song and as students experience in their lives

Culminating Project:

Research project/presentation – types of medical “technology” used in treatment of patients in modern Francophone cities and rural areas and their effectiveness in health maintenance

Unit Title: Beauty and Aesthetics

Content:

- Study of vocabulary associated with hygiene, beauty, food, fashion, art, music, film, theatre, and literature terms
- Review of grammar involving reflexive verbs, adjectives, possessives, demonstratives, comparatives, and superlatives
- Survey of definitions and perceptions of beauty amongst students, discussion on statistics on body alterations presented in article “*On Se Refait Surtout les Seins*”, debate on issues surrounding body sculpting and plastic surgery
- Website “*Biographie de Coco Chanel*” and film excerpts of *Coco avant Chanel* as retrospective of Coco Chanel and how she influenced the fashion industry, discussion of fashion as artistic expression from runway to personal perspective
- Listening exercises of contemporary French music from various artists and musical genres (Sinsemilia, MC Solaar, IAM, Indochine, etc.), compare/contrast musical styles and lyrical content to American artists
- Excerpts of the film *L’aile ou la Cuisse* – discussion on food and how people see/critique food as just nourishment or as artistic and/or cultural expression, comparison between criteria for food critiques in US and France (excerpts from *Guide Michelin Rouge*)

Sample Assignment:

Attend the COLCOA film festival in Hollywood, California to view a recently released French film, written critique of the film, compare student critique to those written by film critics

Culminating Project:

Research/oral presentation on artistic movements in France – choose an artistic movement that existed in France, written response about the role of that movement in society at that time, and provide examples either through Powerpoint or poster format of famous works that best represent the movement and its philosophical standings

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

1. The communicative skills of students will be enhanced through the use of pair/group work, class

presentations, projects, and interactive computer software.

2. Students are expected to contribute to classroom projects, complete assignments in a timely manner and maintain appropriate classroom behavior.
3. Students participate in activities such as note-taking, essays, songs, projects, poetry, drama, and journal writing. Students participate in many simulated and/or real-life situations in the target language. Consistent fostering and internalization of interest in French language and culture will apply to other academic and work-related settings.
4. Students are expected to maintain a clean and orderly classroom environment. Hygiene practices in other countries are discussed. Students learn hygienic routines (e.g. brushing teeth and eating habits) in the target language. Students are encouraged to use the target language in a supportive environment, thus promoting self-esteem and self-confidence. Students also share special interests and experiences in the target language.
5. Students are encouraged to participate in school-based community outreach programs, clubs, and the congressional merit awards. Students learn to appreciate and accept differences among the peoples of the world through the study of culture. Students learn to work in groups through group projects and cooperative learning assignments.

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

Comprehensible input, realia, and role-playing will enhance the students' understanding of French language and culture. The use of Total Physical Response activities and changing partners in communication activities help students understand the process of communication. Students are given linguistic comparisons of French to other languages, including the students' own L1 to use as a prior knowledge base for understanding languages.

6. Describe the interdepartmental articulation process for this course:

French teachers collaborate with teachers in other areas of discipline and vary the activities based on what other departments are covering at the same time. Upper level students watch news clips on science, current events, social issues, etcetera. Students study European history as well as geography. Literature from Francophone authors is used to give students a broader base of cultural understanding of the Francophone world. These types of activities frequently enhance other disciplines.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Students learn about various occupations where French is a bonus such as translation jobs, interpreter, or work for government agencies such as the CIA. Many students enjoy the cooking aspect of French classes and go on to study culinary arts at the Cordon Bleu or Culinary Institute of America.

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below)

Textbooks

- Delfosse, G., Kurbegov, E., & Draggett, P. (2016). *Thèmes: AP French Language and Culture*. Canada: Vista Higher Learning, Inc. [with accompanying Supersite access for audio, video, and assessment resources]
- Ladd, R. (2012). *AP French: Preparing for the language and culture examination*. Upper Saddle River, NJ: Pearson Education, Inc. [with accompanying Supersite access for audio and assessment resources]
- Mitschke, C. (2012). *Imaginez: Le français sans frontières (2nd Edition)*. Boston, MA: Vista Higher Learning. [with accompanying Supersite access for audio, video, and assessment resources]
- Valette, J-P., & Valette, R.M. (2004). *Discovering French, Nouveau!: Rouge*. Evanston, IL: McDougal Littell. [with accompanying workbook, audio CD, and video series]

Additional Grammar Support

- Blume, E., & Stein, G. (1994). *French Three Years: Workbook*. New York: AMSCO School Publications, Inc.
- Blume, E., & Stein, G. (2006). *French Three Years: Workbook (2nd Edition)*. New York: AMSCO School Publications, Inc.
- Dietiker, S.R., & Van Hooff, D. (1997). *En Bonne Forme (6th Edition)*. Boston, MA: Houghton Mifflin Company.
- Lenard, Y. (1997). *Trésors du Temps: Writing Activities Workbook*. Columbus, OH: Glencoe McGraw Hill.
- Mitschke, C. (2003). *Allez, Viens!: Grammar Tutor for Students of French*. Austin, TX: Holt, Rinehart, & Winston.
- de Roussy de Sales, R. (1995). *French Verb Drills (2nd Edition)*. Lincolnwood, IL: Passport Books.
- Shen, F. (2006). *French four years: Advanced French with AP component*. New York, NY: Amsco School Publications, Inc.

Literary Works

- de Saint-Exupéry, A. (1987). *Le Petit Prince*. Bourges, France: Éditions Gallimard.
- Satrapi, M. (2000). *Persepolis*. Paris, France: L'Association.
- Sempé, J-J., & Goscinny, R. (1997). *Les Vacances du Petit Nicolas*. Hérissé à Évreux, France: Éditions Denoël.

Other readings

- Articles from online newspapers and magazines, such as Le Monde, Paris Match, L'Express, and Le Soir
- Personal accounts, journal entries, letters, and other correspondence from native speakers
- Authentic travel and health brochures and advertisements from the internet/Guide Michelin
- AP exam preparation booklets and released exams

Films and Other Visuals

- Barratier, C. (director), Cohn, A., Perrin, J., & Jugnot, G. (producers). (2004, March 17). *Les Choristes*. USA: Miramax Films (distributor).
- Berliner, A. (1997, May 28). *Ma Vie en Rose*. USA: Sony Pictures (distributor).
- Boon, D. (2008, February 20). *Bienvenue chez les Ch'tis*. France: Pathé Distribution.
- Dahan, O. (director). (2007, February 14). *La vie en rose*. USA: Picturehouse (distributor).
- Fontaine, A. (director). (2009, April 22). *Coco avant Chanel*. France: Warner Brothers (distributor).
- Malle, L. (director & producer). (1987, August 29). *Au Revoir les Enfants*. USA: Orion Classics (distributor).

Peck, R. (director). (2000, September 27). *Lunumba*. USA: Zeitgeist Films (distributor).
Rappeneau, J-P. (director), Cleitman, R., Seydoux, M., & Szots, A. (producers). (1990, March 28). *Cyrano de Bergerac*. USA: Orion Films (distributor).
Various online newscasts by RTBF, TF1, and 7 Jours sur la Planète (TV5)
Zidi, C. (1976, October 27). *L'aile ou la Cuisse*. France: AMLF (distributor).

Audio

CDs/songs from various artists, such as Charles Aznavour, Edith Piaf, IAM, Sinsemilia, Jacques Brel, Stromae, Claude François, and Georges Brassens (for musical and lyrical analysis)
Recordings from Radio France Internationale

Websites

<http://www.lemonde.fr>
<http://www.lesoir.be/>
<http://www.parismatch.com/>
<http://www.tv5.org>
<http://www.rfi.fr>
<http://videos.tf1.fr/>
<http://www.rtb.be/laune/>
<http://www.tv5.org/TV5Site/7-jours/>
<http://www.viamichelin.fr/>
<http://www.actu-environnement.com>
<http://www.brochures-patients.be/scripts/home.php>
http://www.lexpress.fr/styles/psycho/la-famille-change-et-l-enfant-dans-tout-ca_749022.html
<http://www.canalvie.com/sante/articles/la-conciliation-travail-famille-2820/>
http://www.lepost.fr/article/2011/04/17/2468767_les-conges-en-questions.html
<http://www.eturama.com/articles/>
<http://www.liberation.fr/societe/01012347505-l-education-priorite-n-1-des-francais-devant-l-emploi>
http://www.apprendreaapprendre.com/reussite_scolaire/quel-lien-education-emploi-1029-4-7.html
<http://www.france.learningtogether.net/inventeur.html>
<http://www.futura-sciences.com>
<http://www.leparisien.fr/une/on-se-refait-surtout-les-seins-08-12-2009-736603.php>
http://www.jesuismort.com/biographie_celebrite_chercher/biographie-coco_chanel-384.php