



### Course Description

As cited directly from the AP French Language and Culture Course Description from the College Board, “The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.”

AP French strives to cover all six themes central to the AP French Curriculum: ***Science and Technology, Global Challenges, Beauty and Aesthetics, Personal and Public Identities, Families and Communities, and Contemporary Life***. The course focuses on the culture, geography, history, literature, politics and current events of the Francophone world and looks to compare and contrast them with our own communities. Students strive to be proficient at the Intermediate-High/Advanced-Low level in French as defined by ACTFL for the exam in May.

In order to accomplish the curriculum and the preparation for the exam, students apply all of the tenses and major grammar concepts of the French language through performance tasks. Emphasis will also be placed on the expectations of the AP French exam: Presentational Speaking and Writing (Interpersonal Speaking, Cultural Comparison, Argumentative Essay and Email reply) and Interpretive Texts: Print and Audio. We listen to native speakers via podcasts, taped narratives, cultural videos and authentic music. The course regularly integrates authentic media, text and audio sources. Practice for the exam is incorporated thematically within the units of study.

For purposes of equity and access, all students have an account with the College Board, through which they can watch daily instructional videos and participate in authentic, simulated practices similar to those they will encounter on the AP Exam.

### Course Requirements

The following are considered when enrolling in AP French:

- a. Performance in French 4H in reading, writing, speaking, listening, grammar and cultural knowledge
- b. Willingness to speak exclusively in the target language
- c. Teacher recommendation
- d. Passion and interest in his/her/their growth as a language student
- e. Completion of summer work



### Communication Standards (Intermediate High)

1. **Interpretive Communication** - In narrative, descriptive, and persuasive texts and conversations on a variety of concrete topics of personal, general, or public interest, relying upon understanding of short paragraphs containing multiple time frames, consisting of straightforward or descriptive language, students:
  - a. Analyze traits of multiple cultures and communities. (IH.1.a)
  - b. Analyze the main message or story line and some supporting details. (IH.1.b)
2. **Interpersonal Communication** - In conversations on a variety of concrete topics of personal, general, or public interest, in a wide variety of settings, creating mostly short paragraphs, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language usually understand, students:
  - a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IH.2.a)
  - b. Understand, answer, and ask a wide variety of questions across time frames. (IH.2.b)
  - c. Initiate, maintain, and end conversations across time frames by understanding and creating language that conveys authentic, personal meaning. (IH.2.c)
  - d. Provide advice or propose solutions to individual or societal issues. (IH.2.d)
  - e. Provide descriptions, narrations, and comparisons across time frames. (IH.2.e)
3. **Presentational Communication** - In presentations on a variety of concrete topics of personal, general, or public interest, in a wide variety of settings, creating mostly short paragraphs, sometimes relying upon circumlocution, in such a way that speakers/signers of the language usually understand, students:
  - a. Demonstrate understanding of their cultural context, topic, sources, themselves, and their audiences to adapt a presentation to a variety of settings. (IH.3.a)
  - b. Present information, raise awareness, and express preferences. (IH.3.b)
  - c. Apply authentic resources to state and support a viewpoint. (IH.3.c)
  - d. Produce descriptions, narrations, and comparisons across time frames. (IH.3.d)
4. **Intercultural Communication** - In interactions in a wide variety of settings, creating mostly short paragraphs, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language usually understand, students:
  - a. Invoke, discuss, and inquire about products and practices that inform the perspectives of an audience. (IH.4.a)
  - b. Adapt language and behavior to communicate appropriately in most formal and informal settings. (IH.4.b)
  - c. Communicate in a manner that is clear and inoffensive to the audience/interlocutor. (IH.4.c)
  - d. Demonstrate awareness of cultural diversity and bias. (IH.4.d)

### Linguistic Cultures Standards (Intermediate High)

5. **Cultures** - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
  - a. Explain variations among products and practices and how they relate to perspectives in multiple cultures and communities. (IH.5.a)
  - b. Analyze and summarize the varied elements that contribute to their own identities and the role cultures play in developing those identities. (IH.5.b)
  - c. Analyze and explain manifestations of intercultural harmony and/or conflict over time. (IH.5.c)



### Linguistic Cultures Standards (Intermediate High, continued)

6. **Comparisons** - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
- a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target-language cultures studied and their own by:
    - 1. Comparing how products, practices, and perspectives reciprocally affect one another over time. (IH.L.6.a.1)
    - 2. Taking the perspective of those from different cultures to build empathy. (IH.6.a.2)
  - b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
    - 1. Discussing and analyzing cognates and idiomatic expressions as well as their evolutions and origins. (IH.6.b.1)
    - 2. Comparing language forms. (IH.6.b.2)
    - 3. Analyzing and explaining how time frames are expressed. (IH.6.b.3)

### Lifelong Learning Standards (Intermediate High)

7. **Connections** - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
- a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IH.7.a)
  - b. Research, analyze, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (IH.7.b)
8. **Communities** - In a wide variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
- a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
    - 1. Partnering with individuals and organizations to further investigate and enjoy target-language cultures. (IH.8.a.1)
    - 2. Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design and implement solutions to real issues facing the community. (IH.8.a.2)
  - b. Become lifelong learners by:
    - 1. Using languages for enjoyment and enrichment and researching further opportunities to do so. (IH.8.b.1)
    - 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IH.8.b.2)
    - 3. Analyzing educational and career connections and the benefits of bilingualism to develop a personal plan for language acquisition. (IH.8.b.3)
    - 4. Identifying challenges and strategies for growth and reflecting upon progress. (IH.8.b.4)



**Subject: French 5 Language and Culture – AP**

Units	Essential Questions	Key Activities May Include:
<b>Thème 1:</b> La Famille et La Communauté (Families and Communities)	<ul style="list-style-type: none"> <li>What are our customs and values?</li> <li>What do educational communities look like?</li> <li>What is the structure of a family?</li> <li>What is global citizenship?</li> <li>How is human geography affected?</li> <li>How is social networking accomplished?</li> </ul>	<ul style="list-style-type: none"> <li>Reading about Facebook and its effect on friendship</li> <li>Video about a program that brings young children and elderly citizens together in a small French town</li> <li>Cultural comparison: traditional family structure in the US and a Francophone country</li> </ul>
<b>Thème 2:</b> La Science et La Technologie (Science and Technology)	<ul style="list-style-type: none"> <li>How does scientific development affect our lives?</li> <li>How does technology affect health?</li> <li>What do scientific morals and ethics look like?</li> <li>How is healthcare and medicine changing?</li> <li>How do natural phenomena impact communities?</li> </ul>	<ul style="list-style-type: none"> <li>Reading about how smartphones affect students and their studies</li> <li>Debating the usefulness of technology in the classroom</li> <li>Cultural comparison: renewable energy trends in the US and a Francophone country</li> </ul>
<b>Thème 3:</b> L'esthétique (Beauty and Aesthetics)	<ul style="list-style-type: none"> <li>How is beauty defined in a culture?</li> <li>How do we define creativity?</li> <li>What are current designs and styles?</li> <li>What are key architectural treasures?</li> <li>What are examples of visual and performing arts?</li> <li>What is the importance of language and literature to a culture?</li> </ul>	<ul style="list-style-type: none"> <li>Researching UNESCO cultural heritage sites</li> <li>Listening about Ousmane Sow and his election into l'Académie des beaux-arts</li> <li>Le Chant des Partisans - its origin and its evolution into Motivés by Zebda</li> <li>Debate followed by writing an argumentative essay on whether or not graffiti is a form of art</li> </ul>
<b>Thème 4:</b> La vie contemporaine (Contemporary Life)	<ul style="list-style-type: none"> <li>What do we do in our free time for enjoyment or entertainment?</li> <li>What are key lifestyle choices?</li> <li>How do we define social customs and values in a community?</li> <li>How does marketing and advertising affect society?</li> <li>What are key holidays and rites of passage?</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the concept of a work/life balance in France v. the US</li> <li>Read and watch Le Chandail and discuss the importance of sports.</li> <li>Cultural comparison: Sports in the US v. Francophone countries</li> <li>Read about marketing and how we interact with advertising</li> <li>Discuss educational paths and opportunities in Francophone countries compared to the US</li> </ul>



Units	Essential Questions	Key Activities May Include:
<b>Thème 5:</b> Les Défis Mondiaux (Global Challenges)	<ul style="list-style-type: none"> <li>What are the current economic crises facing the U.S. and Francophone countries?</li> <li>What are current natural disasters?</li> <li>How does religion and philosophical thought impact human behavior?</li> <li>How is population growth affecting our environment and access to resources?</li> <li>What drives social consciousness and welfare, and who is responsible?</li> <li>What does tolerance look like?</li> </ul>	<ul style="list-style-type: none"> <li>Answering audio questions on tolerance</li> <li>Reading an article on wearing le voile in France</li> <li>Watch the short film “La Dame Dans Le Tram”</li> <li>Discuss the controversy surrounding the French national soccer team</li> <li>Reading about organic foods and the ethics of GMOs</li> </ul>
<b>Thème 6:</b> La Quête de Soi (Personal and Public Identities)	<ul style="list-style-type: none"> <li>What factors impact assimilation and alienation in a culture?</li> <li>Who are our key historical figures or heroes?</li> <li>How important is self-image and personal beliefs?</li> <li>How are national and cultural identities defined and formed?</li> <li>What do various societies consider to be important and relevant values?</li> <li>What role does religion play in various societies?</li> </ul>	<ul style="list-style-type: none"> <li>Reading about a French Canadian “twinning” program to help immigrants assimilate to the Québécois culture</li> <li>Discuss the concept of nationalism and patriotism</li> <li>Reading about the national symbols of France and compare it with the US</li> <li>Watch a performance of “L’homme qui te ressemble” and discuss what it means to be a “foreigner”.</li> </ul>

Textbook
<ul style="list-style-type: none"> <li><b>Thèmes</b>, by William Buskist; published by Vista Higher Learning</li> </ul>