

**Teacher: Y. Seminara**

**Subject: AP French**

**School: Midland Park High School**

### **AP French Language and Culture Syllabus**

This course is designed to prepare students for the Advanced Placement French Language and Culture exam and the International Baccalaureate French Language exam. The course seeks to develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines rather than to cover any specific body of subject matter.

Language skills are further refined through prepared classroom discussions, oral presentations, journaling, debates, and written responses to prompts. Through writing and speaking on a wide range of topics, students expand their vocabulary, develop their writing style in French, and improve their critical thinking skills- all in the target language. The use of English in the classroom is not permitted. (CRI)

Students are encouraged to think independently, to learn to find information, and to react and respond to others. Students will develop a vocabulary for reading newspapers, periodicals, modern literature, and non-technical writing. A wide variety of spoken and written materials will be used to train students to understand French in formal and informal situations and to enhance their abilities to express themselves accurately and resourcefully, both orally and in writing. These activities emphasize analysis, synthesis, and evaluation in the target language. The activities lead the students to produce original ideas in authentic situations. Students work independently, in pairs, in small groups, and in large groups. They are encouraged to evaluate their own work and the work of others. There is openness, acceptance, and flexibility in the classroom. Students are encouraged to appreciate new ideas, diversity, risk taking, and complexity.

### **Texts and Supplementary Materials**

The following texts and supplementary materials can be included as part of the AP curriculum:

"Imaginez", Cherie Mitschke, Vista Higher Learning

"AP French", Richard Ladd, Pearson

"Allons au-delà", Richard Ladd, Pearson

AP French Language and Culture, Edward Weiss, Eliane Kurbegov, Barron's

## **Families and Communities (CR6) September 9– October 15**

### **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?

### **Interpretive-**

Tasks- Listen to podcast from Ch. 5 “Allons au-delà” (CR2)

Watch an movie clip Ch 6 “Imaginez”(CR2)

Listen to songs w/social significance on you-tube (CR2)

Read magazines or selections from print and non-print media (CR2)

Read “Jour de Mariage” and “Père Mère” (Imaginez) (CR2)

### **Interpersonal-**

Tasks- Write letter(s) to host family about arrival plans and autobiographical information and/or write letter(s) to their own families describing the host family and cultural experiences. (CR3b)

Role play (pairs, groups) (CR3a)

Fill out marriage certificate (CR7)

e-mail to a dating service (setting up your older relative for a date)(CR3b)

### **Presentational-**

Tasks- Survival guide of adolescents in US and France (CR5a, CR6e, CR8)

### **Skills-**

1. Use proper letter writing formats/structures and registers
2. Give suggestions and advice (Subjunctive)
3. Compare/Contrast (Comparative/Superlative structures)
4. Wishes/Wants/Beliefs/Needs (Subjunctive)
5. Give commands and orders (Subjunctive and Imperative)
6. Use advanced negatives (Ne...plus, ne...jamais, ne...personne)
7. Use a variety of tenses (Present, Past and Future)

## **Science & Technology (CR6) October 16– November 23**

### **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?

### **Interpretive-**

Tasks- Listen to RFI podcast “Etreintes digitales: quand Twitter somme les vieux medias de faire leur travail” (CR2)

Watch an movie clip Chapter 7 “Imaginez”(CR2)

Listen to songs w/social significance (CR2)

Read magazines or selections from print and non-print media (CR2)

Read and analyze the text “La n tiquette” (Interaction) (CR2b, CR4b, CR6b)

Read and analyze the text “Solitude Numerique” (“Imaginez”) (CR2c, CR4b, CR6b)

### **Interpersonal-**

Tasks- Discuss and react to the text “La netiquette” (Interaction) (CR3a, CR6b)

Discuss and react to the text “Solitude Numerique” (“Imaginez”) (CR2c, CR3a, CR6b)

Discuss how social interaction has changed as a result of technology (CR3a, CR6b)

Discuss how technology has changed during their lifetime (CR3a, CR6b)

Predict and discuss how technology will change during the next 25 years (CR3a, CR6b)

### **Presentational-**

Tasks- Create a Fakebook page in French and present your page to the class (CR9)

Create a diary explaining your use of technology over a 24-hour period of time. Explain how the technology enhanced or impeded your productivity throughout the day. Present this information to the class (CR5a, CR5b, CR9)

### **Skills-**

1. Describe what you have done in the past (Pass  Compos  and Imparfait)
2. Discuss hypothetical situations (Si clauses, Quand clauses, Sequence of tenses, Conditional)
3. Describe future scenarios (Future)

## **Contemporary Life (CR6) November 24 – December 24**

### **Essential Questions**

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

### **Interpretive-**

Tasks- Listen to podcast from Ch3 "Allons au-delà" (CR2)

Watch an movie clip Chapter 8 "Imaginez" "Le Ballon prisonnier"(CR2)

Listen to songs w/social significance (CR2)

Read magazines or selections from print and non-print media (CR2)

Read and analyze the text ""Le Football – le Petit Nicolas" form ch 8 "Imaginez" and "La Réunion, île intense" (CR4b, CR6c)

### **Interpersonal-**

Tasks- Compare and contrast holidays, celebrations and rites of passage throughout the world (CR8)

Have a phone conversation with a partner discussing plans for "Parents Day" where you will incorporate similarities and differences of French holidays and festivals (CR7, CR8)

Discuss the text ""Cherchez! Achetez! Comparez!" (Ch 10 Allons au-delà" and choose a topic mentioned and discuss the pros and cons of this topic with your partner (CR4a)

Discuss your plans for vacation with a partner (CR9)

### **Presentational-**

Tasks- Create a travel brochure for a Francophone country that you would like to visit (CR5b)

Create a publicity campaign promoting a festival or cultural event (CR6f)

### **Skills-**

1. Discuss hypothetical situations (Si clauses, Quand clauses, Sequence of tenses, Conditional)
2. Discuss things you will do and might do (Future, Conditional)
3. Compare and Contrast (Comparative and Superlative)
4. Give commands and suggestions (Imperative and Subjunctive)



## **Personal and Public Identities (CR6) January 6 – February 13**

### **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?

### **Interpretive-**

Tasks- Listen to podcast from Ch 18 "Allons au-delà" (CR2)

Watch an Internet clip (CR2)

Listen to songs w/social significance- Bien Mérité, MC Solaar (CR2a)

Read magazines or selections from print and non-print media (CR2)

Skyping with French e-pals (CR3a)

Read "Je Parle Français, moi!" ("Allons au-delà" Ch 18)

Movie night "Les Choristes" followed by a discussion

### **Interpersonal-**

Tasks- Interview a French-speaking student via Skype (CR3a)

Interview each other (CR3a)

Discuss group identities at school and in the community (CR6d)

Role play (harassed at school) (CR3a)

### **Presentational-**

Tasks- Write a diary/journal detailing your experiences abroad fitting in/assimilating to a new school setting (CR9)

Summarize an article from an authentic audio/audio-visual source (CR4b)

Write a persuasive speech and organize a strike/protest (grève) (CR7)

Create posters and picket signs (CR7)

### **Skills-**

1. Use interrogatives for interviews (Interrogative words)
2. Give commands and suggestions (Imperatives and Subjunctive)
3. Express emotions and feelings (Subjunctive)
4. Explain how people get along with one another (Reflexive verbs with reciprocal)
5. Discuss hypothetical situations (Si clauses, Quand clauses, Conditional)
6. Use more complex sentence structures (Relative Pronouns, Conjunctions, and Transition Words)

## **Beauty and Aesthetics (CR6) February 14 – March 21**

### **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?

### **Interpretive-**

Tasks- Listen to podcast from ch 6 “Allons au-delà” (CR2)

Watch an Internet clip on women in Mauritania(CR2)

Listen to songs w/social significance (CR2)

Read magazines or selections from print and non-print media (CR2)

Read” “France, mere des arts” from Ch 26 “Allons au-delà” (CR4a)

View various forms of art (CR4)

Visit an art gallery and tour the exhibits in French (CR4a, CR9)

Complete cloze activities with song lyrics (CR3)

### **Interpersonal-**

Tasks- Discuss reactions to various works of art (CR7)

Participate in a Gallery Walk by discussing the artwork with their peers (CR7)

Discuss the topic of beauty and what makes a person beautiful (CR6f)

Discuss the student-made work of art that they created based on the French Classical musical composition (CR3a)

Role play- What would a conversation between a contemporary musician and an older musician sound like? (CR3a)

Discuss cinematographic effects in the movie “Les Choristes”

### **Presentational-**

Tasks- You are a critic. Write a critique or a review about a film or a play that you have seen recently.(CR5b)

Write an essay describing the importance of theatre, art and/or cinema (CR5b)

Present a song and write a short biography for a contemporary magazine of the singer or group. Explain how his/her era and circumstances influenced his/her music (CR4a, CR7)

Research a piece of art by a French artist. Explain how his/her era influenced the artist and his/her artwork (CR5b)

### **Skills-**

1. Compare/Contrast (Comparative/Superlative structures)
2. Express opinions and beliefs (Subjunctive)
3. Use more complex sentence structures (Pronouns)

## **Global Challenges (CR6) March 22 – April 30**

### **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?

### **Social Issues- Immigration, Integration and Discrimination**

#### **Interpretive-**

Tasks- Listen to podcast from Ch 16 (CR2)

Watch an Internet clip (CR2)

Listen to songs w/social significance i.e. “Metisse”, “Je suis le meme”(CR2)

Read magazines or selections from print and non-print media (CR2)

Read and analyze the poems “L’homme qui te ressemble”, “La prière d’un enfant nègre”, “À ma mère” and “” (CR2c, CR4b, CR6a)

#### **Interpersonal-**

Tasks- Discuss the poems “L’homme qui te ressemble”, “La prière d’un enfant nègre”, “À ma mère” (CR2c, CR4b)

Complete a survey through “Survey Monkey” about their beliefs and values (CR6a, CR8)

#### **Presentational-**

Tasks- Write a letter to the Editor of a newspaper to persuade or convince on a topic of social significance (CR3b, CR5b)

Create a video clip/PowerPoint presenting information about these issues from various perspectives (CR5a, CR5b)

#### **Skills-**

1. Use proper letter writing formats/structures and registers
2. Express personal ideas/wishes/beliefs (Indicative and Subjunctive)
3. Relate past experiences (Passé Composé and Imparfait)
4. Compare and Contrast (Comparative and Superlative structures)
5. Discuss hypothetical situations (Si clauses, Quand clauses, Conditional)

## **Global Challenges (CR6)**

### **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?

## **La Santé**

### **Interpretive-**

Tasks- Listen to podcast (CR2)

Watch an Internet clip (CR2)

Listen to songs w/social significance i.e. (CR2)

Read magazines or selections from print and non-print media TV -5, BBC, Canal Academie (CR2)

Read and analyze articles about “Médecins sans frontières” and “SOS Médecins” (CR4b, CR6a)

Research background information for the countries where they would volunteer (CR2b)

### **Interpersonal-**

Tasks- Role plays (pairs, groups) (CR3a)

Fill out an application for life insurance (CR7)

Discuss the problem of hunger and poverty throughout the world (CR6a, CR8)

Discuss the impact of artificial foods (CR3a, CR6a)

Create a personal health plan to share with others (CR6a, CR9)

### **Presentational-**

Tasks- Imagine that you want to be a volunteer for one of the organizations that you read about. Explain why humanitarian work interests you, which country you would like to go to and why, and what you would do to help the people of this country. (CR5a, CR7, CR9)

Imagine that you are collecting money for the organization “Médecins sans frontières”. In a letter to a friend, describe this organization. (CR3b, CR7)

### **Skills-**

1. Use proper letter writing formats/structures and registers
2. Express personal ideas/wishes/beliefs (Indicative and Subjunctive)
3. Discuss hypothetical situations (Si clauses, Quand clauses, Conditional)
4. Express emotions and feelings (Subjunctive)
5. Explain daily routines and habits (Reflexives)



## **Global Challenges (CR6)**

### **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?

## **The Environment**

### **Interpretive-**

Tasks- Listen to podcast from “Allons – au- delà”(CR2)

Watch a movie clip “L’homme qui Plantait les Arbres” (CR2)

Listen to songs w/social significance i.e. “Aux arbres, citoyens” , “Réspire”( CR2)

Read magazines or selections from print and non-print media (CR2)

View a PowerPoint “Les Richesses du Pacifique”and take notes on the topic (CR6a)

### **Interpersonal-**

Tasks- Interview or poll classmates about how they and their families are environmentally friendly at home, school, work, etc. (CR3a)

Plan an imaginary eco-tour to a Francophone country. (Travel arrangements, financial issues, cultural issues) (CR2b)

### **Presentational-**

Tasks- Imagine that you have traveled to a country where Global Warming is causing a major change in the climate. Explain your experience. (CR5b, CR6a)

Create a story for children about the importance of protecting the environment (CR5b)

Create an advertisement or a public service announcement promoting ecology (CR5b)

Give an eco-tour of a Francophone country (CR5a, CR5b)

Write a persuasive essay defending or opposing the theory of “Global Warming” (CR5b)

### **Skills-**

1. Give commands and suggestions (Imperatives and Subjunctive)
2. Discuss hypothetical situations (Si clauses, Quand clauses, Sequence of tenses, Conditional)
3. Use more complex structures (Infinitive constructions with prepositions à and de, reflexives, pronouns)

Dear Yana Seminara:

The College Board is pleased to announce that your French Language and Culture course syllabus is authorized to use the AP® designation for the 2013 - 2014 academic year at Midland Park High School. The College Board applauds and recognizes your efforts to provide your students with the academic rigor and college-level experience that is the promise of AP. I thank you for the time and effort you put into participating in the AP Course Audit.

**What Does Authorization Mean?**

The authorization of your syllabus is an official recognition by the College Board that it meets or exceeds the expectations colleges and universities have for your AP subject. Your syllabus was reviewed by experienced college and university faculty, who have confirmed that it outlines how you provide a college-level learning experience for your students. This authorization grants you permission to use the "AP" designation on your students' transcripts in association with the authorized course.

**Renewing Your Authorization**

Once your course has been authorized, you do not need to resubmit the syllabus unless the College Board significantly revises the AP course. When the 2014 - 2015 school year becomes available, your administrator will be able to extend your authorization status through 2014 - 2015.

We understand that you may need to modify or adapt your syllabus or course plan to address the needs of your students, reflect new discoveries, and try out new approaches. You do not need to resubmit your syllabus when you modify it, as long as you are not changing your course so significantly as to eliminate from your curriculum one or more of the curricular requirements on the AP Course Audit form.

Thank you for all that you do to provide your students with a rigorous, college-level experience. The College Board appreciates your efforts to prepare students for college success.

Sincerely,

Trevor Packer  
Senior Vice President  
Advanced Placement Program