Unit 6: Review for French Language & Culture AP Exam

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **April**
Length: **6 weeks**
Status: **Published**

Enduring Understandings

Students will understand that the coursework we have completed throughout the school year will help them succeed on the French Language and Culture AP exam.

Students will understand that various themes and content units can be interwoven and relevant to one another.

Essential Questions

How can I apply my learning to successfully take the French Language and Culture AP Exam?

How will I be scored on the exam?

Content

Students will properly use various verb forms and grammar points, (comparatives and superlatives, prepositions (à, de, other), si clauses, relative pronouns, expressions with avoir, faire and être, participe présent, etc).

Students will write on various topics, according to AP scoring rubrics.

Students will succeed in debating issues with classmates.

Students will express opinions about contemporary world issues and themes.

Skills

The learner will review various tenses/moods: passé composé, imparfait, plus-que-parfait, futur, conditionnel, futur antérieur, conditionnel passé.

The learner will review the French and American governmental systems.

The learner will debate current events and controversial issues.

The learner will describe their own health and others including life-threatening world health issues.

The learner will review and describe various discoveries or breakthroughs of French scientists.

The learner will review the impact of various social media on a society.

Resources

Standards

AP: French Language and Culture (2011–2012)
AP: AP
Interpersonal Communication
Primary Objective: The student engages in spoken interpersonal communications.
The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations.

The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.

The student elicits information and clarifies meaning by using a variety of strategies.

The student states and supports opinions in oral interactions.

The student initiates and sustains interaction through the use of various verbal and nonverbal strategies.

The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.

The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.

The student self-monitors and adjusts language production.

The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).

The student demonstrates knowledge and understanding of content across disciplines.

Primary Objective: The student engages in written interpersonal communications.
The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.

The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations.

The student writes formal correspondence in a variety of media using appropriate formats and conventions.

The student writes informal correspondence in a variety of media using appropriate formats and conventions.

The student elicits information and clarifies meaning by using a variety of strategies.

The student states and supports opinions in written interactions.

The student initiates and sustains interaction during written interpersonal communication in a variety of media.

The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.

The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.

The student self-monitors and adjusts language production.

The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).

The student demonstrates knowledge and understanding of content across disciplines.

Interpretive Communication
Primary Objective: The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.
The student demonstrates comprehension of content from authentic audio resources.

The student demonstrates comprehension of content from authentic audiovisual resources.

The student demonstrates comprehension of content from authentic visual resources.

The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

The student understands the purpose of a message and the point of view of its author.

The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of

authentic audio, visual, and audiovisual resources.

The student demonstrates critical viewing or listening of audio, visual, and audiovisual resources in the target cultural context.

The student monitors comprehension and uses other sources to enhance understanding.

The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).

The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in audio, visual, and audiovisual resources.

The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).

The student demonstrates knowledge and understanding of content across disciplines.

Primary Objective: The student synthesizes information from a variety of authentic written and print resources.
The student demonstrates comprehension of content from authentic written and print resources.

The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

The student understands the purpose of a message and the point of view of its author.

The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.

The student demonstrates critical reading of written and print resources in the target cultural context.

The student monitors comprehension and uses other sources to enhance understanding.

The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).

The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources.

The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).

The student demonstrates knowledge and understanding of content across disciplines.

Presentational Communication
Primary Objective: The student plans, produces, and presents spoken presentational communications.
The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).

The student retells or summarizes information in narrative form, demonstrating a consideration of audience.

The student creates and gives persuasive speeches.

The student expounds on familiar topics and those requiring research.

The student uses reference tools, acknowledges sources, and cites them appropriately.

The student self-monitors and adjusts language production.

The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).

The student demonstrates knowledge and understanding of content across disciplines.

Primary Objective: The student plans and produces written presentational communications.
The student produces a variety of creative writings (e.g., original story, personal narrative, script).

The student retells or summarizes information in narrative form, demonstrating a consideration of audience.

The student produces persuasive essays.

The student uses reference tools, acknowledges sources, and cites them appropriately.

The student self-edits written work for content, organization, and grammar.

The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).

The student demonstrates knowledge and understanding of content across disciplines.