

## **AP Syllabus 2012-2013**

### **Overview:**

This course is designed as a culmination of the students' previous four years of study of the French language and culture. They will use their previously acquired skills and knowledge to prepare for the AP French Language and Culture Examination and to use their communication skills in real-life situations beyond the classroom environment. Through the study and discussion of the six themes students will be able to review and expand their ability to use French for communication in the three primary modes – interpretive, presentational and interpersonal. The teacher conducts the class almost exclusively in French and encourages the students to use French as their primary method of expression.

### **Student Materials:**

Allons au-déla! Richard Ladd. Pearson Publishing, 2012.

AP French Preparing for the Language and Culture Examination, Richard Ladd. Pearson Publishing 2012.

Une fois pour toutes, Sturges, Nielson & Herbst. Longman, 1992, 2<sup>nd</sup> edition.

Trésors du temps, niveau avancé, Yvonne Lenard. Glencoe McGraw-Hill, 1997.

### **Reference materials:**

French news internet sites: TV5, France 2, Le Monde, Le Figaro, Radio-Canada, RFI, etc. as appropriate for theme related articles and videos

YouTube – various videos (music, cartoons, etc.)

Excerpts from French and francophone films as appropriate to the topic (ex. Entre les murs)

French songs as appropriate (ie. “Ma Philosophie”)

Ina.fr

## **General Organization:**

Class meets daily Monday – Friday for 45 minutes each day. We will spend approximately 4-5 weeks on each theme through the course of the academic year finishing up in mid to late April to allow a couple of weeks of intensive practice and preparation for the exam in May.

Students are expected to practice their French skills daily for at least 30 minutes outside of class either through given readings and assignments or supplemental materials provided by the teacher such as on-line links to videos, news articles, readings or other personal choices (such as communication with a French speaking family member, friend or pen-pal).

Time permits the study of only two to three of the sub themes of each main theme in any depth in class – students are encouraged to select readings from the other themes in the text and read them. During the study of each theme, a variety of activities will require the students to address the six Primary Learning Objectives during the course of each of the six themes while exploring the products, perspectives and practices of francophone countries.

At the beginning of each theme and chapter in Allons au-delà, the class will examine and discuss the “Questions centrales au débat” and the “Questions du chapitre” and then study the image and discuss the given questions for “Déchiffrons l’image”.

General vocabulary associated with each theme will be introduced when beginning the theme and additional vocabulary will be provided as needed for reading, discussing and writing about the topics. In each chapter, students will complete vocabulary improvement exercises and assessments including definitions in French, synonyms and antonyms to encourage the development of the skill of circumlocution.

To practice regular written interpersonal communication, the teacher will use a private class blog and post a theme related topic or question every other week. Students will check into the blog regularly and respond to the topic and their peers.

Grammar topics will be reviewed and taught as they arise related to each theme and as they come up in class and assignments, the teacher will review concepts as necessary based on student need and interest in understanding or strengthening ability in a concept.

Beginning in January, class time and homework assignments each week will be devoted to preparation for the AP exam using AP French Preparing for the Language and Culture Examination by Richard Ladd

## **Unit 1 – Global Challenges**

**Sub-themes: Tolerance, the environment, health, the rights of man, food production and war and peace.**

### **Chapter 1 (Allons au-déla) : Touche pas à mon pote! (Tolerance)**

Students were assigned summer work – grammar review exercises focusing on the present, past and conditional tenses, they were also to read “Le père éléphant” and submit an e-mail to the teacher in French addressing the lesson and theme of the story. The teacher will use the story as a jumping off point to introduce the idea of fear and how it relates to tolerance and xenophobia.

Read the bande dessinée “Les bijoux de la castafiore” by Hergé, respond in writing to the comprehension questions. (written interpretive)

Discuss in groups of three to four the interpretive questions and the cultural perspectives then come together as a class to discuss as a whole. (spoken interpersonal)

Read the excerpt of “Le racisme expliqué à ma fille” by Tahar Ben Jelloun and complete the comprehension and reflection questions individually and in small groups. (written interpretive and spoken interpersonal)

Research “la laïcité” in France since 1905 (and the 2004 law specifically) and immigration waves in France since 1870. Students will debate in class whether public schools should permit or forbid the wearing of the veil and other religious symbols and if the 2004 law contradicts the notion of tolerance. (spoken interpersonal)

Song – “Lettre à ma fille” by Idir – listen to song and discuss in relation to the class debate. (audio interpretive, spoken interpersonal)

Read news articles explaining the background and events leading to the 2010 expulsion of the Roms. Video clip regarding reaction to Nicolas Sarkozy’s expulsion of the Roms from France in 2010. Watch, respond to comprehension questions and discuss. (audio-visual interpretive, written interpretive, spoken interpersonal)

Write an essay comparing and contrasting how France and the US have dealt with immigration and the problems of racism and assimilation. (written presentational)

Students will research SOS Racisme on the internet and report back to the class. (written interpretive, spoken presentational)

### **Chapter 2 (Allons au-déla) – Préservons la nature (the Environment)**

Read “Soyez Polis” by Jacques Prévert, complete the comprehension and reflection questions individually and in small groups. Discuss the allegory and personification of the poem. (written interpretive, spoken interpersonal)

Listen to an audio passage regarding global warming, respond to comprehension questions. (audio interpretive)

Watch Greenpeace Polar Bear “Save the Arctic” commercial regarding global warming, read article from Radio-Canada on the topic – write an essay to compare and contrast the message of each. (visual interpretive, written interpretive and written presentational)

Song: “Aux Arbres Citoyens” by Noah Yannick – watch and discuss the various environmental problems addressed in the song. (visual interpretive, audio-visual interpretive, spoken interpersonal)

Song: “Respire” by Mickey 3D – watch the video without the sound – discuss what they see happening, watch again with sound then watch with the lyrics and discuss the message and their response to it. (audio and visual interpretive, spoken interpersonal)

Read the poem “Sac en Plastique” by Anthony Ducouret – students write their own poems about ecological concerns and share with the class (written interpretive, written presentational).

Work in groups of four to five, discuss various environmental concerns then select one that they feel needs immediate attention, come up with solutions and suggestions to address this problem. Create a visual (chart, power point, poster, etc.) and present the problem and their proposed solutions to the class. (spoken interpersonal and spoken presentational).

Read article regarding Apple and renewable energy for its manufacturing plants from Greenpeace.fr. (written interpretive)

Read “Le recyclage en France: on croule sous les déchets” – research recycling in France and the US and write a letter to the President or CEO of an international company encouraging them to reduce their waste, recycle and pursue renewable energy based on the research. (written interpersonal)

## **Unit 2 – La Science et La Technologie**

**Sub-themes: Current research topics, discoveries and inventions, ethical questions, future technologies, intellectual property, the new media and social impact of technology**

### **Chapter 8 (Allons au-déla) – Toutes ces inventions technologiques! (New means of communication)**

General discussion of technology – everyday uses – what, how, when, for how long, what is “essential” and why, what is your favorite technology? what do you think is the most important technological innovation? (spoken interpersonal)

Read “La fin des livres” by Albert Robida and Octave Uzanne and complete the comprehension and reflection questions individually and in small groups. (written interpretive and spoken interpersonal)

Listen to the audio passage regarding the digital revolution and respond to comprehension questions and discuss. ( audio interpretive and spoken interpersonal).

Read “La mauvaise surprise Kindle” by Maxim Chattam and complete the comprehension questions individually. With a partner, discuss personal preferences and explain your thoughts regarding e-Readers compared to books. (written interpretive and spoken interpersonal)

Each student will select an invention that s/he feels has had a major impact on the history of the world. The student will find a picture of the invention and research the invention and give an oral presentation on it to the class. (spoken presentational)

Choice of activities in groups of two. 1) Select a technology that has undergone (and is still undergoing) changes – find pictures and detail chronologically how and why the technology has changed to meet the needs of the times OR 2) Create a new gadget to help with an everyday task and create an infomercial to describe it explain what needs it meets and how it can be used. Partners will present their projects to the class. (spoken presentational)

### **Chapter 9 (Allons au-déla) - Attention! Ne pas ouvrir! (Technology and its effects on society)**

Read an excerpt from “Acide sulfurique” by Amélie Nothomb and complete the comprehension and reflection questions individually and in small groups, discuss the reading as a class. (written interpretive and spoken interpersonal)

Listen to a podcast from Radio-France Internationale in which they discuss the use of new scanners in airports, respond to comprehension questions. (audio interpretive)

Student selection of activities: 1) Survey friends and family regarding technologies used and possessed in their lives daily, etc. – create a graphic to report back to the class on their findings 2) Write a story or cartoon in which they illustrate a gadget used every day that has positive or negative effects on the users and share with the class OR 3) Create a “T” chart that compares the positive and negative effects of various technologies on our lives and present it to the class (spoken presentational).

Class discussion and informal debate regarding the pros and cons and the morality and limits of using new inventions/technologies. (spoken interpersonal)

Read “Tricher au bac comme un geek” from L’Express 2010 and discuss as a class (written interpretive and spoken interpersonal)

Select a technological advance or gadget from the last hundred years that is used or affects everyday life, research its history and development. Write an essay in explaining what need or role it plays in everyday life, explain the benefits of it and explain the negative effects it has or could potentially have on society. Express your personal opinion about the advance or gadget in relation to society. (written presentational)

Revisit the overarching essential questions of this Theme – discuss as a class. Students select one of the three questions to write an essay that presents their point of view OR work with a partner, select one of the questions and orally debate the question for the class. (written OR spoken presentational)

### **Unit 3 – La Vie Contemporaine**

**Sub-themes: Publicity and marketing, health and well-being, housing, leisure and sports, education, rites of passage, the world of work, and travel.**

#### **Chapter 10 (Allons au-delà) – Cherchez! Comparez! Achetez! (Publicity and marketing)**

Read an excerpt from “99 Francs” by Frédéric Beigbeder and complete the comprehension and reflection questions individually and in small groups, discuss the reading as a class (written interpretive and spoken interpersonal).

Working with a partner, imagine that you have just seen an ad for a product that your partner absolutely needs. Role play the conversation in which you call and describe the product and why you think your partner needs it. Change roles. (Spoken interpersonal)

Listen to an audio passage discussing callcenters, respond to comprehension questions, work in small groups to discuss the subject using given prompts. (audio interpretive)

Look at two ads for Perrier, respond to questions in small groups. Write a brief comparison of the two discussing to which group each is designed to appeal and why, which do you think is more effective for the product and why. (spoken interpersonal, written presentational)

Read “Apple introduit le blocage des publicités dans Safari”, respond to comprehension questions and discuss as a class. (written interpretive, spoken interpersonal)

#### **Chapter 11 – Le Temple de la Famille (Housing)**

Read “Les Petits enfants du siècle” by Christine Rochefort. Respond to comprehension questions, discuss les Allocations familiales, la Cité, le HLM and la sécurité sociale – what they are and what their purposes are and make cultural comparisons with the US. (written interpretive and spoken interpersonal)

Read “Qui sont les SDF?”, respond to comprehension questions and discuss. (written interpretive and spoken interpersonal)

Watch the music video “Pauvre Type” by Amadou and Mariam and look at the lyrics. Discuss homelessness and personal experiences with the homeless and how they are portrayed in movies, on TV and in the media. (audio-visual interpretive, spoken interpersonal)

Listen to an audio passage regarding the attitude of “home sweet home” and the importance placed on being home and respond to comprehension questions, discuss in small groups using given prompts. (audio interpretive and spoken interpersonal)

Students will find a picture of a residence in France (or other Francophone country) and create a story of the people who live in the residence. Students will find other visuals to support their descriptions and create a visual and present their project to the class. (spoken presentational)

Look at graphic showing principal residences in France. Research the same information for the US and make comparisons in small groups. (written interpretive and spoken interpersonal)

Work in groups of three. Select a francophone country and research housing in that country. Find pictures of examples of types of house, research cost, whether and how many people buy or rent, where are these types of residences located, what are the percentages of people who live in them (create a graphic to show the numbers), find classified ads on-line for various types of housing – what are the abbreviations used and what do they mean, what information is included in the ad. Create a power point or video to show your findings. (written interpretive and spoken presentational)



## **Theme 4 – La Quête de soi**

**Sub-themes: Alienation and assimilation, beliefs and values, language and identity, nationalism and patriotism.**

### **Chapter 16 (Allons au-delà) – T’es né en France, toi? (Alienation and assimilation)**

Read excerpt from “Béni ou le paradis privé” by Azouz Bégag, complete the comprehension and reflection questions individually and in small groups. (written interpretive and spoken interpersonal)

Listen to a podcast about the rights of immigrants and how they compare to nationals and respond to comprehension questions. (audio interpretive)

Work as a class to create a survey to give to the general school population. Students will come up with 10 questions and each student will ask at least 10 different students the questions and share their results with the class. Students will individually interpret the results of the survey and write a e-mail to an e-pal in a Francophone country in which they describe the make-up of the school and results of the survey to give the e-pal a “snapshot” of our school. (written interpersonal)

Read “Immigration – ces étrangers, élèves modèles”, respond to comprehension questions. (written interpretive)

Watch selected scenes from the film “Entre les murs” relating to immigration and assimilation and alienation, discuss as a class. (audio-visual interpretive, spoken interpersonal)

Discuss the effects of immigration – work in small groups to discuss racism and assimilation of immigrants and problems that immigrants and children of immigrants can face, what aspects of their original culture do they maintain and what do they adopt? Base the discussion on personal experiences and observation and make cultural comparisons between the US and Francophone countries.

### **Chapter 17 (Allons au-delà) – Revenons aux valeurs traditionnelles (Beliefs and values)**

Read “Aux Champs” by Guy de Maupassant, complete the comprehension and reflection questions individually and in small groups. (written interpretive, spoken interpersonal)

Work in small groups to discuss statements pertaining to the reading and the decisions of the characters in the reading then record responses of agreement or disagreement with the statements. (spoken interpersonal)

Listen to an audio passage from Radio-France Internationale regarding the effects of Islam on the western world and respond to comprehension and discussion questions. (audio interpretive and spoken interpersonal)

Look at two charts regarding religion and practice of religion in France. Compare and discuss the information in small groups, what conclusions can be drawn from the information presented. (written interpretive and spoken interpersonal)

Music videos “Ma Philosophie” by Amel Bent and “Metisse” by Yannick Noah – discuss the themes (audio-visual interpretive and spoken interpersonal)

Select a famous francophone immigrant, research their lives and successes. Present findings to the class concentrating on how they identify themselves publicly, give examples of how they have assimilated and/or how they have maintained their cultural identity within their new country, what values do they promote and how. (spoken presentational)

## **Theme 5 – La famille et la communauté**

**Sub-themes – Social relationships, childhood and adolescence, customs, family, friendship and love**

### **Chapter 21 – Allons les enfants! (Childhood and adolescence)**

Read “Le Petit Nicolas: On a eu l’inspecteur” by René Goscinny, complete comprehension and reflection questions individually and in small groups. (written interpretive and spoken interpersonal)

Watch the video “Le Petit Nicolas: on a répété pour le ministre” on YouTube – discuss classroom inspections by administrators and the reasons for them. (audio-visual interpretive, spoken interpersonal)

Write an original story about Nicolas and his school pals making sure to keep the same register and expressions and respecting the personalities of the characters. (written presentational)

Class discussion of the adage “Il faut tout un village pour élever un enfant” (spoken interpersonal)

Look at a chart about the educational system in France – write a brief comparison of it to that in the US. (written interpretive, written presentational)

Listen to a podcast regarding Léopold Sédar Senghor and respond to comprehension questions. (audio interpretive)

Watch film clips from “Entre les murs”, “Diabolique”, “Avoir et Être” and “Les Choristes” – discuss similarities and differences between schooling in France and the US and changes through time.

Read “Le Cancre” by Jacques Prévert and respond to comprehension questions. Discuss personal experiences in school with students like the one in the poem. (written interpretive, spoken interpersonal)

Read “Driss” an excerpt from Shérazade, respond to comprehension questions and discuss. (written interpretive, spoken interpersonal)

### **Chapter 20 – Gravir l’échelle sociale (Social relationships)**

Read “La Parure” by Guy de Maupassant, complete comprehension and reflection questions individually and in small groups. (written interpretive and spoken interpersonal)

Work in small groups of three to four. Create “T” charts in which the signs of poverty and richness are compared – one chart will cite examples from “La Parure”, the other will indicate examples from daily life. Explain the charts to the teacher. (spoken interpersonal, spoken presentational)

Watch scenes from “Madame Bovary” (1991 version directed by Claude Chabrol). Write a brief comparison of Mesdames Bovary and Loisel. (audio-visual interpretive, written presentational)

Listen to an audio passage about children in the streets during the Middle Ages and comparing it to today. Respond to comprehension questions. (audio interpretive)

## **Theme 6 – Beauty and Aesthetics**

**Sub-themes – Artistic heritage, architecture, visual arts and ideals of beauty, music and performing arts**

### **Chapter 25 (Allons au-delà) – Vive la France! (Artistic heritage)**

Read the poems *La ballade des pendus* by François Villon, *Mignonne, allons voir si la rose* by Pierre de Ronsard, *Le corbeau et le renard* by Jean de la Fontaine and *Il pleure dans mon cœur* by Paul Verlaine. Complete comprehension and reflection questions individually and in small groups. (written interpretive and spoken interpersonal)

Select a French poem to present orally and “dramatically” to the class, pay specific attention to pronunciation, fluency and expressiveness. (spoken presentational)

Listen to an audio passage from Radio-Canada about Neanderthal men and the civilized elements that have been discovered among them. Respond to comprehension questions. (audio interpretive)

### **Chapter 27 (Allons au-delà) – La vie en rose (Music)**

Watch scenes from the film “Moderato cantabile” then read a selection from the play and respond to comprehension and reflection questions individually and in small groups. (audio-visual interpretive, written interpretive and spoken interpersonal)

Listen to an audio selection from Canal Académie discussing the work of composer Maurice Ravel and respond to comprehension questions. (audio interpretive)

Work in small groups of three or four. Select a francophone culture and research the music of that culture. Describe the elements that characterize it, which instruments are most popular or common, who are the best known artists, select two or three songs representative of the culture, print out the words for each. Present your findings and play the songs for the class. (audio interpretive, spoken presentational)

Read “Marion Cotillard: Piaf réincarnée” by Brigitte Baudin and respond to comprehension questions. (written interpretive)

Watch selected scenes from the film “La vie en rose” and discuss Edith Piaf’s life. (audio-visual interpretive and spoken interpersonal)

Listen to “Non, je ne regrette rien” by Edith Piaf and discuss the theme of the song. (audio interpretive and spoken interpersonal)

Listen to the song “Piaf chanterait du rock” by Céline Dion and discuss how music affects our lives and how it reflects our culture, mood and the times.

Read “Mémorables Misérables” and respond to comprehension questions. (written interpretive)

Listen to an audio passage about the Théâtre du Chalet à Paris” and respond to comprehension questions. (audio interpretive)

Work in small groups of three to four and discuss different types of performances (concerts, sporting matches, plays, circuses, carnivals, etc.) Create a visual chart comparing and contrasting them – what do they have in common, why do we go to them, etc. Present and explain to the teacher. (interpersonal spoken and presentational spoken)

Select a famous French architectural structure – research the history and historical context, explain what makes it famous and aesthetically pleasing, what are its features. Make sure to find pictures of it – create a presentation (power point or video) to present to the class. (spoken presentational)

Write an essay responding to the question “What role do the Fine Arts play in everyday life?” (written presentational)