

# AP<sup>®</sup> French Language and Culture

## Introduction

Our mission is to offer access and opportunity for all students to gain culturally authentic world language reading, writing, listening, and speaking skills that students will need to become college and career-ready in a 21st Century global marketplace. Our online AP French Language course is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical and communicative skills. The AP French Language course prepares them for the AP French exam. It uses as its foundation the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century. The course is designed as an immersion experience requiring the use of French exclusively. [CR1] The online learning coach only uses French to communicate with students. In addition, all the reading, listening, speaking and writing is in French.

## Required Themes [CR2]

The course is based on the six themes required by the College Board, namely,

1. **Families and Communities**- Students read newspaper articles from [Le Monde](#) on traditional families and modern families. They write about and discuss the similarities between families in France and compare to the family and culture in their own country.
2. **Personal and Public Identities**- Students read and discuss excerpts from an article about [Jacques Chirac](#). Students compare to a political figure from their own country.
3. **Beauty and Aesthetics**- Students express opinions about women's roles in France and other French-speaking countries. Students investigate and present the history of a French-speaking city through its architecture and monuments. To accomplish these tasks students are provided with articles from *franceculture*, *radiofrance*, among other authentic sources.
4. **Science and Technology** – Students learn about French women in science. They watch a video from [tv5monde](#) and prepare an oral presentation about the possible reasons why there are not enough women in science. Student identify and name stereotypes if any. They compare and contrast the role of women in science in their own country.
5. **Contemporary Life** – Students discuss issues of health and well-being, based on a variety of audio and print sources. Authentic sources include health and wellness articles from [lexpress.fr](#), among others.
6. **Global Challenges**- Students explore the [Portail Humanitaire](#) site to choose a French-speaking country to defend. Students choose a humanitarian organization and organize a campaign to help their chosen country. Students explore the site [diplomate.gouv](#) and write and discuss about the European Ministry and Foreign Affairs, particularly affairs between France and the United States.

## Products, Practices, and Perspectives of French Culture [CR3]

Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. The course contains a forum where students share their own opinions about the culture studied and comment on other students' posts. The prompts in the forums allow students to discuss different aspects of the target culture and compare them to their own.

## Cultural Comparisons [CR4]

Students learn about French cuisine by exploring different authentic French culinary sites that offer different recipes. Students explore the recipes and ingredients used to prepare those meals. They then write a report about French cuisine -their favorite recipe- and compare it to their favorite meal from their own country. Students also share the recipes they explored in a class forum.

Students learn about fashion and designer clothes in France, and about the art of making perfumes. Students prepare a written report about what they have learned about French products and practices and compare to their observations about fashion and perfumes in their own country.

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## Instructional Materials [CR5]

Students will improve reading skills via authentic sources in both written/print format (e.g., newspaper, magazine, and literary texts) and visual format (e.g., graphs, charts, tables, maps, and infographics). Students will also improve their listening skills via authentic audio and video recordings.

### Audio

Good sources for authentic audio include, but are not limited to:

- France-culture
- Radio France
- France Inter
- Le journal du net
- TV5.org

### Visual

Sources for authentic visual materials include, but are not limited to:

- Graphs
- Maps about World Literacy Rates
- Art paintings from Impressionism era

### Audiovisual

Sources for authentic audiovisual materials include, but are not limited to:

- TV5 Monde
- Tf1
- Ina.fr
- Passeportsanté.net
- Essec.fr

### Written/Print Literary

Sources for authentic written/print literary materials include, but are not limited to:

- *La Fontaine Fables (Le Dragon à plusieurs têtes et le Dragon à plusieurs queues)*
- *Victor Hugo Poem (Mes Poèmes)*
- *La Symphonie Pastorale*

### Written/Print Non-Literary

Sources for authentic written/print non-literary materials include, but are not limited to:

- *L'Express*
- *Le Figaro*
- *Le Monde*
- *L'Internaute*

## Course Objectives

After completing this course, students will be able to:

- Prepare for the AP French Exam
- Comprehensively review French grammar topics, ranging from basic verb conjugation to complex sentence formation

- Learn about advanced topics in French culture and civilization such as the conception of beauty, non-governmental organizations, and specific industries such as aerospace engineering, mass transit, and fashion
- Acquire new vocabulary and expressions covering the College Board's six themes
- Fine-tune skills in reading and understanding French
- Perfect their ability to write clearly and coherently in French
- Instigate and/or carry on involved conversations in French on a wide variety of topics
- Express themselves verbally with correct grammar, rich vocabulary, and clear pronunciation
- Persist in study of French by providing an interesting variety of activities

## Course Outline

Semester 1			
Unit	Unit Themes	Grammar	Culture
1	French School System College & Higher Education Life in France	Present Verbs ending in -er, ir, -oir Definite/ indefinite articles Possessive adjectives Numbers/dates review Irregular Verbs: etre, avoir, faire, aller Adjective agreement Double Verb Sentences Near Future, Negative	Parental authority and grading systems in school French regions
2	Tourism in Francophone countries Transportation/ Vacation Francophone Food/ Restaurants	Il y a Geographical prepositions Interrogatives Adverbs of location Indefinite pronouns Comparatives Expression: il faut Linking words	TGV & Eurostar trains French people and vacation French Castles Tourism in Francophone Countries Eiffel Tower French Dialects Algeria Importance of food in France & Senegal
3	Written Press Weather Television Media	Demonstrative Pronouns Reflexive The Imperative Passé Composé & Past Participles Imperfect Simple Past	Freedom of the Press Old French Weather Song La Fontaine Fables Idiomatic Expressions Victor Hugo Poem French & Leisure & Culture Haiti

Midterm and AP Exam Practice			
4	Art Art & Architecture	Passé compose vs. imperfect Plus-que-parfait Relative pronouns Verbs: vouloir, savoir, devoir, pouvoir Adverbs	Statue of Liberty: Gift Rodin/Monet Museums Paris Bridges/ History/ Monuments Tunisia, Ecological Habitat Lyon
5	Technology & People Latest Technology & the Industry Science & Health	The simple future Future antérieur Conditional Past Conditional Making Hypotheses Idiomatic Expressions w/avoir, faire, prendre	French gadgets & inventions Conquest of the air Air France & the Concord Difference between French & American Health Systems French Scientific Contributions/Nobel Prizes Women & Science
6	Fashion Sport Clothes	Possessive Pronouns Present Participle & Gerund Direct Object Pronouns Indirect Object Pronouns Y vs. En	French Fashion Schools Fashion & Body Image Fur French Perfume Baudelarie Poem About Perfume Yannick Noah & Other French Sport Celebrities French Customs in Stores Large Companies Accountability Ecological Clothes
Final Exam and AP Practice Exam			
Semester 2			
Unit	Unit Themes	Grammar	Culture
7	Olympic Games The NGO's International Organizations	Verbs Attached by Prepositions Partitives Tout & All Its Forms	Fencing Doping in Olympic Games Languages of the Olympics Humanitarian Relief Doctors w/out Borders & Other Organizations The UN/ Becoming a Translator Francophone Humanitarians

			World Catastrophes & Humanitarian Aid Haiti & Humanitarian Aid
8	Franco-American Relations The European Union European Elections Francophone Politics Acronyms	Subjunctive: How to Form It Subjunctive & Irregular Verbs Subjunctive: When to Use It	NATO Terrorism French Military Victor Hugo and Europe Comparison of European & American Flags Stereotyping Europe & The Treaty of Rome European Bill of Rights Colonialism/ Immigration French Bill of Rights European Institutions
9	Agricultural / Food Companies Cosmetics Multinational Companies	Subjunctive & Conjunctions Subjunctive w/ Doubt & Probability Impersonal Expressions	Self-Reliant/ Sufficient Living French Agricultural High School Farming Life Cheesemaking Pharmaceuticals & Medical Research Medication Safety Commercial Beauty French Pharmacies French Cinema French Car Manufacturing Luxury Items/ Counterfeit Belgium & Diamond Industry
<b>Midterm and AP Exam Practice</b>			
10	Life After High School Living Healthy Money	Past Subjunctive The Infinitive Form Indirect Discourse Direct Discourse	A French Apartment Renting Dating Going Back to Natural Food French Meals & Its Social Aspect French Resumé/ Job Hunt Interview/ How to Dress
<b>AP Exam Practice</b>			
<b>Final Projects</b>			

## **Skill Category 1: Comprehend Written, Audio, Audiovisual, and Visual Text [CR6]**

Students read the article "[Nouvelle descente policière dans un cinéma](#)" and then respond with demonstrated comprehension about the article. In their weekly class discussion, students discuss if cinemas should allow spectators to bring food purchased outside the movie theater. Why or why not? Students will discuss both sides of the issue.

## **Skill Category 2: Make Interdisciplinary and Cultural Connections [CR7]**

Students read about [Impressionism](#) and the art of Claude Monet. On their own, students research impressionism in their own country. From the articles and their own research, they prepare an oral presentation about Impressionism in France and in their own country. In their presentation, students should add what influenced the impressionism era in each country. They compare and contrast paintings from both countries. What are the similarities? What are the differences? Students also add their opinion about which paintings are their favorite and why.

## **Skill Category 3: Interpret the Content of Written and Audio Text [CR8]**

Students read two articles from VOA News about bilingual education: "Burkina Faso: l'école mise sur le bilinguisme" and interpret information from a map on world literacy rates. They also listen to an audio source from the ONG about education in Africa. Students gather information from these articles to write a persuasive essay. They should interpret the information from each article and present the different viewpoints from all three sources. Then the student writes their own point of view on the topic and defends it thoroughly.

## **Skill Category 4: Make Meanings from Words and Expressions [CR9]**

Students read authentic sports articles from [lintern@ute](#). In their weekly class discussion, they share the articles they read and teach key new vocabulary found in the articles.

## **Skill Category 5: Communicate Interpersonally by Speaking with Others [CR10]**

- As students prepare for life after high school, they are to prepare their resumé and prepare for a job interview. In their weekly class session, students are paired with another classmate to role play a job interview and foster their interpersonal skills. One student will serve as the interviewer and the other will be the applicant. After doing this role play once, students can switch roles or switch partners.
- Students practice speaking through weekly "Class Connect" sessions where the students and teacher meet online as a class. Students interact spontaneously as well as more formally in French with other students and with the teacher.

## **Skill Category 6: Communicate Interpersonally by Writing to Others [CR11]**

- Students participate in a forum discussion about service in non-profit organization. Students respond to the question posted by the instructor and are required to respond to at least two other classmate's posts asking for clarification and suggesting further ideas on their service for a non-profit organization.
- Students write several paragraphs and/or forum posts in which they respond to and interact with the teacher and other students. The various prompts (typically related to one of the six themes) ask students to analyze a specific aspect of a theme, make cultural comparisons, and comment on the posts of other students. These paragraphs/posts are evaluated based on a student's use of various vocabulary words, grammatical structures, language structures in context, and overall fluency to convey meaning.

## **Skill Category 7: Communicate Through Spoken Presentations [CR12]**

Students are to research and gather cultural information about a French-speaking country and prepare an oral presentation. In their presentation, they must compare their own community to the community of the French-speaking country they have chosen. Students should practice and demonstrate public speaking techniques (eye contact, gestures, emphasis, voice fluctuation, etc.) in preparation to submit their oral presentation.

## **Skill Category 8: Communicate Through Written Presentations [CR13]**

Students research a French-speaking country they would like to visit. They then prepare to write a detailed travel itinerary and budget for their trip. Their itinerary and budget should include real prices for airfare, hotels, tours, in-country transportation, etc. They should also include true times for tours and transportation times, according to the research they have done. Students should cite the authentic sources used.

## **Real Life Situations [CR14]**

- As part of using the language outside the classroom, students choose a French event to attend (in person or by viewing online.) The French event can be a cultural event, a performance, a film, etc. Students share their experience by providing a written review of their event to the teacher and then sharing it with their classmates during their weekly session.
- Students read and write summaries from current articles in French newspapers.
- Students listen to authentic French songs, videos, and podcasts.
- Students make a regular schedule for conversing in French with native French speakers (in the Intermediate to Advanced ranges), gathering information from authentic sources, and participating in cultural events of French-speaking communities. They check in regularly with their teacher to report on their progress and adherence to the schedule.