



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): World Languages

Program of Study: AP French Language & Culture

Course Title: French V – AP 1305

Grade Level: Students in grades 9-12 who have successfully completed French IV

I. Course Overview

The AP French Language & Culture course, conducted completely in French, aims to prepare students to demonstrate their level of French proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]) and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* (Communications, Cultures, Connections, Comparisons, and Communities).

The syllabus is organized according to six themes in four units, which will be studied in depth throughout the course of the year. These themes are: global challenges, science and technology, contemporary life, personal and public identities, the family and the community and beauty and aesthetics. Within the framework of the four units students will be using three modes of communication as defined by the Standards for Foreign Language Learning: Interpersonal, Interpretive and Presentational. More specifically, students will learn to communicate in the target language, demonstrate an understanding of the culture, incorporate interdisciplinary topics and use the target language in real-life settings.

II. Units of Study

Unit 1: Family & Communities / Personal & Public Identities

Unit 2: Global Challenges and Contemporary Life

Unit 3: Beauty and Esthetics

Unit 4: Science and Technology

III. Learning Objectives

As aligned with the 2014 NJ Curriculum Content Standards, and in keeping with the ACTFL Proficiency Guidelines, for Advanced- Low, the objectives are as follows:

Interpretive:

Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.

Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

Analyze the use of verbal and non-verbal etiquette in the target culture(s)



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and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. Evaluate information from oral and written discourse dealing with a variety of topics. Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres. Infer the meaning of some unfamiliar words and phrases in academic and formal contexts. Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal:

Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information. Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests. Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies. Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings. Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics. Use language in a variety of settings to further personal, academic, and career goals.

Presentational:

Create a research-based multimedia-rich presentation to be shared virtually with a target language audience. Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. Use language creatively in writing for personal, career, or academic purposes. Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English. Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture. Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and



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experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

IV. Essential Questions

Unit 1: Family & Communities / Personal & Public Identities

- What constitutes a family in different societies?
- How do the roles that families and communities assume differ in societies around the world?
- How do language and culture affect identity?

Unit 2: Global Challenges and Contemporary Life

- How is contemporary life influenced by cultural products, practices and perspectives?
- What are the challenges of contemporary life?
- What environmental, technological and scientific issues pose challenges to societies throughout the world?
- What are the origins of those issues and what are some possible solutions?

Unit 3: Beauty and Esthetics

- How are perceptions of beauty and creativity established?
- How do ideals of beauty and aesthetics influence daily life?
- How do the arts both challenge and reflect cultural perspectives?

Unit 4: Science and Technology

- How do developments in science and technology affect our lives?
- What role do ethics play in scientific advancement?
- What factors have driven innovation and discovery in the fields of science and technology?

V. Key Performance and Benchmark Tasks

1. In the language lab, students will practice recording a simulated interpersonal conversation and/or oral presentation. All samples are assessed using the AP scoring guidelines for this assignment. Sometimes the teacher scores the work and other times the students and their classmates score each other. This is an excellent way for students to internalize and understand the scoring guidelines.

2. Students will write formal, well-organized presentational essays, such as:

a) A persuasive essay on an appropriate topic in reaction to a text/audio/image and/or information discussed or viewed in class.

b) A reflective essay related to personal experience(s) vis-a-vis the thematic unit covered.

The students will present their own point of view and compare and contrast with the sources, while also making comparisons between languages and cultures.



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3. Students will give oral presentations to the class on an ongoing basis. They will again compare/contrast what they have read or watched in French to something else they have read/watched/experienced and/or a related current event. The sources should be clearly stated. Their options may include, but are not limited to:

- a) Read an authentic piece in French (i.e. newspaper/magazine article, short story, etc.) and summarize and analyze it. The students will present their own point of view and support their position with valid substantiation from the material read.
- b) Watch or listen to an hour of authentic French programming and summarize and analyze the program. This may also be done with an authentic French-language film (movie or documentary.)
- c) Talk and evaluate a personal experience (visit to a restaurant, museum, trip, etc). The student will present their own point of view and support his/her position.

4. Throughout the year, students will learn about francophone culture with a “Deuxième Vie,” or a second identity, which they create based on the idea of seeing life through the eyes of someone from a different part of the world. This “Deuxième Vie” will cover such themes as personal identity, contemporary life and global challenges in an ongoing thread and culminate in the final project at the end of the year.

5. Summative Year Assessment: Each student will keep an *Electronic Personal & Academic Growth Portfolio* where they will be collecting evidence of growth in their knowledge and understanding of the Spanish language and culture. Portfolio entries options include but are not limited to: Reflection Log entries, “pin” pictures and comments, videos, e-mails, blogs, favorite class activities/tests, real life activities (trips, visits to museums, etc) and more. The heart of the portfolio process is reflection. The students should be able to:

- Evaluate and Synthesize evidence
- Initiate and complete process independently
- Demonstrate sophisticated reflection
- Focus reflection of evidence on "What I have done and why"
- Time management
- Problem solving/Goal-setting

All students will complete a preliminary assessment during the first week of September based on the Interpersonal, Interpretive, and Presentational modes of communication. These assessments will form the basis of the portfolio of student work, so that both student and teacher may monitor learning throughout the year. The portfolio will be reviewed by the teacher at the end of each quarter. The portfolio will be graded and it will be presented to the class at the end of the four units.

VI. Instructional Materials - Materials may include but are not limited to:

Mitschke, Cherie. Imaginez. Boston: Vista Higher Learning, 2007.

(This textbook offers an integrated program with related internet resources available to the student at www.imaginez.vhlcentral.com , which includes audio, video, grammar, etc.)



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Through a variety of texts of literature and essays, students will be afforded a mixture of authentic short stories, songs, poems and journalistic texts designed to stimulate their interest and make learning more relevant.

Various other resources will be used such as films, music, literature, etc. Examples of these materials are listed below; however, this list is neither all-inclusive nor limiting.

- Films – i.e. feature-length films as well as short duration films
- Prose and poetry, i.e. “Lecture Sans Torture” from En D’Autres Termes
- Works of art to analyze, compare, contrast
- Extensive use of internet resources for current, authentic newspaper articles, radio programs, video news clips, songs, etc. from a variety of websites all over the French-speaking world
- Consistent and frequent use of the Language Lab for interpersonal, interpretive and presentational communication.
- Teacher-designed culture and vocabulary units.
- College Board materials for AP Exam practice (i.e. AP Prenons, etc.)

Various Internet sites and Web-based learning portals such as:

www.lemonde.fr

www.quia.com

www.tv5.org

www.bbc.co.uk/languages/french/mafrance

www.quizlet.com

www.languagesonline.org

www.rtl.fr