Mme Katie Gordon AP® French Language and Culture

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Alabama School of Fine Arts

Course Description:

AP® French Language and Culture is a college-level course intended for students in their fourth year of study of French. **Every effort is being made to conduct the class exclusively in French.** The three modes of communication (**Interpersonal, Interpretive and Presentational**) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP® French Language and Culture course. Students who enroll in this course should already have a good command of the grammar and considerable competence in listening, reading, writing, and speaking. When communicating, students in the AP® French Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (connections), and make comparisons between the target language and the native languages in real-life settings. Note: students are expected to take the AP® French Language and Culture exam at the end of this course.

Required Text:

Delfosse, Kurbegov, and Draggett. *Thèmes*. (Vista Higher Learning)

Barron’s AP® French Language and Culture (3rd edition)

G. Pineau. *Un papillon dans la cité*. (3rd edition)

Supplementary Text:

Sturges and Nielsen. *Une fois pour toutes*. (3rd edition)

Ladd. *AP*® *French: Preparing for the Language and Culture Examination.* (Pearson 2012)

Sempé and Goscinny. *Le petit Nicolas*.

Other Sources and Materials:

France-Amérique: authentic current articles about French personalities and cultural scene

L’Express: authentic current sample articles on the environment, technology

TV5 monde: sept jours sur la planète, mot du jour, vidéos, podcasts

Music: Pascal Obispo (“Les fleurs du bien”), Patricia Kaas (“L' abbé caillou”), Francis Cabrel (“Saïd et Mohammed”), Zaz (“Je veux”), Stromae (“Papaoutai”) and many others

Films: *Molière*, *Madame Bovary*, *Inch'Allah Dimanche*, *Ressources Humaines, Les choristes*

Websites: tv5.org, lepointdufle.net, 1jour1actu.com, frenchculture.org, languageguide.org, allociné.fr, youtube.com and many others

**Course Planner based on Thematic Units**

**August/September Unit 1- Families and Communities**

1) **Vocabulary** related to family setting and politics and French identity. *Thèmes* Chapter 1

2) **Group conversation**: family introduction using personal pictures.

3) **Readings:** Une jeunesse solidaire, Facebook a-t-il détruit l’amitié, L’étudiant étranger, le carnaval de Nice.

4) **Grammar review**: Regular er-ir-re verbs, irregular and reflexive verbs; Idiomatic usage of the present tense; Imperative; Expressions of time; Le passé composé; L'imparfait

5) **Writing**: Relationship of parent and child

6) **Ladd AP**® **French book**

a) Interpretive Communication Print # 5, 17, 18, 20, 34

b) Interpretive Communication Audio # 2, 15, 30

7) **Supplemental Reading:**

*Le Petit Nicolas*

1. “Je suis malade”
2. “Je quitte la maison”

8) **Allons au-delà !**

a) Azouz Begag: “Le Gone de Chaâba” (p. 298)

b) René Goscinny: “On a eu l'inspecteur” (p. 304)

**September/October Unit 2- Contemporary Life**

1) **Vocabulary** related to education, sports, commercials and marketing, rite of passage. *Thèmes* Chapter 4.

2) **Group conversation**: city life vs country life, social differences in United States and Francophone countries.

3) **Readings**: Choisir son avenir, le chandail de hockey, les prospectus publicitaire en France, Tahiti.

4) **Grammar review**: Adjectives and adverbs; Comparative and superlative; Interrogative pronouns and adjectives; Possessive adjectives and pronouns

5) **Writing**: Life preference between the city and the country

6) **Ladd AP**® **French book**

a) Interpretive Communication Print # 2, 6, 11, 12, 13, 15, 16, 21, 27, 33, 40

b) Interpretive Communication Print/Audio # 2, 4, 6, 8, 12, 14, 17, 18, 20

c) Interpretive Communication Audio # 6, 10, 11, 13, 28, 31

d) Interpersonal Writing E-mail reply # 1, 5, 6, 9

e) Presentational Writing Essay # 4

f) Interpersonal Speaking Conversation # 1, 2, 4, 5, 6, 7, 9

7) **Supplemental readings:**

*Le Petit Nicolas*

1. “Rex”
2. “On a bien rigolé”
3. “Je fume”

8) **Allons au-delà !**

a) Daudet: “Le secret du Maître Cornille” (p. 184)

a) Dadie: “Le Pagne Noir” (p.198)

**November/December Unit 3- Beauty and Aesthetics**

1) **Vocabulary** related to visual art, beauty, architecture, music. *Thèmes* Chapter 3.

2) **Group conversation**: shopping in France and asking for directions; inviting someone on a date or to the movies.

3) **Readings**: Les arts et le patrimoine au Canada, Les Misérables, Cirque, Arts de la rue.

4) **Grammar review**: All relative pronouns; Reflexive verbs; Present participles and gerunds; Future and conditional tenses and “If” clauses.

5) **Writing**: How to write a descriptive critique of a work of art; How to write a narrative summary of a movie.

6) **Ladd AP**® **French book**

a) Interpretive Communication Print # 3, 7, 8, 10, 24, 26, 31, 32, 35, 36

b) Interpretive Communication Print/Audio # 16

c) Interpretive Communication Audio # 1, 3, 8, 16, 17, 18, 19, 24, 26, 32

d) Presentational Writing Essay # 2

7) **Supplemental readings**:

*Le Petit Nicolas*

1. “Un souvenir ...”
2. “Un chouette bouquet”
3. “Louisette”

8) **Allons au-delà** !

a) P. Verlaine: “Il pleure dans mon Coeur” (p. 363)

b) J. Prévert: “Pour faire le portrait d'un oiseau” (p. 380)

**December/ January Unit 4- Personal and Public Identities**

1) **Vocabulary** related to professional life; politics and independence in a Francophone world. *Thèmes* Chapter 6.

2) **Group conversation**: work interview; expressing personal political views and opinions.

3) **Readings**: Le racisme expliqué à ma fille, l’homme qui te ressemble, La Bretagne celtique, Qu’est-ce qu’être français?

4) **Grammar review**: Comprehensive review of Past tenses; Le Plus-que-parfait.

5) **Writing**: The importance of voting in a modern world.

6) **Ladd AP**® **French book**

a) Interpretive Communication Print # 9, 14, 22, 25, 37, 38, 39

b) Interpretive Communication Print/Audio # 9

c) Interpretive Communication Audio # 20, 27

d) Interpersonal Writing E-mail Reply # 3, 8

e) Presentational Writing Essay # 3

f) Interpersonal Speaking Conversation # 8

7) **Supplemental readings:**

*Le Petit Nicolas*

a) “Je fréquente Agnan”

b) “Le Petit Poucet”

8) **Allons au-delà** !

a) G. Roy: “Vincento” (p.224)

**February/ March Unit 5- Science and Technology**

1) **Vocabulary** related to discoveries and inventions, moral choices, the future of technology. *Thèmes* Chapter 2.

2) **Group conversation**: How to be assertive in a conversation; How to win an argument

3) **Readings**: Smartphones : Plus on est accro, La maison de demain, De la Terre à la Lune, Les OGM, qu’est-ce que c’est ? L’ipad à l’école.

4) **Grammar review**: Demonstrative adjectives and pronouns; Verbs with à /de + infinitive; The passive voice and indefinite adjectives and pronouns.

5) **Writing**: How to write an argumentative speech

6) **Ladd AP**® **French book**

a) Interpretive Communication Print # 4, 23, 29

b) Interpretive Communication Print/Audio # 3, 7, 10, 11, 13

c) Interpretive Communication Audio # 4, 9, 12, 22, 23, 25

d) Interpersonal Writing E-mail Reply # 4, 7

e) Presentational Writing Essay # 6, 7, 8, 9

f) Interpersonal Speaking Conversation # 3

7) **Supplemental readings**:

*Le Petit Nicolas*

a) “Le Bouillon”

b) “L'inspecteur”

8) **Allons au-delà** !

a) A. Robida: “La fin des livres” (p. 112)

**March/April/May Unit 6- Global Challenges**

1) **Vocabulary** related to the economy, the environment, health, tolerance, the rights of man. *Thèmes* Chapter 5.

2) **Group conversation**: How to discuss ethnic and religious background; Discuss the Maghreb immigration in France.

3) **Readings**: *Un Papillon dans la Cité* (G. Pineau)

4) **Grammar review**: Direct/indirect object pronouns; Y/En; Stressed pronouns; Present/ past subjunctive with all usage.

5) **Writing**: How to improve a composition using transition words

6) **Ladd AP**® **French book**

a) Interpretive Communication Print # 1, 19, 28, 30

b) Interpretive Communication Print/Audio # 1, 5, 15, 19

c) Interpretive Communication Audio #5, 7, 14, 21, 29, 33

d) Interpersonal Writing E-mail Reply # 2, 10

e) Presentational Writing Essay # 1, 5

f) Interpersonal Speaking Conversation # 10

7) **Supplemental readings**:

*Le Petit Nicolas*

a) “Les Cowboys”

b) “Djodjo”

8**) Allons au-delà !**

a) Tahar Ben Jelloun: “Le racisme expliqué à ma fille” (p.10)

b) A. Rimbaud: “Le dormeur du Val” (p.80)

Grade Distribution:

There are two different categories: assessments and classwork/homework, and grades will be averaged using a total points system. Assessments are quizzes, chapter tests, projects, and exams. Typically, classwork will be graded for correctness, and homework will be graded for completeness.

Assignments:

In order to progress in this class, students must review the material daily. **Preparation for this class is imperative**. Students will be asked to prepare presentations, read assigned texts, complete written assignments, and discuss the material covered. Quizzes may or may not be announced. Tests, projects, and exams will be discussed in advance. Due dates will be posted on the board in class. Projects will typically be collaborative and creative. Guidelines for projects will be given in class and posted on Google Classroom. Exams will be cumulative.

Listening Comprehension:

Students are exposed to movies without subtitles in order to enhance their listening comprehension skills. Music videos, CDs, teacher-recorded news segments, documentaries, podcasts, and game shows from TV5 and France24 are also used in the classroom to enhance discussions. Dictées will be included on a weekly basis.

Reading Comprehension:

Reading is a daily activity in the French classroom. Students read short stories and poems on each theme mentioned above. Students are also encouraged to read newspaper articles from France-Amérique, as well as articles on the Internet on various current events.

Writing Skills:

Students in the AP® French Language class write full-length compositions with a time limit of 40 minutes twice each month. All compositions will have transitional words (i.e. puis, enfin, ensuite…) in order to enhance the flow of the composition. Errors are always coded (i.e. inf--infinitive, PC--passé composé, agr--adjective agreement), and it is the responsibility of the student to correct his/her errors. Students will re-write the compositions in class after correcting their errors. Writing assignments will be graded according to the AP® rubric.

Speaking Skills:

The AP® French Language course will include partner activities and group activities. Students will develop and perform interpretive and presentational communication skills related to the six thematic topics in class. Students are encouraged to sing songs, learn, and recite poems and fables from French I through AP® to develop the French ear. Oral grades are determined using the AP® rubric.

Materials:

* 3-ring binder or spiral notebook: dedicated to AP French (no sharing with other subjects)
* Writing utensils: blue or black ink pen or pencil for assignments and a different color pen for peer corrections
* Approved electronic device with headphones. Students will keep their devices in their bags unless needed for a specific activity. Please note: cell phones do not constitute approved devices according to the BYOD policy.

Policies:

* **Behavior:** There are 3 rules that I expect everyone to follow in my classroom:
  + Be on time. [Tardiness is disruptive. Get to class on time.]
  + Be prepared. [Bring appropriate materials to class every day. Take care of yourself.]
  + Be respectful. [Always respect your classmates, yourself, and your instructor. Rude comments or behavior will not be tolerated.]
* **Academic integrity:** Cheating or plagiarism will not be tolerated. Plagiarism is taking the words or ideas of others and using them as one’s own. This includes the work of your classmates, as well as what you find on the Internet or in books.  *This also includes using an online translator.* Plagiarism will result in a grade of zero on that assignment. The incident will be written up for further disciplinary action, and parents will be notified.
* **Absences:** When a student is absent for any reason, it is the student’s responsibility to find out about any missed assignment. I use the “three, then me” rule: First ask three students about the assignment. If they cannot tell you, then you can ask me.
* **Late assignments:** There will be a 20% deduction in the grade for all late assignments, unless a student has an excused absence. In the case of an illness, the student must make arrangements upon their return to complete the assignment in a timely manner. If a student has to miss class because of a school-sponsored activity, arrangements for assignments must be made **prior** to the scheduled absence. At any time, if a student knows of an absence in advance, the student must notify me in person to make arrangements for assignments. I will handle any emergency situation that may arise on a case by case basis.
* **Electronic devices:** Unless otherwise instructed, cell phones should be stored where your instructor and classmates cannot see or hear them. If a cell phone goes off in class, or the student chooses to get out their phone without permission, your teacher will confiscate it. The first time, the student may retrieve the cell phone at the end of the academic day. If it happens a second time, the phone will be turned in to Mr. Marble, who will contact the student’s parents about retrieving it. If a student gets out a device during an assessment, the student will receive an automatic zero on that quiz or test.
* **Food and drinks:** Students are allowed to bring water to class, but it must be kept in a tightly sealed container. All food must be approved by the instructor prior to being brought into the classroom due to food allergies.

Please be sure to complete the Parent/Guardian Information Sheet on my ASFA webpage by Friday, August 26.

<https://docs.google.com/forms/d/e/1FAIpQLSfuU4xwSvns_vo6UFet_rWC28TMlJot9VESKEDMl7hRO7fm3g/viewform?usp=sf_link>

I look forward to an exciting and successful school year!

Amitiés,

Madame Katie Gordon