A. Course description

Bienvenue! The AP philosophy and methods of teaching will serve as the backbone for the course of study in AP French V. The AP Program sets a standard for courses across the nation and the AP exam standards insure that all students who take AP French V are achieving at the same level, no matter where they go to high school. As such, this course promises quality instruction and rigorous academic standards, which in turn influence high student achievement. At the end of the year you will be well prepared to pass the AP French Language and Culture Exam. You also have the opportunity to receive 3 hours of college credit for this course through the Saint Louis University 1818 program.

Program: The French V AP class is conducted exclusively in French and seeks to perfect your ability and strengthen your confidence to communicate in written and spoken French in the interpretive (listening/reading/), interpersonal (speaking/writing) and presentational (speaking/writing) modes in a culturally authentic context.

In this class, students will continue to improve their ability to:

- communicate in French in the interpretive, interpersonal and presentational modes (Communication)
- gain knowledge and understanding of francophone cultures (Cultures)
- make connections with other disciplines (Connections)
- develop insight into the nature of language and culture (Comparisons)
- participate in multilingual communities at home and around the world (Communities)

Objectives: The AP French V Language Student can:

- understand and make inferences and predictions from spoken or written French in various contexts
- acquire vocabulary and an understanding of structures to allow the easy, accurate reading of a written text, such as a newspaper or magazine article, literary text, and non-technical writings without the use of a dictionary
- express herself coherently with reasonable fluency and accuracy in the written language
- express herself coherently with reasonable fluency and accuracy in the spoken language
- continue to develop an affinity for and a keen understanding of francophone cultures

Required Texts:

   - Website: http://www.cengage.com
   - Website : http://school.pearsoned.com
3. France Amérique (one subscription per student) [http://www.france-americque.com/](http://www.france-americque.com/) and other publications such as Le Point, Le Monde, L’Express etc. as well as Podcasting and other audio Internet sources associated with newscasts.

4. Assorted literary works, i.e. Huis Clos, J.P. Sartre; L’Etranger, A. Camus; Le Petit Prince, Antoine de St. Exupéry; Le papillon dans la cité, Gisèle Pineau; Les Misérables, Victor Hugo; La Parure, Guy de Maupassant; Les Femmes savantes, Molière; selected poetry from the Renaissance to the 20th century from authors as Marie Labé, Ronsard, La Fontaine, Lamartine, Baudelaire, Damas, Prévert, Félix Leclerc, etc. as well as chansonniers Jacques Brel, Charles Aznavour, Carla Bruni, etc. Podcasting and other Internet sources (written and spoken) associated with works studied.

All texts mentioned are provided by the instructor. Texts may vary according to the units studied every year. At least one unit per year centers around an exhibit, a presentation, a play or a conference offered at local institutions such as universities, museums, French organizations, etc.

**Language skills learned in this course:**

All skills learned in this course will be acquired through the study of 6 central themes, as defined by the AP program (some and/or all these themes appear in each of the chapters/units studied):

1. Global Challenges
2. Beauty and Aesthetics
3. Science and Technology
4. Families and Communities
5. Personal and Public Identities
6. Contemporary life.

**1. Interpretive mode:**
The interpretive mode is characterized by the appropriate cultural interpretation of meaning that occurs in written and spoken form when there is no recourse to the active negotiation of meaning with writer or speaker. [http://aphighered.collegeboard.org/exams/languages/french-language](http://aphighered.collegeboard.org/exams/languages/french-language)

   a. **Listening:** The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources. [http://aphighered.collegeboard.org/exams/languages/french-language](http://aphighered.collegeboard.org/exams/languages/french-language)

   **Example:** Students listen to recorded passages from a variety of media such as music from francophone musicians, movies, TV, podcasting, radio and internet news programs that involve cultural, current events, and historical content. Passages present daily, real-life situations as well as historical background. These exercises enable students to practice listening for meaning and interpretation as well as employ their synthesis skills. Students are expected to comprehend French when it is spoken at a normal native speed using a wide range of vocabulary applied to a wide range of topics. Students are evaluated for their comprehension. They will practice answering questions orally and in written format about a passage, picture, song, etc., and do rejoinder exercises.

   b. **Reading:** The student synthesizes information from a variety of authentic written and print sources. [http://aphighered.collegeboard.org/exams/languages/french-language](http://aphighered.collegeboard.org/exams/languages/french-language)

   **Example:** Students will read magazines, newspapers, Internet sources, and literary works from different time periods and various genres. Reading is an extremely useful and important tool for acquiring vocabulary and accurate syntax. Students will interpret, analyze, summarize, synthesize, draw conclusions, and participate in debates and panel discussions. Class activities may include pre- and post-reading exercises, dialogues, role-play, journal entries, and responding to what was read orally or in written format.
2. **Interpersonal mode:**
The interpersonal mode is characterized by *active negotiation* of meaning among individuals. Participants monitor one another to see how their meanings and interactions are being communicated. Adjustment and clarification can be made accordingly. [http://aphighered.collegeboard.org/exams/languages/french-language](http://aphighered.collegeboard.org/exams/languages/french-language)

**a. Speaking**  The student engages in *spoken* interpersonal communication.

**Example:** Students will be expected to engage actively and daily in oral exchanges with their classmates, teacher, and native speakers invited into the classroom or the school. Students will work toward applying elements of conversation to new situations using proper pronunciation and intonation in a manner that would be acceptable to a native speaker of French, employing a wide range of vocabulary, idiomatic expressions, and correct grammatical forms when speaking French. Students will participate in debates and panel discussions about history, culture, or current issues. They will also have conversations within a timed period on a topic after reading a document or listening to an audio source.

**b. Writing:**  The student engages in *written* interpersonal communication.

**Example:** Students will be given regular (almost daily) written assignments related to a reading, an essay topic, a movie, a current event, or a personal narrative where the goal is to elicit a reply from the reader. They will also learn to address a formal e-mail and/or letter where inquiry is the goal.

3. **Presentational mode:**
The presentational mode is characterized by the creation of messages in a manner that facilitates interpretation by members of the target culture where no direct opportunity for active negotiation of meaning exists. [http://aphighered.collegeboard.org/exams/languages/french-language](http://aphighered.collegeboard.org/exams/languages/french-language)

**a. Speaking**  The student plans, produces, and presents spoken presentational communication.

**Example:** Students will be expected to make frequent oral presentations about a topic of interest, a person, or a point of history. Students will strive to make good introductory statements, transitions, and strong conclusions. Students will also be expected to employ a wide range of vocabulary, idiomatic expressions, and correct grammatical forms. Activities may include narrating a story, responding to several questions or giving a presentation about a topic of interest, a reading, or an audio source.

**b. Writing**  The student plans and produces written presentational communications.

**Example:** Students will use various sources (audio/written) to practice persuasive essays. They will also practice writing formal e-mails and/or letter. Written assignments will sometimes be completed outside of class and will other times be timed in class exercises. Timed writing will always be done without the use of a dictionary; however, the use of a dictionary is encouraged in writing assignments performed outside of class but using an Internet translation site or similar software is absolutely prohibited in this class and will be treated as cheating. The instructor may choose to use peer editing, one on one conferencing with the student, and/or revisions as a way to assist students’ progress.

**Evaluation**
The teacher will evaluate students in each skill (reading, writing, speaking, listening comprehension) as well as the cultural content of the material. Rubrics for evaluating students’ speaking and writing samples will be provided to the students at the beginning of the year so they fully understand how they are to be graded.

**Grading Scale:**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>95-100</td>
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<td>A-</td>
<td>90-94</td>
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<td>B+</td>
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<td>D</td>
<td>65-69</td>
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<td>F</td>
<td>64 &amp; below</td>
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Assignments and Assessments: Students will be responsible for daily homework that will reinforce the skills we are working on in class. Daily “warm-up” exercise that might include informal speaking, exercises requiring students to recall the information they learned the class before and practiced for homework, etc. Some of these exercises may be graded as quizzes or homework. At the end of each unit, there will be a test on the vocabulary, grammar, concepts, and cultural content of that unit. All tests will include listening, speaking, reading, and writing components. At the end of the semester, students will take a semester exam that will include the content of the semester’s work.

Final grade will be determined as follows:
- Tests/Major assignments: 33%
- Quizzes/compositions/dictations/presentations: 33%
- Homework/Lab work/Web work/Participation: 34%
- Final Exam: 20%

The Nitty-Gritty:
1. AP French V/FLG 501 is conducted exclusively in French
2. The language laboratory period at X=1, especially designed to prepare for the listening and speaking, is mandatory.
3. Consult Final Site for all assignments and announcements
4. Using an Internet translation site or similar software is absolutely prohibited in this class and will be treated as cheating.
Spring Semester

January 7-29  La littérature du XIXème siècle : Le romantisme et le héro romantique. Les Misérables, Victor Hugo
- Poésie : Hugo, Lamartine, Verlaine, Rimbaud …
- Roman : Hugo, Premier livre des Misérables et extrait du deuxième livre
- Film : Les Misérables, comédie musicale

AP Themes explored and Essential Questions:
- Beauty en Aesthetics:
  1. How does one appreciate rime and rhythm of a poem in French?
  2. How does one recognize a “romantic” piece in French literature, music, or art?
  3. What constitutes the style of various French poets of the XIXth century?
- Public and Personal Identities:
  1. What role did Victor Hugo play in French society of his time?
  2. What is the legacy of the romantic French poets and authors?

January 31-February 28 "On s’amuse?" Chapitre 3 Livre p. 92-139 WB p. 105-152

AP Themes explored and Essential Questions:
- Contemporary life:
  1. How has the use of time evolved in last 100 years?
  2. What constitutes “leisure” in the francophone world?
  3. What is the importance of sports in the francophone world?
- Science and technology:
  1. How did science and technology change the way francophones entertain themselves and spend their free time?
- Families and Communities:
  1. How do people’s activities affect the fabric of society? (make them more social or more isolated)
  2. Does modern life require to “always be busy doing something”?
  3. How does the francophone world spend leisure activities?
- Global challenges:
  1. How does the leisure industry shape our modern world and the way we entertain ourselves?
  2. What is impact of leisure on the environment?

-Vocabulaire/ Culture: - L’emploi du temps / Les loisirs / Les passe-temps / Les activités
-La civilisation des loisirs

-Grammaire : - Passé composé / Imparfait/ Le plus-que-parfait: formation et emploi
-Tous les temps du passé
- « venir de + infinitif »
- « depuis

-Littérature/Culture/ : - « Le cinéma à Fort de France » de Joseph Zobel tiré de La rue Cases-Nègres
Réflexion - Film « La Rue Cases-Nègres »
-L’emploi du temps des Français (articles assortis)
-S’amuser en francophonie. (articles assortis)
-Une civilisation des loisirs? (articles assortis)

**AP Themes explored and Essential Questions:**
- **Personal and Public Identities:**
  1. What makes an individual who s/he is?
  2. How can one describe the francophone world?
  3. What is the role of the French language in the world?
- **Global Challenges:**
  1. How is one’s life shaped by one’s education and/or lack of education?
  2. Does everyone deserve the right to a job?
- **Families and Communities:**
  1. What role do families play in shaping one’s identity?
  2. What constitutes a “family”?
  3. What is the role of friendship in an individual’s life?

  **-Vocabulaire/Culture:**
  - Description des gens
  - Le travail / Les métiers / Les emplois/
  - Qu’est-ce qui fait votre identité ?
  - La famille

  **-Grammaire:**
  - Exprimer le doute, la certitude, l’émotion, la nécessité, la volonté
  - Le subjonctif-L’indicatif-L’infinitif

  **-Littérature/Culture/ Réflexion:**
  - Extrait du Petit Prince de St. Exupéry
  - La diversité du monde Francophone. (articles assortis)
  - Les jeunes de Casablanca. (articles assortis)
  - Nos Proches. (articles assortis)

April 8- May 3  **Hier, aujourd’hui, demain** Chapitre 6 Livre p. 234-280 WB p. 235-282

**AP Themes explored and Essential Questions:**
- **Families and Communities:**
  1. What gives value to the environment in which we live?
  2. What constitutes the French heritage?
- **Contemporary life:**
  1. How do we recognize the value of a country or region?
- **Global Challenges:**
  1. What are the most pressing problems and issues in our society today?
  2. How should the human race interact with its environment?
- **Science and technology:**
  1. What will science and technology bring to our world in the future?
  2. Should we be careful in our application of science and technology?

  **-Vocabulaire/Culture :**
  - Les atouts de la France/Le patrimoine Français (articles assortis)
  - Quels sont les atouts de votre pays ? (articles assortis)
  - Quels sont les problèmes les plus graves aujourd’hui ? (articles assortis)
  - Les relations entre l’homme et l’environnement. (articles assortis)
  - Les relations entre les êtres humains (articles assortis)
  - Le monde de l’avenir/Scénarios de l’an 2040 (articles assortis)
- Grammaire :
  - Les emplois des divers futurs
  - Le conditionnel présent et passé et leurs emplois
  - Les phrases avec si

- Littérature/Culture/ :
  - « Un monde futuriste » de Claude Jasmin
  Réflexion

May 6-13 Révisions et pratique pour l’examen d’AP
May 14 Examen AP à midi!