Advanced Placement French

Grade 11 or 12

Prerequisite: Honors placement criteria

Credit Value: 5

ABSTRACT

Students in Advanced Placement (AP) French build language proficiency in all modalities: listening, speaking, reading, and writing. The ability to understand spoken and written French in various contexts, to converse comfortably about a variety of topics with grammatical accuracy, and to read diverse French literary genres prepares students to earn college credits through the attainment of satisfactory results on the College Board Advanced Placement Examination in the French Language. Students assess French history and current events as they examine topics of interest and importance in the 21st century, including an examination of the skills necessary to pursue a chosen career path. Holocaust and genocide studies include the events in France during the Holocaust, as well as an examination of current global examples of genocide. The Advanced Placement French curriculum is submitted to and approved by the College Board. Benchmark assessments are employed to track individual student progress.

Adopted by the Somerville Board of Education on July 25, 2017
### Essential Question:
- What current events have worldwide implications?
- In what ways can technological progress produce moral and ethical questions?
- How do the arts reflect the evolution of a culture?
- What might a family comprise of in the 21st century?

### Content:
- **Global Challenges**
- **Science and Technology**
- **Beauty and Aesthetics**
- **Family and Community**

### Skills and Topics:

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<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
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- **Global Challenges**
  - identify the vocabulary necessary to discuss current events (e.g., catastrophes, ecology, government, human rights, politics)
  - analyze primary source documents related to current events (e.g., blogs, podcasts, newspapers, magazines, journal articles)
  - compare and contrast the work of iconic French writers (e.g., Montesquieu, Voltaire) with current literature
  - initiate a daily online blog in the target language, including personal learning goals
  - apply advanced grammar (e.g., plus-que-parfait, passé simple) in written and oral forms
  - collaborate with peers on a class Facebook page

- **Science and Technology**
  - assess the vocabulary necessary to discuss scientific and technological advances (e.g., email, social networking, stem cell research, cloning)
  - employ the Internet to access and analyze authentic documents pertinent to science and technology
  - compare and contrast references in classic literature (e.g., the writing of Jules Vernes and Guy de Maupassant) with current advances in science and technology
  - debate the dilemmas raised by some scientific and technological advances
  - extend the daily online blog to include position paper(s) regarding science and technology

- **Beauty and Aesthetics**
  - research the vocabulary necessary to discuss the arts (e.g., architecture, fine and practical art, music)
  - apply listening skills in lyric transcription
  - access subject-related websites (e.g., www.lelouvre.fr, www.lefigaro.fr)
  - analyze poetry related to beauty and aesthetics
  - assess how art forms reflect the history of France
  - apply all tenses for all types of verbs, including reflexive and other pronominal verbs, in written and oral forms
  - extend the daily online blog to include music review
  - collaborate with peers on the class Facebook page

- **Family and Community**
  - identify vocabulary related to modern family structures (e.g., single parent homes, civil unions, dual working parents)
  - discuss how family structures reflect a changing French culture
  - compare and contrast American and French families
  - analyze authentic literature (e.g., Balzac, Flaubert, Prévert) that illustrate French societal norms
  - compare and contrast French and American communities vis à vis services and governance
  - assimilate possessive adjectives, pronouns, and relative pronouns in the daily online blog
  - collaborate with peers on the class Facebook page
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| **Skills and Topics:** | | • incorporate advanced grammar (e.g., past, present, and future tenses, subjunctive mood) in written and oral work  
• collaborate with peers on the class Facebook page | | | |
| **Integration of Technology:** | Internet, Web Quests, wireless laptop computers, computer laboratory, portable language laboratory, SMART Boards, LCD projector, multimedia presentations, ThinkQuest, blogs, electronic journals, video streaming, podcasting | | | |
| **Writing:** | Open-ended responses, conclusions and analysis of exploratory activities, dialogues, correspondence, journal entries, reports, AP prompts | | | |
| **Formative Assessments:** | Listening exercises, speaking exercises, student self-assessments, peer assessments, journal entries, scoring rubric, goals attainment | | | |
| **Summative Assessments:** | Quizzes, tests, listening and speaking tests, midterm examination, benchmark assessments | | | |
| **Performance Assessments:** | Oral presentations, group and paired activities, content-specific authentic assessments, multimedia presentations, debates, benchmark assessments | | | |
| **Interdisciplinary Connections:** | *ELA: RI.10-11.1-10, W.10-11.1-10  
Science: 5.1.12.D.11  
Arts: 1.1.12.A.1-2  
Technology: 8.1.12.A.3-4, 8.1.12.F.1  
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**21st Century Themes:** Boxed Global Awareness  Box Civic Literacy  
Boxed Financial, Economic, Business, and Entrepreneurial Literacy  Box Health Literacy

**21st Century Skills:** Boxed Creativity and Innovation  Boxed Media Literacy  Boxed Critical Thinking and Problem Solving  Boxed Life and Career Skills  
Boxed Information and Communication Technologies Literacy  Boxed Communication and Collaboration  Boxed Information Literacy
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### Resources:
- Textbook, magazines, periodicals, newspapers, maps, videos, CDs, culturally-authentic documents, teacher-created resources

### Careers:
Applicable career options are discussed as they arise throughout the world languages program. Career options include, but are not limited to, the following career clusters:
- Agriculture, Food, and Natural Resources Career Cluster
- Architecture and Construction Career Cluster
- Arts, A/V Technology, and Communications Career Cluster
- Business, Management, and Administration Career Cluster
- Education and Training Career Cluster
- Finance Career Cluster
- Government and Public Administration Career Cluster
- Health Science Career Cluster
- Hospitality and Tourism Career Cluster
- Human Services Career Cluster
- Information Technology Career Cluster
- Law, Public Safety, Correction, and Security Career Cluster
- Manufacturing Career Cluster
- Marketing Career Cluster
- Science, Technology, Engineering and Mathematics Career Cluster
- Transportation, Distribution, and Logistics Career Cluster

*2016 NJSLS:

- **RL:** Reading Literature
- **RI:** Reading Informational Text
- **W:** Writing
- **SL:** Speaking and Listening
- **L:** Language
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**Essential Question:**
- How does life for a French-speaking teen compare to life in the United States?
- What can be learned from the examination of man’s inhumanity to man?
- What skills contribute to success in summative assessments?
- What preparation is necessary to choose and follow a career path?

**Content:**
- Contemporary Life
- Human Nature
- Advanced Placement Exam Preparation
- 21st Century Life Skills and Careers

**Skills and Topics:**
- Investigate vocabulary related to contemporary teen life (e.g., education, rites of passage, relationships, housing, shelter)
- Examine diverse French-speaking cultures through literature (e.g., Daudet, Halimi, French Internet sources)
- Participate in daily email exchanges with French-speaking persons
- Conduct interviews of native speakers in the target language
- Collaborate to create an “infomercial” associated with improving daily life
- Contribute to the class Facebook page, including written work and multimedia postings
- Conduct self-analysis vis-à-vis personality, values, and cultural identity
- Research vocabulary pertinent to the study of self and others (e.g., multiculturalism, nationalism, patriotism, prejudice, racism)
- Compare and contrast literature, including short stories, plays, and excerpts from novels by iconic authors (e.g., Albert Camus, Voltaire)
- Assess the role of religion in French history, literature, and current events
- Analyze the impact of religious culture in the development of character, both literary and actual
- Investigate the events related to the Holocaust in France
- Review vocabulary specific to travel, sports, business, finance, and politics
- Investigate online sources of current events in the Francophone world
- Debate current events in the Francophone world and the United States
- Practice listening and writing exercises congruent with advanced placement standards
- Utilize advanced grammar and vocabulary in response to written, oral, and aural prompts
- Apply French language structures in the composition of blogs, journal entries, and emails
- Collaborate to determine test data for post-test analysis
- Conduct post-test self-assessment using a scoring rubric
- Determine personal career interests
- Research the education, skills, and preparation necessary to reach chosen career goals
- Create a multimedia presentation of the research results
- Apply literary analysis strategies to the study of a French language novel
- Assess personal success in AP French in electronic journal entries
- Employ a scoring rubric to assess personal and peer multimedia presentations
## SOMERVILLE PUBLIC SCHOOLS

### AP French
**Grade 11 or 12**

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<td>• incorporate vocabulary and advanced grammar (e.g., relative pronouns, direct and indirect discourse, interrogatives) in written and oral forms • apply vocabulary and grammar in writing via blog, compositions, and electronic journal entries</td>
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AP French
Course Requirements

Grade: 11 or 12  Prerequisite: Honors placement criteria  Credit Value: 5
Length of Course: Academic Year

Course Description

Students in Advanced Placement (AP) French build language proficiency in all modalities: listening, speaking, reading, and writing. The ability to understand spoken and written French in various contexts, to converse comfortably about a variety of topics with grammatical accuracy, and to read diverse French literary genres prepares students to earn college credits through the attainment of satisfactory results on the College Board Advanced Placement Examination in the French Language. Students assess French history and current events as they examine topics of interest and importance in the 21st century, including an examination of the skills necessary to pursue a chosen career path. Holocaust and genocide studies include the events in France during the Holocaust as well as an examination of current global examples of genocide. The Advanced Placement French curriculum is submitted to and approved by the College Board.

Course Content

This course will consist of the following units of study:
- Global Challenges
- Science and Technology
- Beauty and Aesthetics
- Family and Community
- Contemporary Life
- Human Nature
- Advanced Placement Exam Preparation
- 21st Century Life Skills and Careers

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:
- What current events have worldwide implications?
- In what ways can technology progress produce moral and ethical questions?
- How do the arts reflect the evolution of a culture?
- What might a family comprise of in the 21st century?
- How does life for a French-speaking teen compare to life in the United States?
- What can be learned from the examination of man’s inhumanity to man?
Course Objectives (continued)

- What skills contribute to success in summative assessments?
- What preparation is necessary to choose and follow a career path?
- What are the post-graduation and/or career options that apply to the course content?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
- Class Participation
- Homework

Specific weights will be determined by course and level.
STUDENT NAME: __________________________________________

Last Name         First Name

GRADE: ______________

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for AP French.

I acknowledge my responsibility to read and understand all of the information contained in the AP French Course Requirements information and syllabus packet.

Student Signature __________________________________________

Date

Note: Please share the course requirements for AP French with your parents.