

Powerspeak12 AP French Syllabus

College Board Syllabus # 706042v1 Authorized

Our Mission

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.

Course Description

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. The online learning coach only uses French to communicate with students. In addition, all the reading, listening, speaking and writing is in French.

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

1. Global challenges
2. Science and technology
3. Contemporary life
4. Personal and public identities
5. Families and communities
6. Beauty and aesthetics

The course teaches language structures in context and focuses on the development of fluency to convey meaning. 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 and comments and comment on other students' posts.

The course makes great use of the Internet for updated and current material.

Course Objectives

After completing this course, students will be able to:

- Listen, read, understand, and interpret a wide-variety of authentic French-language materials and sources.
- Demonstrate proficiency in interpersonal, interpretive, and presentational communication using French.
- Gain knowledge and understanding of the cultures of the Francophone world.
- Use French to connect with other disciplines and expand knowledge in a wide-variety of contexts.
- Develop insight into the nature of the French language and its culture.
- Use French to participate in communities at home and around the world.

Prerequisites

The AP French course is a college level course. The intensity, quality, and amount of materials can be compared to a third-year college course.

Course Organization

The course contains 10 units divided into two semesters. Every 2-3 weeks, a new sub-theme is introduced within the 6 themes required by the College Board. Within that theme, students work on all aspects of communication: listening, speaking, reading, and writing. Activities include the three modes of communication: interpretive, interpersonal and presentational. Student work is continually assessed based on various writing and speaking assignments which are graded according to the AP guidelines. In addition, a final assessment is given at the end of each theme.

The course contains several AP exam practices or mock exams to get students used to the format of the test.

Each unit is based on an overall theme and highlights a specific francophone country or region of the French-speaking world. Each unit is divided into either two or three smaller lessons, each of which contains approximately thirty to forty different activities, practices, and assessments for students to participate in and complete.

The activities and assignments in this course are specifically designed to help students improve their skills in all French communicative areas and to prepare them for the AP Exam. Not only are the tests, midterms, semester final exams, and AP test practices structured to assess the students' complete understanding of all the information presented and skills practiced, they give them great practice for the AP test.

Weekly/Unit Activities

- Students write several paragraphs and/or forum posts in which they respond to and interact with the teacher and other students.
 - o 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.
- Students record themselves speaking in French. The teacher listens to and provides feedback on all the recordings.
 - o Students respond to prompts/authentic resources where they are asked to express their thoughts and opinions about various topics.
 - o Students provide oral summaries and interpretations of various authentic and semi-authentic audio, visual, and audio-visual resources.
 - o Students engage in interpretive communication through regular activities based on podcasts, maps, charts, and photographs. They are challenged to convey that they have captured main ideas and significant details of various types of texts.
 - o Students give oral presentations about various themes and topics.
- Students understand and synthesize information from a variety of authentic written and print resources.
 - o Example resources include, but are not limited to, articles from Le Monde, Le Figaro, l'Express, France-Soir, l'Internaute, Courier International.
 - o Sample activities include:
 - ♣ respond to forum prompts provided by the teacher or other students
 - ♣ write summaries
 - ♣ write comparative essays
 - ♣ provide personal response and interpretation of material
 - ♣ answer multiple-choice comprehension questions
 - ♣ write emails
 - ♣ prepare and give oral presentations
 - ♣ complete activities where new vocabulary can be reinforced
 - ♣ write a report presenting essential information about a Francophone country
 - ♣ write an essay about which Francophone city they would like to visit
- Students make comparisons between and within languages and cultures.
 - o Students discuss similarities and differences between practices and products of their home culture and Francophone cultures, and how they might reflect different cultural perspectives.

- o Students discuss similarities and differences between France and other Francophone countries.
- o Students watch authentic news broadcasts from different areas of the French-speaking world, and discuss cultural and linguistic differences.
- Students use the French language in real-life settings.
- o Students attend (in person or by viewing online) lectures, film nights, performances or other cultural events conducted in French.
- o Students read and write summaries from current articles in French newspapers.
- o Students listen to authentic French songs, videos, and podcasts.
- o 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.
- Students read passages from “AP French Preparing for the Language Examination”
- o Students become familiar with and practice the various question types found on the AP Test.
- Students synthesize and analyze information gleaned from podcasts, songs, film, online interviews, video clips, montages, artwork and photos.
- o Sample activities include:
 - ♣ respond to forum prompts provided by the teacher or other students
 - ♣ write summaries
 - ♣ write comparative essays
 - ♣ provide personal response and interpretation of material
 - ♣ answer multiple-choice comprehension questions
 - ♣ write emails
 - ♣ prepare and give oral presentations
- Students practice speaking through our weekly “Elluminate” sessions where students and teacher meet online as a class.
- o Students interact spontaneously as well as more formally in French with other students and with the teacher.
- o The teacher reviews and practices important concepts from the course.
- o Students are able to give oral presentations to other students.
- Students review and practice grammar with various grammar activities and exercises where they use verbs/grammatical structures in context.
- o Games and activities practice specific grammatical concepts.
- o Teachers evaluate students’ use of grammar in speaking and writing assignments, presentations, and essays

- Students keep a graded journal where they write their ideas, make guesses, write opinions, and provide answers pertinent to the themes.

Workload

Students are expected to spend several hours a week on this course. The course was designed to give them at least an hour a day of French immersion, Monday through Friday. The material has been specifically gathered and organized to provide them an intensive French experience.

We have designed this course to help students:

- Prepare for the AP French Exam
- Thoroughly review French grammar
- Learn more about French and Francophone cultures and civilizations
- Acquire new vocabulary covering many genres and disciplines
- Fine-tune skills in reading and understanding French
- Perfect 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 rich vocabulary, and clear pronunciation
- Persist in their study of French by providing a wide and interesting variety of activities

Course Outline

1. Unit I: French, It's My Choice!

Sub-themes:

- The Advantages of French
- French Programs of Study
- Living in French-speaking Countries

2. Unit II: Tourism in the Francophone World

Sub-themes:

- Bon Voyage
- At the Hotel
- At the Restaurant

3. Unit III: Communication Tools

Sub-themes:

- Newspapers and Magazines
- Television
- New Media

Midterms and AP French exam practices

4. Unit IV: Art and Architecture

Sub-themes:

- Art
- Architecture

5. Unit V: Industry and Science

Sub-themes:

- Industry and Technology
- Science and Technology

6. Unit VI: Fashion

Sub-themes:

- Haute Couture
- Sports Clothing and Sneakers

Semester 1 Exam and French exam practices

7. Unit VII: International Organizations

Sub-themes:

- The Olympic Games
- Nongovernmental Organizations
- Humanitarian Aid

8. Unit VIII: Diplomacy

Sub-themes:

- The Relations between the United States and France
- Cosmetic and Pharmaceutical Companies
- Multinational Companies

Midterms and AP exam practices

9. Unit IX: International Business

Sub-themes:

- Agricultural Industry
- Cosmetic and Pharmaceutical Companies
- International Companies

10. Unit X: Life after High School

Sub-themes:

- Leaving the Nest
- A Sane Life
- Money Matters

Semester 2 Exam and AP exam practices

11. Final Projects

- Final projects follow the completion of the College Board AP exam in early May. These final projects are based on Presentational, Interpretive and Presentational Speaking and Writing skills.
- Students select a topic. They may choose to delve into one we already discussed or one we have not studied. They research this topic and each student writes an essay on his/her topic and gives a presentation in an “Elluminate” session of no less than 15 minutes.
- The students are asked to make the presentation interactive by including discussion questions and visual aids. This task will demonstrate control over a variety of vocabulary terms and structures, idiomatic expressions and verbs and tenses in both spoken and written form. Their grade is based on their speaking ability, writing ability, and the content of the presentation.

Addressing the 6 Themes:

1. Contemporary Life

- French educational system
- Life in France
- Bon voyage
- At the hotel
- At the restaurant
- Health and well-being
- Money matters

Example assignments

- Discussion Board
 - o Students discuss issues of health and well-being, based on a variety of audio and print sources.
- Essays – comparative, opinion, summary, expository, and/or argumentative
- Speaking – oral presentations, speaking submissions, and/or discussions with other students

Sample Resources (including but not limited to)

- <http://www.paruvenu.fr/e/Grenoble/film-a-l-affiche/food-inc/?idFilm=143102&s>
- <http://www.aufeminin.com/recette-video-cuisine/comment-faire-du-houmous-libanais-n54649.html>
- http://www.lexpress.fr/actualite/societe/les-lecons-du-sport-dans-un-college-de-zep_894550.html (lessons to learn from participating in sports)

2. Personal and Public Identities

- Linguistic identity: the advantage of knowing French
- National identity
- Citizenship laws
- The European Union
- Leaving the nest

Example assignments

- Discussion Board
 - o Students discuss national identity issues after consulting maps, public opinion surveys and a variety of expository texts

- o Students research citizenship laws, examine the effects of their enforcement on the lives of immigrants, and discuss what it means to be a citizen.
- Essays – comparative, opinion, summary, expository, and/or argumentative
- Speaking – oral presentations, speaking submissions, and/or discussions with other students

Sample Resources (including but not limited to)

- 2 Definitions of Democratic: Quotes from Abraham Lincoln & Oscar Wilde, students read them, compare, then give their own definition
- <http://www.ina.fr/art-et-culture/arts-du-spectacle/video/I00017167/immigres-grecs-installes-en-camargue-interviews-et-reflexions-sur-leur-relation-a-la-france.fr.html>
- <http://lci.tf1.fr/france/societe/2010-10/loi-sur-l-immigration-les-deputes-passent-au-vote-6095349.html>

3. Families and Communities

- Family structure in France, China, Africa, United-States
- Family life
- Family sports
- Men & women who make a difference
- Customs and ceremonies

Example assignments

- Discussion Board
 - o Students discuss issues related to families and communities
- Essays – comparative, opinion, summary, expository, and/or argumentative
 - o Students investigate the developments in city life over time by researching online sources. A report is written and submitted detailing their findings.
- Speaking – oral presentations, speaking submissions, and/or discussions with other students

Sample Resources (including but not limited to)

- http://www.cafe-geo.net/article.php3?id_article=1064
- http://www.lemonde.fr/societe/article/2010/12/04/1-homoparentalite-constitue-une-evolution-irreversible_1447056_3224.html
- <http://lacurieusehistoiredu monde.centerblog.net/rub-RITES-ET-COUTUMES-DU-MONDE.html>

4. Global Challenges

- Nongovernmental organizations
- Humanitarian organizations
- Relations between the United States and France
- Food industry
- Cosmetic and Pharmaceutical companies
- Multinational companies
- Terrorism & war
- Global warming

Example assignments

- Discussion Board
 - o Students discuss themes of natural resource conservation in response to a podcast on global warming
- Essays – comparative, opinion, summary, expository, and/or argumentative
- Speaking – oral presentations, speaking submissions, and/or discussions with other students

Sample Resources (including but not limited to)

- <http://www.ecohabitation.com/leed>
- http://www.passeportsante.net/DocumentsProteus/popupHtml/tv/player.html?choix=ent_Waridel
- http://www.notre-planete.info/geographie/climatologie_meteo/changement_0.php

5. Science and Technology

- Newspapers and magazines
- Television
- New medias
- Technology advances
- Science and Ethics
- Doping and the Olympic Games

Example assignments

- Discussion Board

- o Students address the social impact of new communications technologies based on current news sources.
- Essays – comparative, opinion, summary, expository, and/or argumentative
- Speaking – oral presentations, speaking submissions, and/or discussions with other students

Sample Resources (including but not limited to)

- <http://www.lefigaro.fr/sciences/2008/10/25/01008-20081025ARTFIG00186-corot-observe-les-oscillations-d-etoiles-proches-du-soleil-.php>
- http://www.aldebaran-robotics.com/Press/JaunetRouge_0510.pdf
- <http://actu.epfl.ch/news/la-nintendo-ds-un-support-de-cours-inattendu-2/>

6. Beauty and Aesthetics

- Art
- Architecture
- Haute-couture
- Sports clothes & shoes
- Perfume & fabrication
- Image of the woman

Example assignments

- Discussion Board
 - o Students express opinions about women’s roles in France and countries
- Essays – comparative, opinion, summary, expository, and/or argumentative
- Speaking – oral presentations, speaking submissions, and/or discussions with other students
 - o Students investigate and present the history of a French-speaking city through its architecture and monuments.

Sample Resources (including but not limited to)

- http://www.ichtus.fr/article.php3?id_article=50
- <http://www.franceculture.com/player?p=reecoute-3947421#reecoute-3947421>
- <http://www.project-syndicate.org/commentary/singer71/French>

Sample Authentic Texts and Resources

The following lists are examples of the types of authentic resources provided in the course. This is not a comprehensive list.

Literature

- Lettres Persannes (Montesquieu)
- L'art d'aimer (Ovide)
- L'Almanach des gourmands (Grimod de la Reynière)
- Physiologie du goût (Brillat-Savarin)
- Les Confessions (Jean-Jacques Rousseau)
- Le Malade Imaginaire (Molière)
- Candide (Voltaire)
- Pantagruel Gargantua (Rabelais)
- Le dormeur du val (Arthur Rimbaud)
- Les enfants pauvres (Victor Hugo)
- La conscience (Victor Hugo)
- Le chêne et le roseau (Jean de La Fontaine)
- La cigale et la fourmi (Jean de La Fontaine)
- L'enfant noir (Camara Laye)
- Pas si fous, ces Français (Jean-Benoît Nadeau et Julie Barlow)

Authentic Online Resources (Audio)

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

Authentic Online Resources (Video)

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

Authentic Online Resources (Written)

- L'Express
- Le Figaro
- Le Monde
- L'Internaute
- Infovisual.info/index_fr