

AP[®] French Language Syllabus 2

Course Overview

Primary text: *Sur le Vif* [C2]

Primary workbook: *Schaum's Outlines French Grammar*, 4th ed.

Objectives

Students should be able to:

- understand and manipulate the French of native speakers in a variety of contexts and representing a variety of francophone cultures, achieved via the exclusive use of French in class
- understand nontechnical written texts from a variety of sources
- (magazine and newspaper articles, literary texts, letters, etc.);
- achieve a level of oral and written expression that would be comprehensible to the nonsympathetic (i.e. not the teacher) native listener or reader; and
- grow in their knowledge of francophone cultures.

C2—The course provides students with a learning experience equivalent to that of a third-year college course in French language. Instructional materials, activities, assignments, and assessments are appropriate to this level.

Course Planner

Week 1

- Rapid review of history from French IV (*Trésors du temps*, chapters 1-9) and associated vocabulary
- Present tense of all irregular verbs (*Schaum's French Grammar*, chapter 5)
- Explain community service standard

Assessment: Present tense

Week 2

- Napoléon (*Trésors du temps*, chapter 10)
- Imperative mood (*Schaum's French Grammar*, chapter 5)
- AP[®] speaking rubric

Assessments: Napoléon
Listening: Champs-Élysées
Speaking: imperative mood

Week 3

Formal (professional) and informal letters [C6]

- AP essay rubric
- Le Huitième Jour: part 1

Assessments: Composition 1: letter, imperative mood
Listening: Champs-Élysées
Reading comprehension: letter

C6—The course provides instruction and frequent opportunities to write a variety of compositions in French.

Week 4

- Standardized forms/applications (vocabulary)
- Oral practice: expressions with avoir, faire, être
- Error code for compositions
- Le Huitième Jour : part 2

Assessments: Composition 1: copy 2
Listening: Champs-Élysées
Listening: following directions
Speaking: mini-conversations-idiomatic expressions (avoir, faire, être)

Week 5

- Code Napoléon and contemporary influences (newspaper articles, [C4] Web documents)
- Review of all household vocabulary/chores: roles (male, female)
- Review of poetic analysis; introduction to the poetry of Victor Hugo
- Le Huitième Jour: part 3

Assessments: Self-assessment of participation
Composition 2
Listening: Champs-Élysées
Speaking: picture story

C4—Instructional materials include authentic written texts that develop students' reading abilities.

Week 6

- Poetry of Victor Hugo [C4]
- Le Huitième Jour: part 4

Assessments: Composition 2: copy 2
 Listening: Champs-Elyseés
 Speaking: picture story
 Reading comprehension: poem (Hugo)

C4—Instructional materials include authentic written texts that develop students' reading abilities.

Week 7

- History : 19th century (*Trésors du temps*, chapter 11)
- Review 19th century art
- Verbs of communication (*Trésors du temps*, chapter 11)
- Le Huitième Jour: part 5

Assessments: Self-assessment of participation
 Composition 3
 Listening: Champs-Elyseés
 Speaking: picture story
 Reading comprehension

Week 8

- Review composition specific vocabulary [C6]
- Samples of AP essays and practice with rubric grading
- Samples of speaking and practice with rubric grading
- Le Huitième Jour: part 6

Assessments: Composition 3: copy 2
 Listening: Champs-Elyseés
 Speaking: picture story
 Reading comprehension

C6—The course provides instruction and frequent opportunities to write a variety of compositions in French.

Week 9

- “La mort de Gavroche” (Hugo) (*Trésors du temps*, chapter 11)
- Video: excerpt from *Les Misérables* [C3]
- Inventions: 19th century student project
- “La complainte du progrès” (Vian)
- Le Huitième Jour part 7

Assessments: Composition 4: in class (19th century inventions)
 Listening: Champs-Elysées [C3]
 Speaking: picture story
 Reading comprehension

C3—Instructional materials include a variety of authentic audio and/or video recordings that develop students' listening abilities.

Week 10 (5 days)

- Poetry: 19th century
- The verb devoir
- Le Huitième Jour: part 8

Assessments: Composition 4 : copy 2
 Listening: dialogues 1 and 2
 (All dialogues are from AP French Literature)
 Speaking: picture story

Week 11

- History—20th century (*Trésors du temps*, chapter 12)
- Review gender identification by endings, articles (*Schaum's French Grammar*, chapter 1)
- Le Huitième Jour: finish

Assessments: Composition 5
 Listening: dialogue 3
 Speaking - picture story + 2 questions
 Reading comprehension

Week 12

- Linda Lemay (Québec)—song and spoken text

- Les études and all related vocabulary (*Sur le Vif*, chapter 1)

Assessments: History: 20th century
 Composition 5: copy 2
 Listening: dialogue 4
 Speaking: picture story, + two questions [C5]
 Reading comprehension

C5—The course provides students with regular opportunities to develop their speaking skills in a variety of settings, types of discourse, and topics.

Week 13

- Les études (continued) + reading texts (*Sur le Vif*, chapter 1)
- Infinitives, past infinitives, causative faire

Assessments: Composition 6
 Listening: dialogue 5
 Speaking: picture story + 2 questions

Week 14

- Les études—additional information based on *La France au quotidien* (Jusqu’au bac, Après le bac)
- Video excerpts: L’auberge espagnole, Être et avoir

Assessment: Composition 6—copy 2

Week 15

- Finish les études
- Current events: TV5 or Champs-Elysées [C3]

Assessments: Self-assessment of participation
 Les études (listening, reading, writing, speaking)
 The writing is an in-class essay: composition 7.

C3—Instructional materials include a variety of authentic audio and/or video recordings that develop students’ listening abilities.

Week 16–Week 17

Les Jeunes (*Sur le Vif*, chapter 2)

- Review vocabulary for the body, personalities, clothing, activities/hobbies
- Adjectives and adverbs (*Schaum’s French Grammar*, chapter 2)
- Interrogatives (*Schaum’s French Grammar*, chapter 6)
- C’est/Il/elle est

- Current events: TV5 or Champs-Élysées

Assessments: Listening: dialogues 6, 7, 8
 Speaking: picture story + 2 questions
 Writing: composition 7, copy 2
 Les Jeunes: listening, reading, writing
 (in-class: composition 8), and speaking (thematic prompts)

Week 18–Week 20

- Les Immigrés (*Sur le Vif*, chapter 3)
- Research project : décolonisation, la «loi sur le port du voile », etc.
- Imparfait, passé composé, plus-que-parfait (*Schaum’s French Grammar*, chapter 5)
- Samples of AP essays and speaking, practice with rubric grading
- Current events: TV5 or Champs-Élysées

Assessments: Self-assessment of participation
 `Listening: dialogues 9, 10, 11
 Speaking: oral report (research)
 Writing: composition 8, copy 2
 Les Immigrés: listening, reading, writing (in-class essay), speaking (thematic prompts) [C7]
 Oral assessment for the mid-term exam.

C7—The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.

Week 21: midterm exams, end of the first semester

Week 22

- Review midterm results
- Self-assessment of first semester progress; goals for the second semester
- La Table, L’Argent (based on information in *La France au quotidien*) [C4]

C4—Instructional materials include authentic written texts that develop students’ reading abilities.

Week 23

- 1998 AP French Language Released Exam
- Begin to review results

Week 24–Week 25

- Finish reviewing results from 1998 AP Exam

- Explain and begin second semester writing project (book for parents)
- Begin working in a packet of past AP Exam fill-in grammar exercises—pre-1983
- Les transports (*Sur le vif*, chapter 4), Se déplacer (*La France au quotidien*)
- Pronouns (object, y, en, disjunctive, possessive, demonstrative) (*Schaum's French Grammar*, chapter 8)
- Current events: TV5 or Champs-Élysées

Assessments: Listening: dialogues 12, 13
 Speaking: picture story + 2 questions
 Writing: essays 1 and 2 (parent project)
 Reading comprehension
 Les Transports: listening, reading, writing (in-class essay), speaking (thematic prompts)

Week 26–Week 27

- AP grammar fill-in packet: 1982–1987
- Les voyages (*Sur le vif*, chapter 5)
- future, future perfect, conditional, past conditional, si clauses (*Schaum's French Grammar*, chapter 5)
- Current events—TV5 or Champs Élysées

Assessments: Self-assessment of participation
 Listening: dialogues 14, 15
 Speaking: picture story + two questions
 Writing: essays 3 and 4
 Les voyages: listening, reading, writing (in-class essay), speaking (thematic prompts)

Week 28

- AP grammar fill-in packet: 1988-1990
- Ciné et télé (*Sur le vif*, chapter 6), Loisirs (*La France au quotidien*)
- Relative pronouns, negations (*Schaum's French Grammar*, chapters 7 and 8)

Assessments: Listening: dialogue 16
 Speaking: picture story + two questions
 Writing: essay 5

Week 34

- AP grammar fill-in packet: 2005
- Review expressing opinions and reactions
- General review before the AP French Language Exam

Week 35: AP French Language Exam

After the exam, many students are absent from class because they are taking other AP Exams. At the end of the exam period, most seniors leave for the senior project. The few remaining students work on a research project and presentations during weeks 37 and 38.

Teaching Strategies

When planning instruction, every effort is made to have students actively practicing all skill areas every week. A common theme in all skill-building work is the importance of vocabulary acquisition. Students learn new vocabulary when they are reading and listening. They are encouraged to practice with new vocabulary when they are writing and speaking.

To enhance listening comprehension:

All communication in the AP French Language class is carried out in French, and students' class participation grades reflect a strong requirement that they use only French in the classroom. [C1] As a result, at the most basic level, listening is being practiced every day in class when the teacher is speaking and when other students are speaking. The students also hear the communication among French teachers at the high school, and this interaction is always entirely in French. Guest speakers are a wonderful source of French and provide an opportunity for the students to hear the voices and accents of people other than the teacher(s). [C3]

Students are exposed to other recorded materials on a regular basis. With each thematic unit of study, students carry out previewing, viewing, and postviewing activities for the DVD that accompanies the textbook. Teacher-selected clips from other movies (without subtitles) are also shown to enhance the study of culture. When students study the French system of education, for example, they view excerpts from *L'auberge espagnole* and from *Être et avoir*. During the year, they view *Le Huitième Jour* in its entirety, again with no subtitles.

Weekly practice is also carried out using other materials. The teacher records news segments, documentaries, or other programs from TV5 and uses them in the classroom for listening comprehension and as a springboard for discussion of events and varying viewpoints.

To enhance reading comprehension: [C4]

Reading is a daily or almost daily activity. Texts come from a variety of sources: former AP exams, SAT Subject Tests™ practice books, the textbook, newspapers and magazines, the Internet, and literature.

C1—The teacher uses French almost exclusively in class and encourages students to do likewise.

C3—Instructional materials include a variety of authentic audio and/or video recordings that develop students' listening abilities.

C4—Instructional materials include authentic written texts that develop students' reading abilities.

To build reading comprehension, the specific reading strategies taught in French I through 4 are reviewed and practiced: activation of prior knowledge, cognates/false cognates, deriving meaning from context, word families, compound nouns, prefixes and suffixes, orthographic changes from French to English, recognition of tone, and the identification of referents, signal words (description, sequence, comparison, contrast, cause/effect), main ideas, supporting details, audience, and objective.

To enhance writing: [C6]

Students in the AP French Language course write full-length compositions on a two-week cycle. The first Friday they turn in their compositions. These essays are returned to students on the following Monday. They are not corrected; errors are coded and the responsibility of the corrections falls on the students. Impressive elements that have been included (vocabulary, structure, use of humor, etc.) are also indicated with a “+” so that students will know what they have done very well and will become more confident. Students have until Friday of that second week to correct their compositions. On that day, the corrected, second copy is turned in. Both copies receive a grade based on the official rubric for evaluating AP compositions. Students carry out a timed 40-minute writing in class at least once or twice every nine weeks. They are not given knowledge of the topic in advance; they must write without the use of books or notes.

C6—The course provides instruction and frequent opportunities to write a variety of compositions in French.

To enhance speaking: [C5]

The course includes numerous partner activities and small group activities so that more students are speaking more often. Almost every week, students use hand-held recorders to record a description of a picture or a picture story with which they have not previously worked. These are recorded on personal cassette tapes that the students continue to use throughout the year. Students also carry out prepared oral presentations and PowerPoint presentations at regular intervals. Upon completion of a thematic unit, students are also usually assessed using a series of teacher-developed oral prompt cards.

C5—The course provides students with regular opportunities to develop their speaking skills in a variety of settings, types of discourse, and topics.

All oral work is graded using a two-column sheet that enables the teacher not only to point out areas of concern but also to indicate impressive use of vocabulary or sophisticated structures. The students’ confidence is boosted when they receive this positive feedback. The oral grade is determined using the official AP rubric for the speaking section of the exam. Students carry out a self-assessment of their participation in class twice every nine weeks using a teacher-generated form.

C2—The course provides students with a learning experience equivalent to that of a third-year college course in French language. Instructional materials, activities, assignments, and assessments are appropriate to this level.

Web sites: [C2,C7]

www.lemonde.fr

www.tv5.org

www.rfi.fr

www.chantefrance.com

www.cortland.edu/flteach/civ/

<http://videos.tf1.fr/video>

www.paroles.net

C7—The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.