

You will find here:

- **Course Overview** of AP French Language
- **Course Planner** for 2011-2012 AP French Language class
- **Strategies** to be used in 2011-2012 AP French Language class
- **Detailed bibliography** of books used in the classroom

My AP French Language class meets for 90 minutes every other day. It is a combination class with French 4 and 5.

I intend to give a minimum of two sample type AP exams to my students during the course of the school year. One will be given at the end of first semester.

**CR1:** The teacher uses French almost exclusively in class and encourages students to do likewise.

### **Course Overview**

AP French language is a rigorous course that has as its' goal, successful completion of the AP French Language Examination. The goal is to instruct and develop student's performance in the five skills. The five skills to be developed are: reading, writing, speaking, listening and culture. All goals of the Foreign Language/Advanced Level curriculum in my county will be addressed. The class will be taught in French to help maximize exposure to the French language. **(CR1)**

**CR2c:** Instructional materials include a variety of authentic literary texts.

### **Reading Skills**

**(CR2c, CR2b, CR4b)**

Reading comprehension skills will be practiced and developed by:

**CR2b:** Instructional materials include a variety of authentic non-literary texts such as newspapers and magazine articles.

Reading selections from **AP French, Trésors du Temps, Bravo** and selections from numerous sources cited throughout this document. Students will read a variety of genres in order to expose students to different types of reading from the Francophone world.

- Monthly vocabulary lists with practice exercises.
- Reading of news articles and stories selected by the teacher.
- Weekly list of idiomatic expressions from **En d'autres Termes**.

**CR4b:** The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

**CR3b:** The course provides opportunities for students to demonstrate their proficiency in written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

### **Writing Skills**

**(CR3b, CR5b)**

Writing skills are practiced and developed by:

**CR5b:** The course provides opportunities for students to demonstrate proficiency in written Presentational Communication in the Intermediate to Pre-Advanced range.

Essay writing twice per month on topics related to the course content. Suggestions appear in **AP French, French Four Years** (Amsco) and on the College Board website. First drafts will be marked with symbols so that students can correct mistakes. Final drafts will then be graded. These essays will be formal, well organized, analytical or persuasive. They will be graded on content, vocabulary and grammatical correctness.

- Grammar study of all units in **French Four Years, The Ultimate French Review and Practice, Trésors du Temps** and **Breaking the Barrier** (advanced).

**CR3a:** The course provides opportunities for students to demonstrate their proficiency in spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Written quizzes and tests on all vocabulary and grammar points.

- Journal entries

### **Speaking Skills**

**(CR3a, CR9, CR5a, CR2a, )**

Speaking skills are practiced and developed by:

- Graded oral presentations
- Partnered activities

**CR9:** The course prepares students to use the French language in real-life settings.

In-class discussions on literature, reading selections and/or daily topics.

- Teacher generated situations
- Student recorded responses

**C R 2:** Instructional materials include a variety of authentic audio and video recordings.

**C R 5a:** The course provides opportunities for students to demonstrate their proficiency in spoken Presentational

<p><b>CR5a:</b> The course provides opportunities for students to demonstrate their proficiency in spoken Presentational Communication in the Intermediate to Pre-Advanced range.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Communication in the Intermediate to Pre-Advanced range. ed range.

**C R 4a:** The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual and audio-visual materials.

**Listening Skills**

**(C R 4a, C R 2a)**

Listening skills are practiced and developed by:

- Listening to practice exercises in **AP French** and **French Four Years**
- Listening to stories in **Breaking the Barrier** and on C D's of children's stories purchased by me during trips to France and Qu ébec

- Watching news and cultural programs on the internet. Students will not only practice listening skills but they will be exposed to the culture and cultural viewpoints.

**CR2a** : Instructional materials include a variety of authentic audio and video recordings.

Watching French movies and/or segments of French movies. Students will not only practice listening skills but will also be exposed to culture and cultural viewpoints.

- Taking dictations. This will help focus on spelling.

### **Culture**

**CR7** : The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.

**(CR7, CR8)**

The cultural units of the AP French Exam will be practiced and developed daily through reading, writing, speaking and listening activities. The cultural topics are divided into monthly units.

### **Course Planner**

#### **September:**

**CR8** : The course provides opportunities for students to make comparisons between and within languages and cultures.

Students will be introduced to the format and grading of the AP French program

- **Vocabulary**: The vocabulary this month deals with transitional words and expressions. Students will practice spelling and usage. A test will be given at the end of this unit. Students will practice using the words in context.
- **Grammar**: Chapters 1-4 from **French Four Years** (present indicative of regular and irregular verbs, imperative, future of regular and irregular verbs. This will include usage.)
- **Literature/Readings**: Students will be introduced to reading e-mails in two articles from **Quant à Moi** (page 218) and **Better Reading French** (pages 29-32)
- **Assessment**: Quizzes on vocabulary

Journal entries

Two compositions per month

Listening activities

Class discussions

**October:**

**CR6a:** The course explicitly addresses the Global Challenges theme.

**Global Challenges: Environment**

**(CR6a)**

- **Vocabulary:** Students will study vocabulary associated with nature and the environment. This will include animal vocabulary.
- **Grammar:** Chapters 5-7 from **French Four Years** (passé composé, passé simple, imperfect and conditional)
- **Literature/Readings:**
  - Pour Diminuer Nos Déchets (**La Presse à l'École**– pages 47-48)
  - L'Environnement (**Quant à Moi** – pages 193-200)
  - Vive La Nature (**Discovering French 3** pages 108-111) It is a simple article but great use of vocabulary
  - Etes-vous terrorisés par la pollution? (**Quant à Moi**–pages 191-192)
  - Rouler contre la pollution (**La Presse à l'École** – pages 7 and 8)
  - Les Mythes aujourd'hui – le vin et le lait, le bifteck et les frites (**Quant à Moi** – pages 76-78)
- **Assessment :** Vocabulary quizzes
  - Class discussions
  - Journal entries
  - Two compositions
  - Listening activities
  - Student recordings

**November:**

**CR6e:** The course explicitly addresses the Families and Communities themes.

**Families and Communities**

**(CR6e)**

- **Vocabulary:** Students will study vocabulary associated with the family. This will include family members, relationships, adjectives of description, immigration and emotions.
- **Grammar:** Chapters 8–13 from **French Four Years** (subjunctive, reflexive verbs, impersonal constructions)

- **Literature/Readings:**

De main des l'aube by Victor Hugo

Les Jeunes qui voulaient vivre sans les Vieux (**Contes et Fables d' Afrique** –pages 7–13)

Se loger en France (**Quant à Moi** – pages 16–19)

Les enfants qui vivent dans la rue (**La Presse à l' Ecole** – pages 29 and 30)

- **Assessment :**

Vocabulary quizzes

Journal entries

Compositions

Listening activities

Student recordings

Littérature readings

**December:**

**CR6f:** The course explicitly addresses the Beauty and Aesthetics theme.

**Beauty and Aesthetics**

**(CR6f)**

- **Vocabulary :** Students will learn literary terms, music, art, architecture and drawing
- **Grammar:** Chapters 11–13 **French Four Years** (definite and indefinite articles, partitive and nouns)

- **Literature/Readings:**

Ode à Cassandre – (Pierre de Ronsard)

Des Miró chez les ados (**La Presse à l' Ecole** – pages 57 and 58)

L'art (**Trésors du Temps** – The book traces the history of French art. Because the material is so vast, the material will be divided among students to teach to their fellow classmates.

- **Outting:** Students take a field trip to the National Gallery of Art in Washington, D C

- **Assessment:**

Vocabulary quizzes

Class discussions

Journal entries

Listening activities

Student recordings

Literature readings

Art project

#### **January:**

#### **Review**

We have two weeks of class before we begin our midterm exams. During the month of January, we review all vocabulary, grammar and themes of the first semester. The first semester exam is modeled after a French AP exam.

**CR6f:** The course explicitly addresses the Beauty and Aesthetics theme.

#### **February: Beauty and Aesthetics (cont.)**

#### **(CR6f)**

- **Vocabulary:** Students will learn body parts, health/illness and health care professionals
- **Grammar:** Chapters 14–18 **French Four Years** (personal pronouns, possessives, demonstratives, relative pronouns, interrogative constructions)
- **Literature/Readings:**

Le Malade Imaginaire (excerpt) Molière

Les M édecins San Frontières (**Better French Reader** – pages 164–166)

- **Project :** SHF students sell mardi gras beads in the cafeteria at lunch. We donate our profits to “Doctors without Borders”.

- **Assessment:**

Film: we will watch excerpt of “Le Malade Imaginaire”

Class discussions

Vocabulary quizzes

Journal entries

Two essays

Listening activities

Student recordings

**March:**

**CR6b:** The course explicitly addresses the Science and Technology theme .

**Science and Technology**

(**CR6b**)

- **Vocabulary:** Student list will include the computer, the sciences and technology related words.
- **Grammar:** Chapters 19–20 **French Four Years** ( prepositions, adverbs, negative constructions)

- **Literature/Readings:**

Les Inventions (la poubelle, le Braille et le robot) (**Better French Reader** – pages 149–153)

Les français et la technologie (**Bravo** pages 349–352)

- **Assessments :**

Vocabulary quizzes

Readings

Class discussions

Journal entries

Compositions



Listening activities

Student recordings

**April:**

### **Contemporary Life**

**CR6c:** The course explicitly addresses the Contemporary Life theme.

**(CR6c)**

- **Vocabulary:** Student list will include vocabulary on education, sports, leisure, celebrations, professions, patriotism, nationalism and gender.
- **Grammar:** Review chapter. We will review grammar reviewed since the mid-term exam.
- **Literature/Readings:**

La Dernière Classe by Alphonse Daudet

Tokô Waly by Léopold Senghor

Le Cancre by Jacques Prévert

L'Enseignement en France (**Bravo** – pages 78-79)

Le Bac (**Bravo** – pages 70-71)

L'Académie Française (**Better French Reader** – pages 184-189)

Reportage : Fille ou Garçon : Tous les métiers (**Quant à Moi** – pages 139-143)

La Marseillaise (history and lyrics) (**Better French Reader** – page 176)

Le drapeau français (**Better French Reader** – page 178)

- **Assessments :**

Vocabulary quizzes

Readings

Class discussions

Journal entries

Two compositions

Listening activities

Student recordings

## Sample AP exam

### Strategies

I use diversified strategies in my AP French class. My plan is outlined below.

#### Listening

(CR4a and CR2a)

**Songs:** Students listen to French songs. Cloze exercises are completed. We discuss the grammar and vocabulary in the songs. We also discuss the artist. Two examples are "La Vie en Rose" by Edith Piaf and "La Marseillaise" by Rouget de Lisle.

**Listening Comprehension:** Tapes/CD's from **AP French and French Four Years** are used routinely in class. We also watch segments of French movies.

**Dictations:** Dictations are given at least one per month. I try and include studied vocabulary in the dictations.

**Literary Topics:** When students work on literary selections in class, they are given background information on the author and the social/political environment of the time. This is presented in oral or written form.

#### Speaking

(CR3a, CR9, CR5a and CR2a)

**AP Rubric for Speaking:** On the first day of class, students receive the AP rubric for speaking. We discuss it at length. The students are assessed using the AP rubric on speaking assignments.

**Speaking French:** Students are reminded of the importance of speaking French in class. All students receive participation grades based on their use of the French language.

**Cassette Tapes:** Students practice speaking with the use of cassette tapes. Each student has his/her own tape. Hopefully, they are able to see their own improvement by listening to their tape.

**Readings:** The class discusses the readings in French. This gives the students further opportunity to improve both speaking and listening skills.

**Use of Visuals:** Students use visuals to practice extemporaneous speaking with a partner. Sometimes they are required to speak in a specific tense.

#### Reading

(CR2c, CR2b, CR4b)

**Reading Library:** A number of years back, I started to create a library of French books. Many are children's books and others are adult French literature. I use these books in conjunction with our school's "Read to Succeed" program. Each Wednesday, 15 minutes of our class period is dedicated to sustained

silent reading in French. After reading, students write their observations in their journals. Students select a book of their choice to read from my collection.

**Magazine and/or Internet Articles:** Students read articles for a variety of purposes. The assignment may be to write a summary, to make a list of new vocabulary words, to learn new information or to identify verb tenses.

**Note:** I am constantly reassessing the readings that were effective and those that were not as effective. I make substitutions as I find better alternatives.

### **Writing**

#### **(CR3b and CR5b)**

**AP Rubrics:** On the first day of school, students receive the AP rubric for compositions and we discuss my grading policies. All formal compositions during the school year will be graded on the AP Rubric.

**Summer Assignment:** Students will be given a rather large grammar review packet. Completion of this packet proves very helpful to the student. They will learn what they know and what they still need to master during the up-coming school year. Students will also be given a comprehensive vocabulary list. They will review all vocabulary learned during the previous four years. They are required to use a specific number of these words in good French sentences.

**Journal Entries:** Students are given a "writing" prompt. Entries are short. Students may be asked to answer specific questions. The focus is on new vocabulary and grammar that is currently being reviewed. Sometimes students will be asked to share with the class/partner.

**Unit Vocabulary:** Students practice using words in sentences. They define words in French. They work on synonyms and antonyms. Vocabulary quizzes and/or tests are given.

**Expressions:** Students study idiomatic expressions, transition words and word families.

### **Grammar**

**Diagnostic Test:** Students are administered a diagnostic test in September to determine grammar needs of students.

**Grammar Cards:** Students in French 3 pre-AP and French 4 pre-AP create grammar cards of all grammar units studied. The students are required to hold on to these cards each year. We continue to make grammar cards for any new grammar materials learned in AP French.

**Common Mistakes:** Common mistakes found on compositions will be discussed in class. Student names are omitted.

### **Cultural Activities**

#### **(CR7, CR8)**

- Students travel to the **National Gallery of Art** in Washington, D. C.
- SHF members sell Mardi Gras beads in the school cafeteria. Proceeds are annually sent to "**Doctors without Borders**".
- SHF members make, decorate and fill cardstock shoes to celebrate **St. Nicolas** in December. The shoes are distributed annually to Head Start students in our school.
- SHF members celebrate **Mardi Gras** and **Christmas traditions** at our meetings.
- Students **correspond with our sister school** in France throughout the school year. Several fortunate students will visit the school/ students in March. The French students will visit all of the American French students in May.

### **Classroom Textbooks**

#### **AP French, Preparing for the Language Examination**

Second Edition

By Richard Ladd and Colette Girard

Published by Addison Wesley Longman

c. 1998

#### **Trésors du Temps**

By Yvone Lenard

Published by Glencoe

c.2005

#### **Bravo, Fourth Edition**

By Muyskens, Harlow, Viale, Brière

Published by Thomson, Heinle

c. 2002

#### **The Ultimate French Review and Practice**

By Stillman and Gordon

Published by Passport

c. 1999

**French Four Years Advanced French with AP Component**

By F. Stein

Published by Amsco

c.2006

**Teacher Resources**

**French Three Years**

By Blume and Stein

Published by Amsco

c.1994

**Reprise**

Published by National Textbook Co.

c. 1997

**Triangle, 3<sup>rd</sup> Edition**

By Carolyn F. Demaray and Josette J. Smith

Published by Wayside Publishing

c. 1998

**La France Contemporaine, 3<sup>rd</sup> edition**

By William F. Edmiston and Annie Duménil

Published by Thomson/Heinle

c. 2005

**Breaking The French Barrier, advanced**

By Catherine Coursaget and Micheline Myers

Published by Cindy Beams

c.2009

**La Presse A L' Ecole**

By Deborah Metford and Suzann Ottewell

Published by Soleil inc.

c. 1996

**Quant à moi, 3rd Edition**

By Jeannette D. Bragger and Donald B. Rice

Published by Thomson and Heinle

c. 2005

**Schaum's Outlines: French Vocabulary**

By Mary E. Coffman Crocker

Published by Mc Graw-Hill

c. 1998

**Barron's E-Z French**

By Christopher Kendris and Theodore Kendris

Published by Barron's

c. 2010

