

AP French Language and Culture ® Syllabus 2014 – 2015

Course Description:

The AP French Language Course is comparable to an advanced third year college level French Language course and, therefore, is conducted almost exclusively in French. Reading, writing, listening, speaking, and culture are all emphasized through various themes of study as outlined in the course planner. Students are expected to take the AP French Language and Culture Exam upon completion of the course. [CR 1]

Learning Objectives:

The new primary AP learning objectives are designed to assure that students develop the skills to communicate in French, specifically in terms of:

- Conversing in French (spoken interpersonal communication)
- Corresponding in French (written interpersonal communication)
- Watching and Listening to media in French (audio and visual interpretive communication)
- Reading and applying French-language media content (written/print interpretive communications)
- Presenting to a French-speaking audience (spoken presentational communication)
- Writing for a French-speaking audience (written presentational communication)

Overarching Themes:

The primary AP curriculum is designed to be more applicable to real life in terms of:

- Global Challenges; Science & Technology; Contemporary Life; Personal & Public Identities; Families & Communities; and Beauty & Aesthetics

Resources and Materials:

TEXTBOOKS & ANCILLARIES

- *Bien vu, bien dit: Intermediate French*, Williams, A., Grace, C., Roche, C., McGraw-Hill, 2008
- *AP French Preparing for the Language and Culture Examination*, R Ladd, Pearson, 2012
- *Reprise A Review Workplace for Grammar, Communication, and Culture*. Glencoe/McGraw-Hill, for Curriculum Year A
- *Imaginez: le français sans frontières*, Mitchke, C., Vista Higher Learning; 2nd Edition, 2012
- *Allons au-delà!*, R Ladd, Pearson Prentice Hall, 2012
- *Trésors du temps, niveau avancé*, Lenard, Y., Glencoe/McGraw-Hill, 1997
- *Une fois pour toutes: Une révision des structures essentielles de la langue française*, Deuxième Édition, Sturges, H., Nielsen, L. C. & Herbst, H. L. , Pearson Education, Inc., 1992
- *Réseau: Communication, Intégration, Intersections*, JM Schutz, MP Tranvouez, Pearson, 2010

LITERARY SOURCES [CR 2c]

- Original texts of novels, poems, short stories, and magazine articles as indicated below:
- Youth Fiction & Fiction used in Literature Circles in years 3 and 4/AP:
 - St. Exupéry, Antoine de. *Le Petit Prince*. Folio Junior. 1995
 - Goscinnny, René. *Le Petit Nicholas*. Folio Junior. 1994
 - Pineau, G. *Un Papillon dans la Cité*. Éditions Sepia. 1992

- Clermont, Marie-Andrée. *Poursuite*. Éditions Hurtubise HMH Limitée, 1992
- Drozd, Irina. *Meurtre en miroir*. Éditions Hurtubise HMH Limitée, 1993

NON LITERARY SOURCES [CR 2b]

- “Le journal: France-Amérique”, Authentic current sample articles
- “L’Express”: Authentic current sample articles on Environment, technology
- “TV5 Monde”: Sept jours sur la planète, mot du jour, vidéos, podcasts. <http://tv5.org/>
- “Aux bons souvenirs”: (youtube), Authentic Matinique videos
- “Le Monde”: New articles. <http://lemonde.fr/Canada>

VIDEOS AND AUDIO SOURCES

- Authentic Music CD’s/MP3’s, of artists consisting of:
 - Pascal Obispo, Patricia Kaas, Fancis Cabrel, Cœur de Pirate, Zaho, M. Pokora, Tal, Corneille
- Original films – selections from: [CR 2a]
 - Molière, Madame Bovary, Inch’Allah, Dimanche, Ressources Humaines, Au revoir les enfants, Cyrano de Bergerac, La Belle et la Bête, Aladdin, Le Roi Lion, Les Choristes, Chocolat, Le Roi Soleil, Mon Meilleur Ami, Bienvenue Chez les Ch’tis, le Dîner de Cons, La Grande Seduction.

SUPPLEMENTAL RESOURCES

- Professional
 - <http://www.frenchteachers.org> (AATF)
 - <http://www.lehman.edu/deanhum/langlit/french/>
 - <http://www.utm.edu/departments/french/french.html#books>
- French television channels (providing authentic listening comprehension opportunities)
 - <http://www.france2.fr>
 - <http://www.france3.fr>
 - <http://www.tv5.org>
- French magazines and newspapers (providing authentic reading and listening comprehension)
 - www.tes.co.uk
 - www.Rfi.fr
 - <http://www.parismatch.com/sommaire/index.php>
 - <http://www.lefigaro.fr/>
 - <http://www.lesoir.be/>
 - <http://www.bparis.com> (some articles in English – provide cultural perspectives)
 - <http://www.coh.arizona.edu/french/uoa/magazine.html> (many French magazines and newspapers)
 - <http://www.coolfrenchcomics.com>
 - <http://www.voila.fr/>
 - <http://www.liberation.fr/>

- Realia (department stores, travel, weather information, etc.)
 - <http://www.alapage.com/>
 - <http://www.paroles.net/> (songs).
 - <http://www.franceway.com>
 - <http://www.virtualtourist.com/travel/Europe/France/TravelGuide-France.html>
 - <http://www.orange.fr/bin/frame.cgi?u=http%3A//pp.auto.search.ke.voila.fr/>

- French language (grammar, etc.)
 - <http://www.verbix.com>
 - http://french.about.com/od/inttest/Intermediate_French_Tests_French_Tests_forIntermediates.htm
 - <http://french.about.com/library/pronunciation/bl-pronunciation.htm>
 - <http://www.goethe-verlag.com/tests/EF/EF.HTM>
 - <http://french.about.com/library/verb/bl-verbconjugator.htm>
 - http://globegate.utm.edu/french/globegate_mirror/gramm.html
 - <http://www.swarthmore.edu/Humanities/gmoskos1/index1b.html>
 - <http://laits.utexas.edu/tex/gr/overview.html>
 - <http://www.lepointdufle.net/>
 - <http://www.bonjourdefrance.com>
 - <http://www.radio-canada.ca>
 - <http://www.poesie.webnet.fr>
 - <http://www.rticl.tv>
 - <http://www.french.about.com>
 - <http://www.alapage.com>
 - <http://www.youtube.com>
 - <http://www.parismatch.com>
 - <http://www.franceamericaine.com>
 - <http://www.lepointdufle.net>
 - <http://www.momes.net>
 - <http://www.parispages.com/headlines/>
 - <http://www.frenchteachers.org/bulletin/articles/technology/returnpodcast.pdf>
 - <http://www.frenchteachers.org/technology/index.html>

Teaching Strategies:

Every effort is being made to conduct the class exclusively in French. Students are asked to keep a list of new acquired vocabulary for weekly quizzes on thematic topics. All skills, listening, oral, writing and reading are spread out during a typical week. Students are encouraged to seek additional resources that will enhance all skills. All speaking and writing assignments will be graded according to the AP rubric

LISTENING COMPREHENSION [CR 4a, 6a, 8]

Students are exposed to movies without subtitles in order to enhance their skills. Music videos, CD's and teacher recorded news segments, documentaries, game shows from TV 5, france24, are used in the classroom in order to enhance discussions. Dictées will also be included on a weekly basis.

READING COMPREHENSION [CR 3b, 6]

Reading is a daily activity in the French classroom. Students read short stories based on each theme mentioned above. Students are also encouraged to read newspaper articles from France-Amérique as well as articles on the internet on various current events

WRITING SKILLS

Students in the AP French language class write full length compositions with a time limit of 40 minutes every other Thursday. Errors are always coded (ie. Inf (infinitive), PC (Passé composé), Fém (féminin) etc...and it is the responsibility of the student to correct their errors. Strong emphasis is given on spelling mistakes. All compositions will have transitional words (ie. Puis, ensuite, enfin...) in order to enhance the flow of the composition. Students will re-write the compositions in class after correcting their errors. Students will be graded on the new AP rubric. Students will have no use of dictionaries or other notes. Students will practice E-mail writing, as it is described in the AP French and Culture book (Ladd 2012).

SPEAKING SKILLS [CR 5a, 6f]

The AP French language course will include partner activities, group activities. Students will do video projects, discuss movies and will develop and perform Interpretive Communication skills related to the 6 thematic topics in class. Students are also encouraged to sing songs, learn and recite fables from French 1 to AP to develop the French ear. Oral grades are determined using the new AP rubric. Post AP Project: Our school finishes at least 10-14 days after the AP French and culture test. The students will be required to design in French a virtual trip for 15 days in a Francophone country of their choice. They will include the following items: Flight, hotels, daily itinerary, restaurants, places visited (at least 3 different cities), and keep a journal in French of their adventure. The project will be presented orally, as well as in written form.

Course Organization

Daily/ Weekly Activities:

- Students are exposed to French music every day as they enter the classroom. This serves as a sponge exercise. Using Paroles.net, lyrics are then introduced in order to enhance reading comprehension.
- Students read articles from various newspapers or magazines and answer comprehension questions including oral, multiple choice, and open-ended. Students may also write formal and informal essays on topics relating to the themes of the articles. [CR 4b]
- Students synthesize and analyze information taken from videos, songs, and other audio resources. [CR 4a]

- Students practice speaking in pairs about daily life. [CR 9] & [CR 3a]
- Students take turns presenting (briefly) a current event.
- Students are shown several movies on Fridays only for about 25 minutes, in order to have them exposed to different French accents and dialects. This helps in developing a French ear.

Assessments:

- Written and spoken homework assignments
- Journal [CR 3b]
- In and out of class compositions [CR 5b]
- Oral presentations [CR 5a]
- Verb quizzes
- Grammar quizzes
- Participation
- Projects [CR 5a, 5b]
- AP Exam practice exercises

COURSE PLANNER BASED ON THEMATIC UNITS

Classes are on a modified block schedule, with 56 minute classes Monday, Thursday, and Friday with a 112 minute block class on Tuesday (for odd numbers periods) and Wednesdays (for even numbered periods). The general flow of the classroom is detailed below:

Jour	Lundi	Mardi / Mercredi	Jeudi	Vendredi
a c t i v i t e s	<p>Weekly vocabulary quiz incorporating grammatical elements from previous week.</p> <p>Critical listening, writing, and speaking practice.</p> <p>Critical listening activity and question development.</p> <p>Review of personalized vocabulary.</p>	<p>Introduction of the week's grammar for review.</p> <p>Practice exercises in the texts books and ancillaries listed above for the week's grammar.</p> <p>Student composed and performed "fill in the response" dialogues, <i>or</i> synthesis writing using audio report and second text, <i>or</i> presentations.</p> <p>Due date for students personal vocabulary list from literature circle novel and/or film.</p> <p>Due date for literature circle and/ or film discussion for class.</p>	<p>Writing and speaking practice applying the new grammatical concepts</p> <p>Literature circle of reading.</p> <p>Preview of film through thematic concepts, topics, sub topics, and questions.</p> <p>Discuss vocabulary possibly related to topic.</p>	<p>Grammar Quiz</p> <p>Critical viewing of film (with French subtitles if possible) <i>or</i> short <i>or</i> continued literature review.</p> <p>Discussion in French post viewing for questions regarding the material.</p> <p>In-class writing on reaction to material viewed to present <i>or</i> final review.</p>

UNIT: Les Défis Mondiaux – Global Challenges

Sub Themes: Economic Issues; Environmental Issues; Health Issues; Human Rights; Peace and War; Diversity

Learning Objectives [CR6a]

- Students will analyze the differences between American and French governmental systems and the impacts they have on society.
- Students will discuss current events in various francophone cultures.
- Students will study current environmental challenges and explore possible solutions. [CR9]

Activities may include, but are not limited to:

VOCABULAIRE – Vocabulary

- La nature – Nature
- Les animaux – Animals
- Les phénomènes naturels – Natural Phenomena
- Se servir de la nature ou la détruire – To use or to destroy nature
- Les lois et les droits – Laws and Rights
- La politique – Politics
- Les gens – People
- La sécurité et le danger – Security and Danger
- Vocabulary related to Immigration, cultural diversity, and human rights. (Réseau Ch 7,8)

LECTURE – Reading [CR2]

- Article – Tout bouge autour de moi, Laferrière [CR2b]
- Article – Les Richesses du Pacifique [CR2b]
- Poème – Baobab, Tati-Loutard [CR2c]
- Article – Haïti soif de liberté [CR2b]
- Littérature – Chien maigre et chien gras, Juraver [CR2c]
- Article – Les Antilles: Alerte! Les pirates! [CR2b]
- Littérature – Le Marché de l'espoir, Sathoud [CR2c]
- Littérature – Un Papillon dans la Cité (G Pineau)
- From Allons au-delà!
 - a) Tahar Ben Jelloun: Le racisme expliqué à ma fille p.10
 - b) A. Rimbaud: Le dormeur du Val p.80
- From Petit Nicolas
 - a) Les Cowboys
 - b) Djodjo

COMPRÉHENSION ORAL – Listening [CR2]

- Un clip vidéo – Le vélo en ville [CR2a]
- Un clip vidéo – L'Homme qui plantait des arbres [CR2a]
- Un clip vidéo –Objectif Terre

- Un clip vidéo –Des Forêts et des Hommes
- Un clip vidéo – Notre poison quotidienne (documentaire sur youtube.com)
- Chanson – Aux arbres citoyens (yannich Noah)

AP PRACTICE – from AP French Language and Culture book (Ladd 2012):

- Interpretive Communication Print # 1,19,28,30
- Interpretive Communication Print/Audio # 1,5,15,19
- Interpretive Communication Audio #5,7, 14,21,29,33
- Interpersonal Writing E-mail Reply # 2,10
- Presentational Writing Essay # 1,5
- Interpersonal Speaking Conversation # 10

UNE TABLE RONDE – Interpersonal Speaking [CR3a]

- Students discuss prior knowledge of natural disasters in the U.S. and abroad; summarize knowledge of Haïti earthquake of 2010
- Students discuss the Maghreb immigration in France.

EXPOSÉ ORAL – Presentational Speaking [CR5a]

- Students research a natural disaster and present to the class
- Students research a social and or political issue with possible solutions about the environment or other subject for approval.

ÉCRITURE INTERPERSONNEL – Interpersonal Writing [CR3b]

- Students write blog postings reacting to three of the reading selections from this unit [CR4b]

EXPOSÉ ÉCRIT – Presentational Writing [CR5b]

- Students write a persuasive essay on a social or political issue of their choosing (to be approved).

UNIT: La Science et la Technologie – Science and Technology

Sub Themes: Social Impact of Technology; Future Technologies; Discoveries and Inventions; The New Media

Learning Objectives [CR6b]

- Students will describe how societies use technology and surrounding ethical issues.
- Students will analyze the role of social media in society.
- Students will discuss francophone contributions to scientific discoveries.

Activities may include, but are not limited to:

VOCABULAIRE – Vocabulary

- La technologie – Technology
- Les inventions et la science – Inventions and Science
- L’univers et l’astronomie – The Universe and Astronomy
- Les médias – Media
- Le cinéma et la télévision – Film and Television
- La presse – Print Media
- Vocabulary related to cultural opinion of the francophone world; Life in modern Europe (present and future).Réseau Ch 11, 12

LECTURE – Reading [CR2]

- Article – Le clonage [CR2b]
- Article – Cern: À la découverte d’un univers particulier [CR2b]
- Article – Le grand réveil [CR2b]
- Littérature – La télé et la mort, Duras [CR2c]
- Littérature – Solitude Numérique, Daeninckx [CR2c]
- Rêves de Grandeur (Marianne-en-ligne.fr)
- Congrès de la Paix à Paris 1849 (V Hugo).
- From Allons au-delà!
 - a) A. Robida: La fin des livres p. 112
- From Le Petit Nicolas
 - a) Le Bouillon
 - b) L'inspecteur

AP PRACTICE – from AP French Language and Culture book (Ladd 2012):

- Interpretive Communication Print # 4,23,29
- Interpretive Communication Print/Audio # 3,7,10,11,13
- Interpretive Communication Audio # 4,9,12,22,23,25
- Interpersonal Writing E-mail Reply # 4,7
- Presentational Writing Essay # 6,7,8,9
- Interpersonal Speaking Conversation # 3

COMPRÉHENSION ORAL – Listening [CR2]

- Un clip vidéo – Le robot à la français [CR2a]
- Un clip vidéo – Les Jeunes Magasins [CR2a]
- Un clip vidéo – Un OVNI dans l’information numérique [CR2a]
- Un clip vidéo – Dépendance [CR2a]

UNE TABLE RONDE – Interpersonal Speaking [CR3a]

- Students discuss different media sources and how they gather knowledge about current events
- Students discuss modern technology and its effects on society

EXPOSÉ ORAL – Presentational Speaking [CR5a]

- Students create a news report and present to the class on an innovative technology or scientific issue created in a francophone country
- Students choose a francophone country and present the specifics of a scientific or technological contribution given from this country to the world at large.

ÉCRITURE INTERPERSONNEL – Interpersonal Writing [CR3b]

- Students write a journal entry about an ethical question of their choice

EXPOSÉ ÉCRIT – Presentational Writing [CR5b]

- Students write an essay about a current technology that they imagine will be obsolete some day and explain why.
- Students propose a new scientific breakthrough they foresee in the future or a new technology that they would like to see developed, and explain why.

UNIT: La Vie Contemporaine – Contemporary Life

Sub Themes: Education, Leisure & Sports, Holidays & Celebrations, Housing & Shelter, Professions, Travel

Learning Objectives [CR6c]

- Students will describe and discuss their personal life (education, sports, etc.) and their future ambitions (travel, profession).
- Students will compare and contrast the role of holidays and celebrations in their society and others.
- Students will examine the differences between educational systems in their own culture and others.

Activities may include, but are not limited to:

VOCABULAIRE – Vocabulary

- Le sport – Sports
- Le temps libre – Leisure time
- L'éducation et l'enseignement – Education and Pedagogy
- Le monde du travail – The working world
- Les finances – Finances
- Les lieux – Places
- Les indications – Directions
- Les fêtes – Holidays
- Les voyages – Travel
- Vocabulary related to Professional life and man/woman relations; Daily life in urban and rural settings; Socio-economic differences: Réseau Ch 2,3,5

LECTURE* – Reading [CR2]

- Articles divers – La francophonie [CR2b], [CR7], [CR8]*
- Littérature – Le Petit Nicolas: Le Football, Sempé-Goscinny [CR2c]
- Littérature – Profession Libérale, Le Drian [CR2c]
- Article – Ce fameux bac! [CR2b]
- Article – Il a raté le bac [CR2b]
- Mon chef est une femme, Paris (Balzac)
- Une femme (A Ernaux).
- From Allons au-delà!
 - a) A. Daudet: Le secret du Maître Cornille p. 184
 - b) B. Dadie: Le Pagne Noir p.198
- From Le Petit Nicolas
 - a) Rex
 - b) On a bien rigolé
 - c) Je fume

*Students will read a variety of articles throughout the year. Each focuses on a different francophone country or region. Students will read about products, notable people, customs, monuments, important historical events, etc. Students will answer comprehension questions orally or in writing. Students will study linguistic differences between these areas and France.

AP PRACTICE – from AP French Language and Culture book (Ladd 2012):

- Interpretive Communication Print # 2,6,11,12,13,15,16,21,27,33,40
- Interpretive Communication Print/Audio # 2,4,6,8,12,14,17,18,20
- Interpretive Communication Audio # 6,10,11,13,28,31
- Interpersonal Writing E-mail reply # 1,5,6,9
- Presentational Writing Essay # 4
- Interpersonal Speaking Conversation # 1,2,4,5,6,7,9

COMPRÉHENSION ORAL – Listening [CR2]

- Un clip vidéo – Le ballon prisonnier [CR2a]
- Un clip vidéo – Bonbon au poivre [CR2a]
- Un clip vidéo – Des conseils dans un marché concurrentiel [CR2a]

UNE TABLE RONDE – Interpersonal Speaking [CR3a]

- Students tell a humorous anecdote from their childhood relating to sports, leisure time activities, or a cultural misunderstanding
- Students compare and contrast the French bac to the Arizona Instrument to Measure Standards (AIMS) [CR7], [CR8]
- Group conversation: City life vs country life, Social differences in United States and Francophone countries.

EXPOSÉ ORAL – Presentational Speaking [CR5a]

- Students present a cultural practice of a francophone country or region

ÉCRITURE INTERPERSONNEL – Interpersonal Writing [CR3b]

- Students write a five day long journal of an imaginary trip that they took to a francophone country/region; they explain a cultural practice or perspective that they learned about [CR7]

EXPOSÉ ÉCRIT – Presentational Writing [CR5b]

- Students write an essay exploring a profession of their choice
- Students write an essay discussing their life preference between the city and the country

UNIT: La Quête de Soi – Personal and Public Identities

Sub Themes: Alienation & Assimilation; Beliefs & Values; Language & Identity; Multiculturalism

Learning Objectives [CR6d]

- Students will discuss and analyze how language and culture influence cultural identity.
- Students will examine stereotypes of various cultures and their impact on personal identity.
- Students will interpret the relationship between identity and beliefs and values.

Activities include, but are not limited to:

VOCABULAIRE – Vocabulary

- Les problèmes et les solutions – Problems and Solutions
- Les changements – Changes
- La personnalité – Personality
- Vocabulary related to Professional life; Politics and Independence in a Francophone world: Réseau Ch 2,4

LECTURE – Reading [CR2]

- Article – Un demi-siècle d'indépendance [CR2b]
- Article – Le Québec: La souveraineté du Québec [CR2b]
- Article – Djamila ou le dilemme de l'intégration [CR2b]
- Article – SOS Racisme [CR2b]
- Paroles du Chanson – Éthiopie
- Poème – Liberté, Éluard [CR2c]
- << Acadie, paradis ébréché.>> A Maillet ; le Deuxième sexe (S De Beauvoir)
- From Le Petit Nicolas
 - a) Je fréquente Agnan

- b) Le Petit Poucet
- From Allons au-delà!
- a) G. Roy: Vincento p.224

COMPRÉHENSION ORAL – Listening [CR2]

- Un clip vidéo – Bon Anniversaire! [CR2a]
- Un clip vidéo – Samb et le commissaire [CR2a]
- Un clip vidéo – Qu'en pensent les jeunes Belges? [CR2a]id
- Chanson : Alors on danse

AP PRACTICE – from AP French Language and Culture book (Ladd 2012):

- Interpretive Communication Print # 9,14,22,25,37,38,39
- Interpretive Communication Print/Audio # 9
- Interpretive Communication Audio # 20,27
- Interpersonal Writing E-mail Reply # 3,8
- Presentational Writing Essay # 3
- Interpersonal Speaking Conversation # 8

UNE TABLE RONDE – Interpersonal Speaking [CR3a]

- Students discuss their linguistic and cultural heritage, socio-economic status, and their personal identities and how they imagine this will change over time
- Students conduct a work interview with a partner
- Group discussion of how to express personal political views and opinions.

EXPOSÉ ORAL – Presentational Speaking [CR5a]

- Students choose three items to put in a time capsule and say a short explanation why the object was chosen and why it represents their generation.

ÉCRITURE INTERPERSONNEL – Interpersonal Writing [CR3b]

- Students write a letter from the perspective of Walid, a character in the video Bon anniversaire!, in which they express their feelings about the cultural “treason” on the part of Walid’s sister [CR7]

EXPOSÉ ÉCRIT – Presentational Writing [CR5b], [CR4b]

- Students read the article Djamila ou le dilemme de l’intégration and then compare and contrast the Maghrebin immigration in France to that of Hispanics in the southwest U.S. [CR8]

UNIT: La Famille et la Communauté – Families and Communities

Sub Themes: Childhood & Adolescence; Customs & Ceremonies; Family Structures; Friendship & Love

Learning Objectives [CR6e]

- Students will compare and contrast their own family structures with those of other cultures.
- Students will describe different customs and ceremonies in their cultures and others. [CR7] & [CR8]
- Students will describe their own childhood and their ideas about raising a family.

Activities may include, but are not limited to:

VOCABULAIRE – Vocabulary

- Les membres de la famille – Family relationships
- La vie familiale – Family life
- Les relations – Personal relationships
- Vocabulary related to family setting and Politics and French identity. Réseau Chapter 1 and Chapter 4

LECTURE – Reading [CR2]

- Article – Jour de mariage [CR2b]
- Poème – Père et mère, Diop [CR2c]
- Littérature – Le pont Mirabeau, Apollinaire [CR2c]
- Littérature – La couverture, fable du Moyen Âge [CR2c]
- Deuxième conte pour enfants de moins de trois ans. E. Ionesco
- Français Américains: Ces différences qui nous rapprochent
- From Le Petit Nicolas
 - a) Je suis malade
 - b) Je quitte la maison
- From Allons au-delà!
 - a) Azouz Begag: Le Gone de Chaâba p. 298
 - b) René Goscinny: On a eu l'inspecteur p. 304

COMPRÉHENSION ORAL – Listening [CR2]

- Un clip vidéo – Générations en construction [CR2a]
- Un clip vidéo – De l'autre côté [CR2a]
- Chanson – La corrida, Cabrel [CR2a]
- Chanson – Je serai là, Moïse [CR2a]
- Un clip vidéo – J'attendrai le suivant...[CR4]

AP PRACTICE – from AP French Language and Culture book (Ladd 2012):

- Interpretive Communication Print # 5,17,18,20,34
- Interpretive Communication Audio # 2,15,30

UNE TABLE RONDE – Interpersonal Speaking [CR3a]

- Students discuss the Algerian wedding in the reading selection, Jour de mariage and compare it to an American (or other familiar culture) wedding [CR7], [CR8]

- Students introduce their family using personal pictures and/or video

EXPOSÉ ORAL – Presentational Speaking [CR5a]

- Students choose a scene from the fable “La Couverture” and play the scene for the class

ÉCRITURE INTERPERSONNEL – Interpersonal Writing [CR3b]

- Students listen to the song “Je serai là” and then write a letter to their future child/children explaining what they will do for them

EXPOSÉ ÉCRIT – Presentational Writing [CR5b], [CR4a]

- Students watch the film “Les Choristes” and then write a letter in support of or condemning the school’s director to its benefactors

UNIT: L’Esthétique - Beauty and Aesthetics

Sub Themes: Architecture; Ideals of Beauty; Literature; Music; Performing & Visual Arts

Learning Objectives [CR6f]

- Students will examine the role of art, music, and literature in society.
- Students will study various well-known francophone authors, musicians, artists, actors, etc.
- Students will compare and contrast the different ideals of beauty in their own culture and others.

Activities may include, but are not limited to:

VOCABULAIRE – Vocabulary

- L’architecture – Architecture
- Le cinéma et le théâtre – Films and theater
- Musique – Music
- Les arts visuels – Visual arts
- Littérature – Literature
- Vocabulary related to the symbols of France; World of Architecture, Painting, Sculpture, and Cinéma: Réseau Ch 6,9,10

LECTURE – Reading [CR2]

- Galerie de Créateurs [CR2b]*
- Article – En Haïti, l’art, c’est la vie [CR2b]
- Article – Vive la musique! [CR2b]
- Article – Le monde des arts [CR2b]
- Article – Guy Laliberté [CR2b]
- Article – L’importance du « Look » [CR2b]

- Éloge du maquillage (Baudelaire), poem Parfum Exotique
- Monsieur Ibrahim et les fleurs du Coran.
- From Le Petit Nicolas
 - a) Un souvenir ...
 - b) Un chouette bouquet
 - c) Louisette
- From Allons au-delà!
 - a) P. Verlaine: Il pleure dans mon coeur p. 363
 - b) J. Prévert: Pour faire le portrait d'un oiseau p. 380

*The Galerie de créateurs readings are included throughout the student textbook and provide information on various well-known francophone authors, musicians, artists, actors, etc. Students read and answer comprehension questions orally or in writing.

COMPRÉHENSION ORAL – Listening [CR2]

- Chanson – Pour que tu m'aimes encore, Dion [CR2a]
- Un clip vidéo – Émilie Muller [CR2a]

AP PRACTICE – from AP French Language and Culture book (Ladd 2012):

- Interpretive Communication Print # 3,7,8,10,24,26,31,32,35,36
- Interpretive Communication Print/Audio # 16
- Interpretive Communication Audio # 1,3,8, 16,17,18,19,24,26,32
- Presentational Writing Essay # 2

UNE TABLE RONDE – Interpersonal Speaking [CR3a]

- Students discuss themes and styles of the paintings in the article, En Haïti, l'art, c'est la vie [CR7]
- Students will simulate shopping in France and asking for directions
- Students will pretend to invite someone on a date or to the movies

EXPOSÉ ORAL – Presentational Speaking [CR5a]

- Students research “une époque” that they will then present to the class as if they are a travel agent. They will need to present art, literature, music, etc. from this time period.

ÉCRITURE INTERPERSONNEL – Interpersonal Writing [CR3b]

- Students write a blog posting reacting to information presented in the article, Guy Laliberté

EXPOSÉ ÉCRIT – Presentational Writing [CR5b], [CR4b], [CR4a]

- Students choose one of the singers from the article Vive la musique!, listen to, or read the lyrics from one of their greatest hits and write an essay about the style and theme of the song [CR7]
- Students will write a descriptive critique of a work of art
- Students will write a narrative summary of a movie.