

## **Course Title: AP French Language & Culture 789**

**Teacher: Milton Alan Turner, NBCT**

### **Goals and Objectives**

#### **Course Description:**

The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP French Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the *ACTFL Performance Guidelines for K–12 Learners*.

The AP French Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP French Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication.

In order to best facilitate the study of language and culture, the course is taught in the target language. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

#### **Big Ideas**

- being able to function in a variety of basic situations by speaking, reading, writing, or listening to French.
- acquiring knowledge of the Francophone cultures
- learning how to function in a diverse society using language as an instrument to bring about better understanding of the relationship between the Francophone and Anglo cultures.

#### **Established Goals**

##### **Goal 1 Communication:** Communicate in French

- Students will speak, read, write, listen, and comprehend French on an intermediate level as part of the language learning process.

##### **Goal 2 Culture:** Gain knowledge and Understanding of the Francophone culture

- Students will learn the background knowledge about Francophone culture in preparation for the National French Exam.

**Goal 3 Connections:** Connect with other disciplines and expand knowledge

- Students will recognize those elements in English which are related to French.

**Goal 4 Comparisons:** Develop insight into own language and culture

- Students will compare and contrast their own culture with that of the Francophone world.

**Goal 5 Communities:** Participate in wider communities of language and culture

- Students will use their knowledge of Francophone culture in a world of diverse cultures.

**Enduring Understandings**

1. Express ideas and speculate about events and situations in his own life and situations in general;
2. Express hopes and regrets about personal situations;
3. Converse about causes and consequences of an historical event or current situation in the target country;
4. Participate in a panel discussion and share opinions and viewpoints about a literary text he has read or a film he has viewed;
5. Prepare and deliver a presentation to teach a class about an historical period or current event in the target culture;
6. In collaboration with another student(s), create and present a project that describes and compares attitudes and situations of his own culture in contrast to that of the target culture;
7. Write a report, based on authentic sources, about the similarities and differences between attitudes and behaviors of adolescents in the home and target cultures.

**Course Outcomes**

By the end of the course, the learner will be able to:

1. Initiate, sustain and conclude conversations on a wide variety of personal, general knowledge and academic topics
2. Analyze expressive products of Francophone culture (e.g., selections from various literary genres, fine arts).
3. Analyze literary allusions that represent a cultural awareness of French and English
4. Compare and contrast graphs and statistical information on various topics (e.g., population, income) about Francophone cultures with similar information about the U.S.
5. Analyze how the media presents political or historical events in the Francophone cultures and in the students' own culture.

6. Analyze unique differences between Francophone cultures and students' own culture and explain the reasons for such differences (e.g., driving habits, use of eating utensils).
7. Explain how actions in Francophone cultures and students' own culture are reflections of peoples' beliefs and attitudes (e.g., outside footwear not worn inside).
8. Follow complex oral, written or signed directions, instructions and requests (e.g., automated telephone prompts, product assembly).
9. Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions.
10. Present and support an opinion using information from articles, documentaries or historical narratives.

## **Essential Questions**

- How is learning a foreign language relevant in today's society?
- How will understanding a foreign language help one make the world a better place?
- To what extent is studying a foreign language satisfying, enjoyable, and confidence building?

## **Knowledge**

- Vocabulary
- Grammar
- Knowledge of Francophone civilizations and their contributions to society as a whole

## **Skills**

### **LISTENING AND ORAL COMPREHENSION**

The student will work toward being able to understand spoken French from a variety of speakers through teacher's instruction, in-class listening activities, and practice with peers. The student will understand spoken questions and statements about various topics in the present and past.

### **SPEAKING AND ORAL PROFICIENCY**

The student will be able to make statements, ask questions, express opinions, and discuss basic aspects of life within the framework of the curriculum. Students will also incorporate previously learned material into their oral work. Oral proficiency will be attained through in-class practice with the teacher and peers as well as through oral quizzes.

### **READING**

The student will be able to understand written materials in French, such as brochures, poems, newspaper, magazine, and internet articles, songs, fables, plays and short stories.

### **WRITING**

The student will be able to supply written French on forms, e-mails, diaries, and other documents in paragraph form applying grammatical concepts learned in class.

### **GRAMMAR**

The student will be able to identify the concept of varying verbs, their forms, and their uses. In addition to vocabulary and sentence structure, the student will learn and review the

subjunctive mood and future, conditional, compound and *passé simple* (literary past) tenses.

## **VOCABULARY**

The student will learn and be able to use vocabulary in various areas to discuss topics in the six major themes of global challenges, science and technology, contemporary life, public and personal identities, families and communities, and beauty and aesthetics.

## **CULTURE**

The student will be familiar with the prevalent use of the French language around the world. The student will recognize and appreciate the differences in culture between Francophone countries. The student will discuss traditions of Francophone culture as they differentiate and compare it to American way of life, such as greetings, hobbies, school, family, food, shopping, and holidays.

## **Assessments**

### **HOMEWORK POLICY**

In French class, there is no credit for doing homework. It is what students are expected to do. However, missed homework counts against students. For example, if you earn a 91.5 (a B+) during a grading period, one missed homework automatically lowers the grade by one letter step to a B. Two missed homeworks automatically lower the grade by two letter steps to a B-.

Homework is a student's key to success. It allows him to practice the tasks he will be required to perform in class, in oral presentations, and on quizzes, tests, and exams.

### **GRADING POLICY**

20% Orals

20% Compositions

40% Tests and Quizzes

20% Final

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### **TARDY/ABSENCE POLICY**

The student guidelines are specific on the policy of tardiness and absences. If a student is tardy 3 or more times, a demerit (JUG) will be issued. If a student is absent, he will provide the teacher with a re-admit slip upon his return in order to receive credit for his missed work.

### **MAKE-UP POLICY**

It is the student's responsibility to approach the teacher about missed work and make-up work. The amount of time given to complete make-up assignments depends upon the length of the student's absence. The teacher and the student will determine this timeline on an individual basis.

If a student is absent on the day of a test, he will make the test up at a time that is convenient to both the teacher and the student.

### **Methodologies and Instructional Strategies**

Various methodologies are used in the classroom. The class will begin with a prayer each day, which will be student led and used as a way to get into the French mode. Lectures are used in order to teach new material. Throughout each chapter, CD's are used for listening exercises and students will make flashcards in order to practice vocabulary and prepare for oral quizzes. Vocabulary and grammar games are often used to review and learn new concepts as well.

Cooperative learning is essential in the French classroom because proficient communication is a highly important goal of the class. Students often learn with their peers through practicing their French together, working on assignments, or preparing for an oral quiz. When students prepare for a quiz, they will speak with another student with whom they did not practice in order to prevent memorization and encourage working toward normal conversation.

In order to learn a language, it is imperative to practice it through speaking. Thus, it is vital that students participate often in class. A large part of the oral grade will be based on pair and group activities in class.

Movies, music, and interactive tutors are also used in the classroom. The video program that accompanies the text, which follows Francophone teenagers through school and homelife, will be frequently implemented.

Computers and the internet are important tools as well. They will be used to help the students practice grammar skills along with allow them to become a part of the Francophone world. Using the internet, students can access French newspapers, radio, and television.

### **Learning Experience**

- \*Lecture/class discussions
- \* Activities via games, challenges, computer programs
- \* Movies and class discussions
- \* Co-operative learning activities

### **Intervention Strategies**

- \*Individual tutoring
- \*Peer tutoring

### **Texts**

- *Reprises*, NTC
- *Quant à moi*, Bragger & Rice
- *Trésors du temps*, Lenard
- *Douze contes de Guy de Maupassant*
- selected poems
- *Ensemble: Culture et Société (6e édition)*, Comeau, Lamoureux, Tranvouez

## **Class Rules/Expectations**

All students should respect each other, themselves, all property, and the teacher at all times. In foreign language, respect is most important because students must step outside their comfort zones and take risks to practice and learn. Disrespect will not be tolerated and will be dealt with according to school policy and the teacher's discretion.

The students will be presented with numerous opportunities for success in the class via homework and quizzes. The successful student will take advantage of these opportunities and consistently turn in complete homework that is complete and on time. Test will be challenging but students who are prepared will capitalize on their early preparation via quizzes and homework. If a student is struggling tutoring is available to them at a mutually acceptable time.

## **Technology Integration**

- **Quant à moi** activities
  - [http://www.wadsworth.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=9781428231320](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9781428231320)
- **Trésor du temps** activities  
[http://www.glencoe.com/sec/worldlanguages/french/tresor\\_du\\_temps/index.html](http://www.glencoe.com/sec/worldlanguages/french/tresor_du_temps/index.html)
- Faculty web site <http://faculty.ignatius.edu/turner/>
- DVD's/Clips/Power

## **Academic Integrity Policy**

Refer to student hand book for the school's policy regarding academic integrity.

## **Department Plagiarism Policy**

Refer to student hand book for the school's policy regarding plagiarism.

## **Teacher Availability**

During the school year, I will usually be available to students at school during the mornings between 7:30 to 8:00 a.m. on Monday-Friday and mostly everyday after school until around 4:00 p.m. If a student needs to see me at another time, arrangements will gladly be made.

\*Parents: If you have any questions/concerns, I can be reached by email at [MTurner@ignatius.edu](mailto:MTurner@ignatius.edu) .

Grades will be posted on Net Classroom every two weeks.