

## Advanced Placement French Language and Culture

### Course Overview

Before embarking on the AP Language and Culture course, students are normally expected to have successfully completed French 4Honors. Students enrolled in the course must take the AP exam. Most universities offer some credit for a score of grade 3 or above (on a scale of 1-5).

AP French Language and Culture is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students complete a thorough review and learning of grammar that will take place along with a meaningful study of the AP themes (Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics) in order to build their proficiency in each of the three modes of communication (interpretive, presentational, and interpersonal) in the intermediate to pre-advanced range as described in the ACTFL Performance Guidelines for K–12 Learners.

The AP exam tests all four language skills: listening, reading, speaking and writing. Class work and other assignments aim to encourage the development of these four skills and to offer students the opportunity to use their French in as many situations and ways as possible. Class will be in the language lab two days per week for intensive listening and speaking practice. Students are expected to use French in all class activities.

Work outside of class will consist of reading preparation, online activities, exercises and vocabulary study, as well as writing. Writing assignments will develop from manageable essays on simple topics to timed essays in class on AP style subjects. Regular quizzes will be given with major tests approximately every three or four weeks, normally at the end of a unit of study. French will be used at all time in class for day-to-day housekeeping, teaching and discussion as well as for assigned activities.

Students will use a variety of materials including two primary textbooks (AP French: Preparing for the Language and Culture Examination, *Thèmes*) and other authentic materials and resources.

### Primary Textbooks

- \*AP French: Preparing for the Language and Culture (Pearson publisher)
- \**Thèmes*, 2016, VistaHigher Learning

### Other Class Materials

- \*Articles/podcasts from appropriate French language websites (see below)
- \*Articles from current French language magazines and newspapers (Le Nouvel Observateur, L'Express, Le Soir, Le Monde, Le Devoir)
- \*News broadcasts and programs recorded from TV5 monde, RFI, Radio Canada, Canal Académie, Ilini, etc.
- \*Material from the National French Contest, levels 4 and 5

## **Possible movies (or clips from the movies)**

La rafle

Joyeux Noël

La vache

Le chandail

## **The Three Modes of Communication**

### Interpretive mode

#### *Reading*

- We will use a choice of factual and news articles, as well as literary selections. Selections from a variety of media will build on the students' preparation for using context clues to decipher vocabulary and theme.
- Selections for literary criticism will be made from a variety of genre based on the themes chosen for the class.
- Students will learn to read for information, implication and cultural content embedded in the text; they will also predict endings, answer multiple choice questions, write critical analyses and personal opinions about the readings

#### *Listening*

- French only is the rule in the classroom. Both students and teacher will address each other entirely in French. New vocabulary is acted out, drawn or defined in French.
- News as appropriate and interesting is presented in audio and visual formats. Each student is responsible for three presentations of a visual or radio broadcast of 30 seconds or more a semester. This presentation will include pre-viewing and post-viewing activities not to exceed 5 minutes.
- Songs, audio articles, online news and interviews as well as exam-style passages with questions
- Students will view movies that relate to the themes selected

### Presentational and interpersonal modes of communication

#### *Speaking*

- Students will address each other and the teacher in French during the class period.
- Activities to develop skills in specific grammar points will be practiced on the language laboratory equipment.
- Students will present unrehearsed skits to illustrate mastery of vocabulary or grammar as suggested by their needs and the themes of the class.
- Students will participate in informal question and answer, informal conversation, and small group discussion.
- Students will use information to present a synthesis of written and audio documents and express an opinion.

- Students will make visual presentations to share information with the class.
- Debates on issues and themes presented by movies and news articles will be held.

### *Writing*

- Students will write well-organized essays of at least 200 words, as well as letters and emails, on a variety of topics, in reaction to a text or information discussed or viewed, which will be evaluated for its content, organization, range and appropriateness of vocabulary, and grammatical accuracy.
- Students will keep a journal, writing on assigned topics at least 2 times weekly. Students will be evaluated based on organization, range and appropriateness of vocabulary, and grammatical accuracy.
- Students will regularly write informally for homework assignments based on topics discussed in class.

*Grammar:* will be taught in context and as necessary with feedback to student production.

### **Technology**

- Classroom is permanently equipped with:
- TV with VCR/DVD player
- CD player
- Digital Language Laboratory (Renaissance 2200)with LCD projector
- Chromebooks

### **Assessment methods and/or tools**

- Contextual vocabulary assessments
- Contextual grammatical assessments
- Selected response (multiple choice, true/false, matching and short answer fill-in items)
- Writing assessment (essays, letters and emails, journals)
- Oral assessments (interviews, conferences, direct response questions, situations)
- Student created projects, performance and presentations.
- National French Exams (listening and reading assessment)

### **Grading**

The school system grading scale is as follows:

100 – 90	A	89 – 80	B
79 – 70	C	69 and below	F

### **Evaluation**

Participation 10 %

Tests 15%

Writing/speaking Assignments 30%

Listening / reading assignments 30%

Final exam 15% (system requirement)

## Course Planner

The course will use a “theme” approach, coordinating subject, grammar topics, reading and production around a central idea. The instructor reserves the right to select from amongst the offered topics/activities according to the needs and prior experience of the students.

## French Pacing Guide

Fulton County Schools FRENCH Pacing Guide

Text	Level	Semester 1	Semester 2	FCA
N/A	6 <sup>th</sup> grade	Thematic units 1-3	Thematic units 4-6	Essential vocabulary and structure from all units; no PBAs.
<i>D'accord! 1</i>	7 <sup>th</sup> grade	<i>Salut!</i> – Unit 1A and 1B	<i>Au lycée</i> – Unit 2A and 2B	Both units 1 speaking and 1 writing PBA
<i>D'accord! 1</i>	8 <sup>th</sup> grade	<i>La famille et les copains</i> – Unit 3A and 3B	<i>Au café</i> – Unit 4A and 4B	Both units 1 speaking and 1 writing PBA
<i>D'accord! 1</i>	Level 1	<i>Salut!</i> – Unit 1A and 1B <i>Au lycée</i> – Unit 2A and 2B	<i>La famille et les copains</i> – Unit 3A and 3B <i>Au café</i> – Unit 4A and 4B	All 4 units 1 speaking and 1 writing PBA
<i>D'accord! 1</i>	Level 2	<i>Les loisirs</i> – Unit 5A and 5B <i>Les fêtes</i> – Unit 6A and 6B	<i>En vacances</i> – Unit 7A and 7B <i>Chez nous</i> – Unit 8A and 8B	All 4 units 1 speaking and 1 writing PBA
<i>D'accord! 2</i>	Level 3	<i>La nourriture</i> – Unit 1A and 1B <i>La santé</i> – Unit 2A and 2B <i>La technologie</i> – Unit 3A and 3B	<i>En ville</i> – Unit 4A and 4B <i>L'avenir et les métiers</i> – Unit 5A and 5B <i>L'espace vert</i> – Unit 6A and 6B <i>Les arts</i> – Unit 7A and 7B	Units 1-5 1 speaking and 1 writing PBA
<i>D'accord! 3</i> , selected novel	Level 4	<i>La valeur des idées</i> – Unit 4 <i>La société en évolution</i> – Unit 5 <i>Les générations qui bougent</i> – Unit 6	<i>S'évader et s'amuser</i> – Unit 8 <i>Les richesses naturelles</i> – Unit 10 Novel study – <i>Le petit prince</i> or other	Units 4,5,6,8 1 speaking and 1 writing PBA
<i>Face à Face</i> , <i>Une Fois Pour Toutes</i> , selected novels	Level 5	TBD by teachers/PLC	TBD by teachers/PLC	Teacher-made final
<i>Thèmes</i>	AP	Three of six AP themes (order TBD by teacher/PLC)	Remaining three of six AP themes (order TBD by teacher/PLC)	N/A Students take AP exam

Effective 7/1/2017

## The 5 Cs

The goal of the Fulton County Schools World Languages department is to guide students in their mastery of the ACTFL national performance standards, adopted by the State of Georgia.

**Communication** – students will engage in conversations, understand and interpret spoken and written language, and present information on a variety of topics.

**Culture** – students will learn about target culture products, practices and perspectives.

**Connections** – students will connect aspects of their target language learning with information acquired in other subject areas such as math, science, social studies, English and the arts.

**Comparisons** – students will demonstrate an understanding of the nature of language and culture, making comparisons between those of the target language and their own.

**Communities** – students will find and engage in the target language outside of the school environment and show evidence of building a life-long skill for their own personal enjoyment and enrichment.

**Fulton County World Language Proficiency Goals.**



Fulton County Schools World Languages  
 Proficiency Targets for FRENCH  
 FY2018



	Interpersonal	Speaking	Listening	Reading	Writing
Level I	Novice High	Novice High	Novice High	Intermediate Low	Novice High
Level II	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Mid -	Intermediate Low
Level III	Intermediate Mid -	Intermediate Mid -	Intermediate Mid -	Intermediate Mid	Intermediate Mid -
Level IV	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate High -	Intermediate Mid
Level V - VIII	Intermediate High - to Advanced Low	Intermediate High - to Advanced Low	Intermediate High - to Advanced Low	Intermediate High to Advanced Low	Intermediate High - to Advanced Low

More detailed information on Proficiency Targets can be accessed at:  
<https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

**EXPECTATIONS**

1. Be prepared.
2. Behave with respect to other people and equipment.
3. Follow directions the first time they are given.
4. Be on task.
5. No gum, no drinks (except water)
6. Honor all school rules.

**Make up Policy**

- **Students may make-up any assignment (other than daily homework or classwork) until December 1 Fall Semester and May 4 Spring Semester. We will deduct 10% for each day late, up to 50%. This also applies to all assessments (including tests and PBAs) that are not made up during the scheduled make-up time.**  
**Example:** If a student’s project should receive a score of 88 but it is turned in 5 weeks late, then their score on the assignment is 38.

## **Recovery Policy**

### *School Policy:*

*Recovery is for students who, despite a conscientious effort and communication with their teachers, have failed to demonstrate satisfactory understanding of course standards. It is not for the student who has been failing for many weeks and then wishes to recover during the final days of the course. Opportunities for students to recover from a 74 or below cumulative average will be provided when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements. Students who have not attempted to complete all course requirements are not eligible for recovery.*

*Students may initiate recovery on major assessments starting with the second major assessment of the semester (or after the first 6-weeks grading period) as long as they have made a legitimate effort to meet all course requirements including attendance. Unexcused absences may prevent this opportunity.*

*So that students stay focused on the content at hand and don't become overwhelmed and fall too far behind, they must initiate recovery on a major assessment within five school days of being informed of the grade on that assessment. Recovery work must be completed within ten school days prior to the end of the semester. The nature and type of recovery assignment is given at the discretion of the teacher.*

*Grading guidelines for recovery assignments will vary by department. It is the responsibility of the student to fully understand the grading guidelines/highest possible score for completed recovery work.*

### **World Language Policy:**

**Students may recover major assessments which include Tests, PBAs, and Projects.**

#### **Procedure-**

- **Students must initiate recovery process within five days of receiving their grade on the assessment.**
- **Students complete a WL Recovery Application to request consideration.**
- **Students must turn in all missing assignments related to the recovery topic(s).**
- **Students must complete enrichment work (provided by the teacher) to prepare for recovery assessment.**
- **Student completes recovery assessment which is a different version from the original assessment.**

**Grading-**

- If a student scores at least a 70 on the recovery assessment then the original score will be averaged with the new score with the minimum grade being 70.
- If a student scores less than a 70 on the recovery assessment then the original score will be averaged with the new score.

Examples:

Original Grade	New Grade	Average	In Gradebook
60	100 <i>(over a 70)</i>	80	80 <i>(improves score but takes into account their first attempt)</i>
20	100 <i>(over a 70)</i>	60 <i>(below a 70)</i>	70 <i>(minimum grade when student shows mastery)</i>
20	60 <i>(below a 70)</i>	40	40 <i>(improves score but takes into account their first attempt)</i>

**HONOR CODE**

*Any work you submit for grading must be your own work. As explained in the student handbook, cheating is defined as “the giving or receiving, in any form, information relating to a gradable experience.” This would also include unauthorized use of translation programs. Violations of the honor code will result in a zero for the assignment, plus an honor code violation form placed in the student’s disciplinary file. Read the handbook carefully to fully understand what constitutes a violation*

**CELL PHONE POLICY**

Cell phones are not to be visible at any time during class unless the teacher has given students permission to use them for academic purposes. Violation of this rule will result in the confiscation of the cell phone.

**PARENT CONNECT**

Parents may register for the **Home Access Center** which allows you to view your child’s grade on line. See the school website [www.northviewhigh.com](http://www.northviewhigh.com) for details.

**ACADEMIC ASSISTANCE**

Extra help is available before or after school. Please check on times with me.

