

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

| | |
|---|---|
| Course Title: Advanced Placement French 5 | Course Number: 4152 |
| Department: World Languages | Grade(s): 12 |
| Level: Advanced Placement | Credit: 1 |
| <p>Course Description Advanced Placement French 5 provides opportunities for students to develop their proficiency in all four language skills; listening, speaking, reading, and writing. French is used almost exclusively by both teachers and students resulting in an increased opportunity for oral and written expression in the language. Writing is an integral part of this course, as a result students will be expected to organize and write a variety of compositions. Students will read and critically analyze authentic literature in the French language and will be introduced to the finer points of French grammar. The course will also engage students in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: B or better in French 4 – Credit: 1)</p> | |
| <p>Required Instructional Materials</p> <ul style="list-style-type: none"> • <i>Moments Littéraires</i>, Bette Hirsch & Chantal Thompson, 1994 • <i>Barron's AP French</i> • <i>How to Prepare for the AP French Exam</i>, Barron's • <i>Une Fois Pour Toutes</i>; Hale Sturges II, Linda Cregg Nielsen & Henry L. Herbst, Pearson Education, 1992 | <p>Completion/Revision Date</p> <p>Revisions Approved by Board of Education on March 17, 2008</p> |

| |
|--|
| <p>Mission Statement of the Curriculum Management Team</p> <p>The value of world language study lies in the relationship that exists between language and culture and between language and thought. Therefore, the Wallingford World Language Department's mission is to provide all students opportunities to communicate and interact within a culturally diverse world community. These opportunities will also foster student appreciation of their own language and culture and will encourage them to make strong connections between the study of world language and other academic disciplines.</p> |
|--|

| |
|---|
| <p>Enduring Understandings for the Course</p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> • Interpreting spoken and written language is essential to good communication and building rapport. • Speaking is essential to acquire and convey knowledge, reinforce concepts and gain new perspectives. • Making interdisciplinary connections as one reads, writes, speaks and listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives. |
|---|

| |
|---|
| <ul style="list-style-type: none"> • Listening is essential to acquire knowledge, reinforce concepts and gain new perspectives. |
| <ul style="list-style-type: none"> • Effective written language is essential to good communication. |
| <ul style="list-style-type: none"> • Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience. |
| <ul style="list-style-type: none"> • One reads to acquire knowledge and understanding and to gain new perspectives. |
| <ul style="list-style-type: none"> • Interpreting spoken and written language is essential to good communication and building rapport. |
| <ul style="list-style-type: none"> • Communicating in at least one other language allows people to gain knowledge of other cultures. |
| <ul style="list-style-type: none"> • Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society. |
| <ul style="list-style-type: none"> • Learning another language encourages further participation in multilingual communities. |
| <ul style="list-style-type: none"> • Comparing English with other languages is important to understanding the nature of language and other cultures. |
| <ul style="list-style-type: none"> • Appreciating and understanding the variety of cultures that exist in society enriches that society. |
| <ul style="list-style-type: none"> • Understanding historical and cultural contexts enhances the appreciation of a society. |

LEARNING STRAND

1.0 Communication Through Speaking

ENDURING UNDERSTANDING(S)

Students will understand that:

- Interpreting spoken and written language is essential to good communication and building rapport.
- Speaking is essential to acquire and convey knowledge, reinforce concepts and gain new perspectives.
- Making interdisciplinary connections as one reads, writes, speaks and listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

ESSENTIAL QUESTION(S)

- How do I ask the right question to get the information I want?
- How do I figure out the meaning when words are not understood?
- What can I do when I do not have the words to say what I am thinking?
- How do I make my words more effective in order to communicate?
- What do I do when my ideas are more sophisticated than my vocabulary?
- What are the benefits of taking a chance?

LEARNING OBJECTIVES *The student will:*

- 1.1 Express facts, ideas, and feelings in French using appropriate grammar and pronunciation.
- 1.2 Demonstrate effective interrogative communication.
- 1.3 Participate in student-generated dialogues.
- 1.4 Deliver formal and informal presentations.
- 1.5 Analyze works in a variety of formats including movies, poetry, journalistic samples and peer presentations.
- 1.6 Use French almost exclusively in the classroom.
- 1.7 Engage in informal conversation in the target language.

INSTRUCTIONAL SUPPORT MATERIALS

- *French Three Years*, Amsco, 1994
- Selected films
 - *Amelie*
 - *Les Miserables*
 - *Les Touristes*
 - *Le Chambon*
 - *Au Revoir, les Enfants*
 - *Madame Bovary*
 - *Le Dernier Metro*
 - *Carmen*
 - *Diabolique*
 - *Indochine*
 - *Jean de Florette*
 - *Manon d la Source*
- Selected readings
 - *L'Etranger*
 - *Le Petit Prince*
 - Excerpts from *Jean de Florette*
 - Excerpts from *Madame Bovary*
 - Excerpts from *Les Miserables*
 - *Six Contes de Maupassant*, short stories by Guy de Maupassant
- Selected music from titles & artists/groups such as:
 - Kyo
 - Edith Piaf
 - Tragedie

- Alizee
- Faudel
- Marc Lavoine
- Francophone websites:
 - www.rfo.fr
 - www.tv5.org
 - www.france2.fr
- apcentral.collegeboard.com

INSTRUCTIONAL STRATEGIES

- Drill and practice
- Provide models of correct pronunciation, syntax, and non-verbal cues through direct instruction, videos, audio CD's, television, and music
- Oral presentations through dialogues, role-plays, and discourse on a given topic
- Oral responses to open-ended questions
- Games
- Student interviews
- Peer coaching
- Oral recitation
- Interactive practice on authentic websites
- Use of contemporary music for language comprehension and interpretation
- Student presentations of researched topics and projects
- Conduct interviews with community members in French and present findings
- Authentic teacher to student and student to student conversations

ASSESSMENT METHODS

- Quizzes and tests
- Oral rubric which assesses pronunciation, grammar usage, and fluency
- Teacher observations of student performances
- Peer and self assessments
- Student participation in class discussions
- Self-recording of oral discourse

LEARNING STRAND

2.0 Communication Through Listening

ENDURING UNDERSTANDING(S)

Students will understand that:

- Interpreting spoken and written language is essential to good communication and building rapport.
- Listening is essential to acquire knowledge, reinforce concepts and gain new perspectives.
- Making interdisciplinary connections as one reads, writes, speaks and listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

ESSENTIAL QUESTION(S)

- Why can't I translate everything?
- What do I hear when I listen?
- What clues do I listen and watch for before I respond?
- How do I figure out meaning when I don't understand the words?

LEARNING OBJECTIVES *The student will:*

- 2.1 Develop the ability to comprehend formal and informal spoken French effectively.
- 2.2 Apply a variety of strategies to understand when listening such as listening for general idea and recognizable words, asking a question to clarify meaning and interpreting context to infer meaning (inflection, facial expression, gestures etc.)
- 2.3 Demonstrate active listening by explaining the main ideas, themes and some details from authentic media.

INSTRUCTIONAL SUPPORT MATERIALS

- *French Three Years*, Amsco, 1994
- Selected films
 - *Amelie*
 - *Les Miserables*
 - *Les Touristes*
 - *Le Chambon*
 - *Au Revoir, les Enfants*
 - *Madame Bovary*
 - *Le Dernier Metro*
 - *Carmen*
 - *Diabolique*
 - *Jean de Florette*
 - *Manon*
- Selected readings
 - *L'Etranger*
 - *Le Petit Prince*
 - Excerpts from *Jean de Florette*
 - Excerpts from *Madame Bovary*
 - Excerpts from *Les Miserables*
 - *Six Contes de Maupassant*, short stories by Guy de Maupassant
- Selected music from titles & artists/groups such as:
 - Kyo
 - Edith Piaf
 - Alizee
 - Faudel
 - Marc Lavoine

- Tragedie
- Francophone websites:
 - ww.rfo.fr
 - www.tv5.org
 - www.france 2.fr
- apcentral.collegeboard.com

INSTRUCTIONAL STRATEGIES

- Dictations
- Interpreting song lyrics
- Interactive practice on authentic websites
- Summarize conversations of native French speakers
- Written and oral interpretations of French through various media and community outlets such as television, radio, guest speakers, music, and movies
- Authentic teacher to student and student to student conversations
- Listening activities for comprehension utilizing the text and authentic support materials
- Respond to open-ended questions

ASSESSMENT METHODS

- Teacher observations
- Peer assessments
- Student responses to oral discourse
- Student performances on listening tests and quizzes
- Rubric to measure comprehension with questions and paraphrasing

LEARNING STRAND

3.0 Communication Through Writing

ENDURING UNDERSTANDING(S)

Students will understand that:

- Making interdisciplinary connections as one reads, writes, speaks and listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Effective written language is essential to good communication.
- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.

ESSENTIAL QUESTION(S)

- Why can't I translate everything?
- How can I create meaningful compositions?
- How can I express more complex ideas using a variety of terms and tenses?
- What can I do when I do not have the words to write what I am thinking?
- How can reading literature improve my writing skills?
- How can I use a dictionary as an effective tool for written communication?
- How does my knowledge of parts of speech help in effective use of the dictionary?

LEARNING OBJECTIVES *The student will:*

- 3.1 Write formal and informal compositions on a variety of topics.
- 3.2 Create authentic writing pieces such as letters, journal entries, poems, short stories, expositions de texte, resumes etc. in French.
- 3.3 Analyze writing for correct grammar as well as accurate and appropriate word use.
- 3.4 Generate a 1500-word (5 page) paper aligned with MLA guidelines.
- 3.5 Develop a portfolio of writing samples (minimum of 1 per month).
- 3.6 Research topics through traditional and technological means.

INSTRUCTIONAL SUPPORT MATERIALS

- *French-Three Years. Amsco, 1994*
- Selected readings
 - *L'Etranger*
 - *Le Petit Prince*
 - Excerpts from *Jean de Florette*
 - Excerpts from *Madame Bovary*
 - Excerpts from *Les Miserables*
 - *Six Contes de Maupassant*, short stories by Guy de Maupassant
 - *Lire*
- Selected music from titles & artists/groups such as:
 - Kyo
 - Edith Piaf
 - Tragedie
 - Alizee
 - Faudel
 - Marc Lavoine
- Selected films
 - *Amelie*
 - *Les Miserables*
 - *Les Choristes*
 - *Le Chambon*
 - *Au Revoir, les Enfants*
 - *Madame Bovary*
 - *Le Dernier Metro*
 - *Carmen*

- *Diabolique*
- *Jean de Florette*
- *Manon*
- Contemporary francophone music
- Francophone websites:
 - www.noodle-bib.com
 - globegate.utm.edu/french/globegatemirror/gramm.html (grammar website)
 - www.frenchculture.org
- apcentral.collegeboard.com

INSTRUCTIONAL STRATEGIES

- Research reports exploring topics relating to class readings: create a rough draft (le bouillon) and edit rough draft (self, peer, teacher) prior to submission of final product
- Joint story writing in cooperative groups
- Explications de texte
- Systematic review of grammar and four language skills through regular practice and grammar exercises
- Reinforcement of knowledge of parts of speech through dictionary practice
- Analysis of contemporary music for language comprehension and interpretation
- Written activities involving a variety of authentic compositions such as narratives, biographical events, editorials, stories, journal entries, letters, resumes, and poems.
- Written summary of class readings and presentations
- Summarize in the target language interviews with community members and classmates
- Peer editing of writing samples for proper grammatical use, transitions, structure, and word choice
- Self-assessment of writing samples

ASSESSMENT METHODS

- Writing rubrics to assess authentic and creative writing in French
- Peer and self assessments
- Quizzes and tests
- Student participation
- Homework

LEARNING STRAND

4.0 Structure

ENDURING UNDERSTANDING(S)

Students will understand that:

- Making interdisciplinary connections as one reads, writes, speaks and listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Comparing English with other languages is important to understanding the nature of a language.

ESSENTIAL QUESTION(S)

- How can I avoid transferring English grammar to French?
- How does my understanding of structure affect my ability to communicate?
- How can I select the correct verb tense?
- How can I use a dictionary as an effective tool for communication?

LEARNING OBJECTIVES *The student will:*

- 4.1 Use appropriate advanced grammatical structures.
- 4.2 Utilize previously acquired vocabulary to understand literature, magazines and newspapers, class discussions and selected movies.
- 4.3 Use knowledge of parts of speech to improve effective dictionary use.
- 4.4 Integrate the four language skills through the use of authentic materials.

INSTRUCTIONAL SUPPORT MATERIALS

- *French-Three Years*, Amsco, 1994
- Selected readings
 - *L'Etranger*
 - *Le Petit Prince*
 - Excerpts from *Jean de Florette*
 - Excerpts from *Madame Bovary*
 - Excerpts from *Les Miserables*
 - *Six Contes de Maupassant*, short stories by Guy de Maupassant
- Selected films
 - *Amelie*
 - *Les Miserables*
 - *Les Choristes*
 - *Le Chambon*
 - *Au Revoir, les Enfants*
 - *Madame Bovary*
 - *Le Dernier Metro*
 - *Carmen*
 - *Diabolique*
 - *Jean de Florette*
 - *Manon*
- Selected music from titles & artists/groups such as:
 - Kyo
 - Edith Piaf
 - Tragedie
 - Alizee
 - Faudel
 - Marc Lavoine
- www.apcentral.collegeboard.com
- Francophone websites:

- www.noodle-bib.com
- globegate.utm.edu/french/globegatemirror/gramm.html (grammar website)
- www.frenchculture.org

INSTRUCTIONAL STRATEGIES

- Cooperative learning
- Creative projects (i.e., posters illustrating verb conjugations, tense specific writing assignments, develop a grammar game)
- Use of mnemonic devices
- Interactive francophone websites
- Provide models of correct grammatical structures
- Selection of appropriate words/terms to fill in for words omitted from a variety of text sources
- Composition of a variety of writing pieces using proper grammatical structure, transitions, and word choice
- Peer editing of writing samples for proper grammatical use, transitions, structure, and word choice

ASSESSMENT METHODS

- Tests and quizzes
- Homework
- Peer and self assessments
- Writing rubrics to assess accurate use of grammatical structure, transitions and word choice
- Student participation

LEARNING STRAND

5.0 Reading and Literature

ENDURING UNDERSTANDING(S)

Students will understand that:

- One reads to acquire knowledge and understanding and to gain new perspectives.
- Interpreting spoken and written language is essential to good communication and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks and listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

ESSENTIAL QUESTION(S)

- How can I think in French to avoid word for word translation?
- How do I figure out the main idea of the reading?
- How do I summarize the reading in my own words?
- How do I express my opinions and reactions to the reading?

LEARNING OBJECTIVES *The student will:*

- 5.1 Develop strategies to read authentic literary texts using context clues, previous knowledge and rereading.
- 5.2 Interpret main ideas and relevant details from authentic literary texts.
- 5.3 Respond to questions which elicit higher level thinking skills.
- 5.4 Share personal reactions to and feelings about authentic literary texts.
- 5.5 Build vocabulary and knowledge through authentic readings.
- 5.6 Demonstrate integration of four language skills through literature-based activities.

INSTRUCTIONAL SUPPORT MATERIALS

- *French Three Years*, Amsco, 1994
- *Carmen*, opera by Georges Bizet
- Selected readings
 - *L'Etranger*
 - *Le Petit Prince*
 - Excerpts from *Jean de Florette*
 - Excerpts from *Madame Bovary*
 - Excerpts from *Les Miserables*
 - *Six Contes de Maupassant*, short stories by Guy de Maupassant
- Selected films
 - *Amelie*
 - *Les Miserables*
 - *Les Choristes*
 - *Le Chambon*
 - *Au Revoir, les Enfants*
 - *Madame Bovary*
 - *Le Dernier Metro*
 - *Carmen*
 - *Diabolique*
- Selected music from titles & artists/groups such as:
 - Kyo
 - Edith Piaf
 - Tragedie
 - Alizee
 - Faudel
 - Marc Lavoine

- www.apcentral.collegeboard.com

INSTRUCTIONAL STRATEGIES

- Comprehension questions based on class readings
- Identify main ideas of reading selections and summarize
- Reading aloud for comprehension
- Predict the outcome of a story or reading selection
- Cooperative group activities in which students read a selection in the target language, extract details, summarize, analyze, and share personal reactions
- Written reactions to authentic reading selections

ASSESSMENT METHODS

- Homework
- Quizzes and tests for reading comprehension
- Self/peer assessments
- Writing rubric to assess reading response essays
- Teacher observations
- Reading comprehension questions
- Analytical questioning based on readings
- Group discussion and analysis of readings

LEARNING STRAND

6.0 Cultural Understanding

ENDURING UNDERSTANDING(S)

Students will understand that:

- Making interdisciplinary connections as one reads, writes, speaks and listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Communicating in at least one other language allows people to gain knowledge of other cultures.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Learning another language encourages further participation in multilingual communities.
- Comparing English with other languages is important to understanding the nature of language and other cultures.
- Appreciating and understanding the variety of cultures that exist in society enriches that society.
- Understanding historical and cultural contexts enhances the appreciation of a society.

ESSENTIAL QUESTION(S)

- How do I explore cultures without stereotyping them?
- What can I learn about my own language and culture from the study of others?
- What are differences and similarities between my culture and other cultures?

LEARNING OBJECTIVES *The student will:*

- 6.1 Research and analyze aspects of francophone culture.
- 6.2 Examine francophone literature for historical and cultural references.
- 6.3 Integrate the four language skills through culturally-based activities.
- 6.4 Compare and contrast the cultures of different French-speaking countries through authentic readings, music, television, and movies.

INSTRUCTIONAL SUPPORT MATERIALS

- Internet resources:
 - www.paroles.net
 - www.frenchculture.org
 - www.tv5.org
 - www.rfo.fr
- Films
 - *Germinale*
 - *The Count of Monte Cristo*
 - *Six Contes de Maupassant*, short stories by Guy de Maupassant
- Selected music from titles & artists/groups such as:
 - Kyo
 - Edith Piaf
 - Tragedie

- Alizee
- Faudel
- Marc Lavoine

- Field trips (i.e., restaurants, museums, theaters)
- Realia
- *Culturegrams*, online database, <http://onlineedition.culturegrams.com/index.php>

INSTRUCTIONAL STRATEGIES

- Cooperative learning activities
- Group discussions relating to cultural support materials
- Student researched cultural presentations in the target language
- Field trips
- Reading selections which connect historical events to literature

ASSESSMENT METHODS

- Tests and quizzes
- Homework
- Self/peer assessments
- Rubrics
- Teacher observations
- Reflective writing
- Multimedia presentations and projects

