

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**ADVANCED PLACEMENT FRENCH**

BOARD OF EDUCATION APPROVED 03/10/2009

## **ADVANCED PLACEMENT FRENCH**

### **Statement of Purpose**

The goal of the Fairfield Public Schools World Language program is to encourage an understanding and an interest of other cultures through the study of another language and to develop skills that allow for communication in a target language.

The AP French language course provides students, who have a strong foundation in Spanish, with the challenge of refining their writing, speaking, reading and listening skills. This course provides students with a comprehensive experience in studying the culture and language of Francophone countries and prepares them to compete in the global society in which they will live and work.

Through the Advanced Placement exam or the University of Connecticut Early College Experience (ECE) Program, students may receive up to 6 undergraduate credits.

### **Audience**

This course is intended for advanced students who want to be challenged with college level course work and who want to develop their proficiency in reading comprehension, auditory comprehension, and fluency and accuracy in speech and writing.

### **Prerequisite**

Successful completion of French 51 or teacher recommendation

### **Design and Description**

As stated in the *Advanced Placement Course Description*, the course is “is intended for highly motivated students; AP French Language is comparable in content and in difficulty to a course in French Composition and Conversation at the third-year college level” This two semester, two credit course, which meets daily and is conducted exclusively in French, focuses on oral and written communication. The course, based solely on literature and other authentic materials, emphasizes the development of reading comprehension, the refinement of aural skills, integration of correct grammar and usage in oral and written French, and vocabulary growth. In order to build this proficiency, students do a thorough review of grammar and an intense study of vocabulary. Students are exposed to a wide variety of written, auditory, and visual materials including music, video, film, Pod casts, periodicals and authentic literature from Francophone authors.

A final project, related to the culture, language, history, art, or music of Francophone countries, is assigned based on individual interest.

Completion of assigned summer reading is a course requirement.

It is expected that all students will take the AP exam administered in May.

### **Course Goals**

Students should be able to:

- read and discuss authentic literature and articles from periodicals.

- comprehend formal and informal spoken Spanish.
- express themselves with fluency and accuracy both orally and in writing.
- appreciate diverse cultures.
- develop a rich vocabulary to enhance speaking and writing and to facilitate understanding of written and oral information.

### **Course Objectives**

Students will be able to:

- develop a writing process that will include self assessment and discussion with other students.
- engage in classroom discussion.
- respond to current events reported by the media of foreign countries.
- comprehend a full length film and discuss the plot, the characters and the political reality of the times.
- synthesize the material presented in the media.
- defend one's position formally and informally in writing.
- discuss and analyze literary works.
- express opinions regarding pod casts, music, films, art, websites and other media.
- demonstrate a deep understanding of cultural similarities and differences.
- compare and contrast the treatment of current issues across cultures.
- compare and contrast cultural stereotypes.
- analyze the way words are used in context.
- observe and appreciate how members of the target language assess topics of personal, community and world interest.
- comprehend abridged and unabridged short novels.
- analyze literary characters and determine the roles that they play.
- synthesize political and social issues discussed in abridged and unabridged works.
- demonstrate a deep understanding of the arts, politics, history and customs of Francophone culture.
- comprehend and evaluate full length feature articles on contemporary issues.
- make connections between information presented in the media and their personal lives.
- respond to current events reported by the media of foreign countries.
- present comprehensive information that is engaging, beneficial and helpful to a peer audience.
- select a theme integrating the essential concepts, expectations and foundation of the program of study.
- increase understanding of the history, art, music, food, celebrations and other aspects of the culture of Francophone countries.
- synthesize relevant and accurate information.

### **Skill Objectives**

Students will:

- list vocabulary associated with family and school.
- incorporate in their writing and speaking:
  - Low frequency irregular verbs in the present indicative

- Idiomatic expressions with quand, depuis and venir de
- The imperative
- engage in classroom discussion.
- interpret passages from a text in collaboration.
- generate vocabulary relative to health and fashion.
- incorporate in their writing and speaking
  - the Preterit, imperfect and pluperfect
  - the passive voice
- list vocabulary related to leisure time.
- identify vocabulary related to nature.
- incorporate in their writing and speaking
  - the future and future perfect
  - the conditional and conditional perfect
  - the present and past subjunctive
  - si
  - quand
- list vocabulary related to sports, lodging and food.
- incorporate in their writing and speaking
  - possessive, demonstrative and personal pronouns
  - *c'est* and *il est*
  - list vocabulary related to travel.
  - incorporate in their writing and speaking.
- list vocabulary associated with politics and the economy.
- identify vocabulary related to myth and reality.
- incorporate in their writing and speaking
  - prepositions
  - Negation.
- research a topic of cultural, historical or social interest in the Target culture.
- select information based on relevancy and accuracy.
- define key elements of Francophone culture.
- demonstrate organizational skills.
- demonstrate time management.
- demonstrate elements of oral presentation.
- allow for audience interaction.
- demonstrate an understanding of the use of technology.
- demonstrate impromptu expression.

### **World Language Standards**

#### ***Communication (Interpersonal Mode)***

**In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.**

Students will exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet

resources, and compare and contrast how information is reported in both the target and their native cultures

***Communication (Interpretive Mode)***

**In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.**

Students will understand the main idea or plot and relevant details or subplots of radio or television programs, films or other form of media designed primarily by native speakers of the target language.

Students will comprehend the main ideas and significant details of full-length features articles in newspapers and websites on topics of current or historical importance in the target culture.

***Communication (Presentational Mode)***

**In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.**

Students will describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music films, art and websites.

***Connections (Interdisciplinary Mode)***

**In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.**

Students will acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects.

***Comparisons Among Languages***

**In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.**

Students will use a writing process in producing work that includes self-assessment and discussion with other students.

Students will produce a range of written work that is coherent, accurate and representative of a variety of literary styles.

Students will read and comprehend longer, more complex texts in abridged and unabridged formats.

***Comparisons Among Cultures***

**In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.**

Students will compare and contrast the treatment of current issues across cultures by drawing on authentic texts.

Students will use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

### *Communities*

**In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Students will use various media from the target language and culture for personal enjoyment.

Students will communicate with members of the target language and interpret information regarding topics of personal, community or world interest.

Students will use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay.

### **Information and Technology Standards (to be added)**

#### **Essential Questions**

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

#### **Focus Questions**

- How can I refine my communication skills by adopting a process that includes self assessment and discussion with others?
- How can I use my language skills to comprehend and interpret foreign films, television and radio programs and other forms of the media?
- How can I use my language skills to show an understanding of Francophone literature and other forms of the arts and to defend my analysis of these works?

- How can my interactions with members of the Francophone world influence and refine my view of the world?
- How does my knowledge of human nature and of the culture of Francophone countries enhance my appreciation of literature?
- How are contemporary issues presented by the media in Francophone countries and how does that differ from the way these issues are presented by the American media?
- How do local politics, customs and perspectives affect the way the media presents contemporary issues?
- What are the major themes in the art, music or literature studied?

## **UNITS OF STUDY**

### **Unit 1: Critiquing and Monitoring My Skills**

#### **World Language Standards**

##### *Comparisons Among Languages*

**In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.**

Students will use a writing process in producing work that includes self-assessment and discussion with other students.

#### **Essential Question**

- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

#### **Focus Question**

- How can I refine my communication skills by adopting a process that includes self assessment and discussion with others?

#### **Core Topics**

##### Vocabulary

- Family
- School

##### Grammar

- Present indicative of regular and irregular verbs
- Imperative
- Quand, depuis, venir de

#### **Unit Objectives**

Students will be able to:

- develop a writing process that will include self assessment and discussion with other students.
- engage in classroom discussion.

#### **Skill Objectives**

Students will:

- list vocabulary associated with family and school.
- incorporate in their writing and speaking:
  - Low frequency irregular verbs in the present indicative
  - Idiomatic expressions with quand, depuis and venir de
  - The imperative
- engage in classroom discussion.
- interpret passages from a text in collaboration.

#### **Sample Assessment**



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**Pacing**  
2 weeks

## **Unit 2: Film and the media**

### **World Language Standards**

#### ***Communication (Interpretive Mode)***

**In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.**

Students will understand the main idea or plot and relevant details or subplots of radio or television programs, films or other form of media designed primarily by native speakers of the target language.

#### ***Comparisons Among Languages***

**In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.**

Students will produce a range of written work that is coherent, accurate and representative of a variety of literary styles.

### **Essential Questions**

- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

### **Focus Question**

- How can I use my language skills to comprehend and interpret foreign films, television and radio programs and other forms of the media?

### **Core Topics**

#### Vocabulary

- Health
- Fashion

#### Grammar

- Preterit
- Imperfect
- Past perfect
- Passive voice

### **Unit Objectives**

Students will be able to:

- respond to current events reported by the media of foreign countries.
- comprehend a full length film and discuss the plot, the characters and the political reality of the times.
- synthesize the material presented in the media.
- defend one's position formally and informally in writing.

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**Skill Objectives**

Students will:

- generate vocabulary relative to health and fashion.
- incorporate in their writing and speaking
  - the Preterit, imperfect and pluperfect
  - the passive voice

**Sample Assessment**

**Pacing**

6 weeks

### **Unit 3: Literature and the Arts**

#### **World Language Standards**

##### ***Communication (Presentational Mode)***

**In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.**

Students will describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music films, art and websites.

##### ***Communities***

**In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Students will use various media from the target language and culture for personal enjoyment.

#### **Essential Questions**

- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

#### **Focus Question**

- How can I use my language skills to show an understanding of Francophone literature and other forms of the arts and to defend my analysis of these works?

#### **Core Topics**

##### Vocabulary

- Leisure
- Nature

##### Grammar

- Future
- Future perfect
- Conditional
- Conditional perfect
- Present subjunctive
- Past subjunctive
- Quand
- Si

#### **Unit Objectives**

Students will be able to:

- discuss and analyze literary works.
- express opinions regarding pod casts, music, films, art, websites and other media.

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- demonstrate a deep understanding of cultural similarities and differences.

### **Skill Objectives**

Students will:

- list vocabulary related to leisure time.
- identify vocabulary related to nature.
- incorporate in their writing and speaking
  - the future and future perfect
  - the conditional and conditional perfect
  - the present and past subjunctive
  - si
  - quand

### **Sample Assessment**

### **Pacing**

7 weeks

## **Unit 4: Expanding My Vision of the World**

### **World Language Standards**

#### ***Comparisons Among Cultures***

**In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.**

Students will compare and contrast the treatment of current issues across cultures by drawing on authentic texts.

#### ***Communities***

**In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Students will communicate with members of the target language and interpret information regarding topics of personal, community or world interest.

### **Essential Questions**

- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

### **Focus Question**

- How can my interactions with members of the Francophone world influence and refine my view of the world?

### **Core Topics**

#### Vocabulary

- Sports
- Lodging
- Food

#### Grammar

- Possessive pronouns
- Demonstrative pronouns
- Personal pronouns
- The uses of *c'est* or *il est*

### **Unit Objectives**

Students will be able to:

- compare and contrast the treatment of current issues across cultures.
- compare and contrast cultural stereotypes.
- analyze the way words are used in context.
- observe and appreciate how members of the target language assess topics of personal, community and world interest.

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### **Skill Objectives**

Students will:

- list vocabulary related to sports, lodging and food.
- incorporate in their writing and speaking
  - possessive, demonstrative and personal pronouns
  - *c'est* and *il est*

### **Sample Assessment**

### **Pacing**

6 weeks

## **Unit 5: Connections**

### **World Languages Standards**

#### ***Connections (Interdisciplinary Mode)***

**In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.**

Students will acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects.

#### ***Comparisons Among Languages***

**In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.**

Students will read and comprehend longer, more complex texts in abridged and unabridged formats.

### **Essential Questions**

- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

### **Core Topics**

#### Vocabulary

- Travel

#### Grammar

- Relative pronouns

### **Focus Question**

- How does my knowledge of human nature and of the culture of Francophone countries enhance my appreciation of literature?

### **Unit Objectives**

Students will be able to:

- comprehend abridged and unabridged short novels.
- analyze literary characters and determine the roles that they play.
- synthesize political and social issues discussed in abridged and unabridged works.
- demonstrate a deep understanding of the arts, politics, history and customs of Francophone culture.

### **Skill Objectives**

Students will:

- list vocabulary related to travel.
- incorporate in their writing and speaking.



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- Relative pronouns

**Sample Assessment**

**Pacing**

5 weeks

## **Unit 6: Myth and Reality**

### **World Language Standards**

#### ***Communication (Interpretive Mode)***

**In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.**

Students will comprehend the main ideas and significant details of full-length features articles in newspapers and websites on topics of current or historical importance in the target culture.

#### ***Communication (Interpersonal Mode)***

**In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.**

Students will exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures

### **Essential Questions**

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)

### **Focus Questions**

- How are contemporary issues presented by the media in Francophone countries and how does that differ from the way these issues are presented by the American media?
- How do local politics, customs and perspectives affect the way the media presents contemporary issues?

### **Core Topics**

#### Vocabulary

- Politics and the economy
- Myth and reality

#### Grammar

- Prepositions
- Negation

### **Unit Objectives**

Students will be able to:

- comprehend and evaluate full length feature articles on contemporary issues.

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- make connections between information presented in the media and their personal lives.
- respond to current events reported by the media of foreign countries.

### **Skill Objectives**

Students will:

- list vocabulary associated with politics and the economy.
- identify vocabulary related to myth and reality.
- incorporate in their writing and speaking
  - Prepositions
  - Negation

### **Sample Assessment**

### **Pacing**

5 weeks

## **Unit 7: Cultural Studies**

### **World Language Standards**

#### *Comparisons Among Cultures*

**In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.**

Students will use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

#### *Communities*

**In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.**

Students will use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with homestay.

### **Essential Questions**

- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

### **Focus Question**

- What are the major themes in the art, music or literature studied?

### **Core Topics**

- Cultural studies
- The arts

### **Unit Objectives**

Students will be able to:

- present comprehensive information that is engaging, beneficial and helpful to a peer audience.
- select a theme integrating the essential concepts, expectations and foundation of the program of study.
- increase understanding of the history, art, music, food, celebrations and other aspects of the culture of Francophone countries.
- synthesize relevant and accurate information.

### **Skill Objectives**

Students will:

- research a topic of cultural, historical or social interest in the Target culture.

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- select information based on relevancy and accuracy.
- define key elements of Francophone culture.
- demonstrate organizational skills.
- demonstrate time management.
- demonstrate elements of oral presentation.
- allow for audience interaction.
- demonstrate an understanding of the use of technology.
- demonstrate impromptu expression.

### **Sample Assessment**

#### **Pacing**

5 weeks