

ADVANCED PLACEMENT FRENCH

LENGTH OF TIME: 90 minutes every day, one semester OR
90 minutes every other day, full year

GRADE LEVEL: 11, 12

ENDURING UNDERSTANDINGS FOR WORLD LANGUAGES

Students will understand that...

- The purpose of language is communication. (Communication)
- We live in a global community with diverse cultures. (Cultures)
- Proficiency in world languages and understanding of cultures increases opportunities for connections and learning. (Connections)
- World language is the key to accessing the global communities (Communities)

COURSE STANDARDS:

Students will:

1. Utilize a strong command of vocabulary and structure for oral and written communication.
(FL Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1)
(PA Academic Standards 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
2. Exhibit the ability to understand spoken language in various conversational situations.
(FL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
(PA Academic Standards 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
3. Exhibit the ability to comprehend newspaper and magazine articles contemporary fiction and non-technical writings without the use of a dictionary.
(FL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
(PA Academic Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
4. Express ideas orally and in writing fluently and accurately.
(FL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
(PA Academic Standards 1.4, 1.5, 1.6, 1.7, 1.8)
5. Demonstrate comprehension of and sensitivity for the similarities and differences in cultural patterns.
(FL Standards 2.1, 2.2, 3.2, 4.2, 5.1, 5.2)
(PA Academic Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
6. Employ the study and test taking skills necessary for effective language learning.
(FL Standards 3.1, 4.1, 5.1, 5.2)
(PA Academic Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
7. Recognize the importance of language learning to career opportunities.
(FL Standards 5.1, 5.2)

(PA Academic Standards 1.1, 1, 2, 1.8)

8. Utilize technology as a resource tool, reinforcement/enrichment tool, and for production of oral and written work.
(FL Standards 3.1, 5.1, 5.2)
(PA Academic Standards 1.8)

RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

WORLD LANGUAGE STANDARDS: ACTFL

Communication 1.1, 1.2, 1.3
Cultures 2.1, 2.2
Connections 3.1, 3.2
Comparisons 4.1, 4.2
Communities 5.1 5.2

PERFORMANCE ASSESSMENTS (Integrated throughout):

The Advanced Placement French Language Examination is not based on specific content but instead attempts to evaluate levels of performance in the use of the language, both in understanding written and spoken French and in writing and speaking with ease in correct and idiomatic language. The examination consists of two sections. Section I, a multiple-choice section, tests listening and reading comprehension. Section II, a free-response section, tests the productive skills of speaking and writing. The portion of the examination devoted to each skill contributes toward the final AP grade as follows: Listening and Reading 50%, percent, Writing (fill in and essay) and Speaking 50 %.

Students will demonstrate achievement of the standards by:

1. Utilizing in the target language a broad range of vocabulary and advanced structures by incorporating them fluently and accurately in extended oral and written communication to narrate, describe, and explain in a variety of time frames/moods in response to oral and written prompts. (Course Standards 1,4,6,8)
2. Constructing a fluent, logical, and culturally appropriate situational response, answering questions, and summarizing salient points to demonstrate understanding of spoken language in various conversational and presentational situations on a variety of topics. (Course Standards 1,2,4,5,6,8)

3. Sustaining face-to-face conversation by participating in discussions, interviews, and situational role-plays. (Course Standards 1,2,4,5,6,8)
4. Identifying main ideas and supporting details on a variety of topics without the use of a dictionary using prior knowledge, deduction, and inference to answer questions, summarize and respond to a variety of genres (newspaper and magazine articles, literary texts, and non-technical writings) and styles of both written and spoken messages. (Course Standards 1, 2, 3, 4, 5, 6, 8)

DESCRIPTION OF COURSE:

The AP French course is designed to be roughly equivalent both in content and in academic rigor to an advanced-level college French language course. All instructional materials, assignments, and assessments are appropriate to this level and are in line with the ACTFL National Foreign Language Standards. This AP course presupposes extensive language development and balanced and integrated skill development. Emphasis is placed on vocabulary development, the comprehension of spoken and written language, the accurate expression of ideas in speaking and writing and the continued development of cultural awareness. The class is conducted in French and students are encouraged to use French exclusively as well (with the use of English only with difficult grammatical concepts). Instructional materials include a variety of authentic audio and video sources, written texts such as newspaper and magazine articles, literary texts and other non-technical writings, and varied writing prompts to develop a students' listening, reading and writing abilities. The course provides students with regular opportunities to develop their speaking skills in a variety of settings, types of discourse, and topics. The AP French course provides frequent opportunities for students to integrate the four language skills.

As this course is a 90 minute a day, one semester block scheduled course, students are required to complete extensive work prior to the start of the course as well as outside of the class during the course. Students are required to complete a packet of pre-course work to be completed during the summer/fall prior to the first day of class. This pre-course work includes work in all of the skill areas including journal and essay writing, various types of readings, grammatical structure review work, listening practice as well as picture description tape recordings. Students are encouraged to expose themselves as much as possible to authentic language including the use of websites, magazines and television and radio broadcasts as well as podcasts.

Upon completion of the course, students are expected to take the AP exam and may earn college credit and or advanced placement based on their score. Students who enroll in AP French are expected to have a minimum grade of B- in previous French courses. Students can expect between five to ten hours of homework, study, and outside practice per week. Serious work ethic and the employment of study skills necessary for effective language learning are major keys to success. It is critical that each student is prepared daily, commits to actively speaking French inside and outside the classroom, takes risks as a learner, employs circumlocution skills, and accepts and utilizes constructive criticism to improve performance. Students must demonstrate an awareness of and sensitivity for the similarities and differences

in cultural and linguistic patterns. They should be able to utilize technology as a resource tool, a reinforcement /enrichment tool, and for production of oral and written work. Students must be able to work independently, as a critical partner providing formative feedback and perform as a contributing member of a cooperative learning group.

COURSE GOALS:

Students will need to:

- utilize strong vocabulary and advanced structures for oral and written communication to converse, narrate, describe and explain using connected sentences and paragraphs in a variety of time frames/moods in response to oral and written prompts.
- understand spoken language in various conversational situations.
- comprehend newspaper and magazine articles, literary texts, and non-technical writings without the use of a dictionary.
- demonstrate comprehension of main ideas and supporting details on a variety of topics by using prior knowledge, deduction, inference, by answering questions, summarizing and responding to a variety of genres and styles of both written and spoken messages.
- express ideas orally and in writing fluently and accurately.
- apply understanding of the target culture, grammatical structures and linguistic nuances to enhance understanding and communication.
- use culturally appropriate idioms, vocabulary and speech patterns

TITLES OF UNITS:

Unit 1: Les Retrouvailles (2 weeks)

Objective: Students will become familiar with the various components of the Advanced Placement French Examination, including listening to short dialogues or rejoinders, and completing short grammar exercises. Students will study vocabulary useful for writing compositions, and will write a first essay. Finally, students will study second language reading strategies, and be exposed to several different types of writing. In this unit will students will study thematic vocabulary surrounding les retrouvailles et les vacances and present orally on a francophone country.

Thematic Vocabulary (from En Bonne Forme/ En D'Autre Termes / AP French/ Allez-Viens)

- Vocabulaire Utile à la Rédaction
- Lecture Sans Torture
- Les Retrouvailles
- Les Pays Francophone
- Les vacances

Structure and Usage (from En Bonne Forme and Une Fois Pour Toutes)

- Révision du Passé Composé /Imparfait/ Plus-que-parfait(En Bonne Forme)
- Depuis + le present
- Irregular uses of regular verbs (Aller/ s'en aller/...)
- La négation

- L’infinitif
- Les prépositions et les noms géographiques
- Les adverbes

Listening:

- AP French (1998) Rejoinders, Série 1
- CD and video dialogues of Retrouvailles (from Allez-Viens)

Speaking:

- Discussion en classe
- Formal oral presentation of pays francophone of choice
- Negative skit
- Role playing/interviewing

Reading:

- Research on various pays francophone using original sources, websites,...
- Petit Nicholas selection “*Il faut être raisonnable*”
- Current events articles related to unit themes (pe: “Paris Plage”)
- *Le Lever de Prunelle* (de Dix jours de rêve) de Nicole de Buron

Writing:

- Journal writing
- Written responses
- Summarizing
- Simulations/role plays
- Written picture descriptions

Unit 2: Les Études (2-3 weeks)

Objective: Students will participate in listening, speaking, reading, and writing activities organized around a thematic unit about school and studies. Specifically, students will study thematic vocabulary, and they will be required to activate and utilize this vocabulary to: listen to and answer questions about dialogues in school and about studies; read excerpts about school and students; describe picture sequences which take place in school and in the library; and write a composition about the U.S. vs French school system. Students will continue to work on grammar exercises similar to those found on the AP exam.

Thematic Vocabulary (from En Bonne Forme/ En D’Autre Termes / AP French/ Allez-Viens)

- Les études
- L’enseignement
- Le bac
- A la fac

Structure and Usage (from En Bonne Forme and Une Fois Pour Toutes)

- Les verbes avec des changements orthographiques
- Le possessif
- Le participe présent

Listening:

- AP French (1998) Dialogues #8, #19, #26
- Triangle Questions et Commentaires Passages Oraux XI et XVII
- Listening Comprehension Skills chapitre 1: Les études
- Allez-Viens Chapitre 5
- Les Choristes DVD
- Etre et Avoir DVD
- Page d'écriture CD version

Speaking:

- Discussion en classe
- Triangle XI: Une Classe de AP picture description
- Triangle XV: Une Classe de Français picture description
- Triangle XIX: Devant l'Ordinateur picture description
- Triangle XX: À la bibliothèque picture description
- Triangle XXIII: Expérience Explosive picture description

Reading:

- Extrait du Bourgeois Gentilhomme- de Molière
- La Cantatrice Chauve d'Ionesco
- Extrait de La Leçon d'Ionesco
- Jacques Prévert poems (Page d'écriture / Le cancre)
- Le symbole de Climbié de Bernard Dadieé
- Excerpt from Le Gône de Chaâba d'Azouz Begag
- Le petit prince de Belleville de Calixthe Beyala
- La Dernière Classe d'Alphonse Daudet
- Current events articles related to unit themes

Writing

- Rédaction – compare and contrast US and French school systems
- Journal writing
- Written responses
- Summarizing
- Simulations/role plays
- Written picture description

Unit 3: L'avenir (2-3 weeks)

Objective : Students will participate in listening, speaking, reading, and writing activities organized around a thematic unit about life after high school. Specifically, students will study thematic vocabulary, and they will be required to activate and utilize this vocabulary to: listen to and answer questions about dialogues in the work setting; read excerpts about work and professions; describe picture sequences which take place in work settings; and write a composition about the work they hope to do after high school. Students will continue to work on grammar exercises similar to those found on the AP exam.

Thematic Vocabulary (from En Bonne Forme/ En D'Autre Termes / AP French/ Allez-Viens)

- Les métiers
- L'université
- Les grandes écoles
- La recherche d'emploi

Structure and Usage (from En Bonne Forme and Une Fois Pour Toutes)

- révision du futur et du conditionnel
- « Si » phrases / after quand, lorsque dès que, aussitôt que
- Le futur antérieur et le conditionne passé
- Possessive adjectives

Listening:

- Triangle Questions et Commentaires Passages Oraux XI et XVII
- Listening Comp. Skills Chapitre 1: Les Etudes
- Allez-Viens Chapitre 5
- Thematic Dialogue and Rejoinder exercises (from AP French)

Speaking:

- In-class discussion/participation
- Picture sequence exercises (from AP French and Triangle)
- Job interview reenactment

Reading:

- L'étoile Jaune (de Un sac de Billes) (Joseph Joffo)
- Le Petit Prince de Saint-Exupéry
- Si j'étais à ta Place (de Bal dud dodo) de Geneviève Dormann
- Current events articles related to unit themes

Writing

- Rédaction – what will life be like in 2017
- Journal writing
- Written responses
- Summarizing

- Simulations/role plays
- Written picture description

Unit 4: La France Aujourd'hui (2-3 weeks)

Objective: Students will be able to identify, discuss, and analyze the reasons why people immigrate to other countries, how immigration affects both the immigrants and the people native to those countries. They will reflect on racism and how racism affects the lives of immigrants living in a country. Students will understand and be able to converse and write about the changing role of the family in today's world.

Thematic Vocabulary (from En Bonne Forme, En D'Autres Termes, and AP French)

- Le gouvernement
- L'immigration
- Le rascisme
- La famille
- L'hébergement
- La description/les émotions

Structure and Usage (From En Bonne Forme and AP French)

Les adverbes, les adjectifs, et les pronoms interrogatifs (Une Fois #7)

- Les adjectifs et pronoms démonstratifs (Une Fois #6)
- Les pronoms relatifs (En Bonne Forme)
- Le subjonctif (Une Fois #4)

Readings

- On modern family life
- On "les pays Maghreb" and "les pieds-noirs" (from En Bonne Forme)
- Selections from Une Si Longue Lettre, roman épistolaire de Mariama Bâ (En Bonne Forme)
- "Kabyle ou Arabe, c'est pareil ?" – excerpt from Shérazade de Leïla Sebbar (En Bonne Forme)
- Excerpts from L'Hôte and L'Étranger d'Albert Camus
- Excerpt from Les Petits Enfants du Siècle de Christiane Rochefort
- Current events articles related to immigration and race relations in France

Listening

- Units on *La Vie Familiale* and *La Vie de Tous les Jours* (from Listening Comprehension Skills)
- Thematic rejoinder and dialogue exercises (from AP French and Triangle)
- Internet video clips

Speaking

- In-class discussion and participation
- Picture sequence exercises (from AP French and Triangle)

- **Debate:** Immigration and immigrants in the United States

Writing

- Rédaction sur *La Vie Familiale* à quatre choix:
 - le fossé des générations – existe-il toujours?
 - l'importance des traditions en famille
 - les droits d'une personne célibataire vis à vis l'adoption
 - le mariage ou l'union libre – avantages et désavantages d'un point de vue culturel, économique et social
- Summaries
- Journal writing
- Written responses
- Summarizing
- Simulations/role plays
- Written picture description

Unit 5: L'Histoire de France (2 -3weeks)

Objective: Students will understand be able to discuss how important people and moments in history have shaped the country of France. They will learn about the challenges that these historic figures faced, and be able to compare those challenges to modern day issues.

Thematic Vocabulary (from *En Bonne Forme* and *AP French*)

- les temps médiévaux
- la religion
- la description
- les émotions
- la littérature
- le conte de fées

Structure and Usage (from *En Bonne Forme* and *Une Fois Pour Toutes*)

- Les expressions avec *faire* et *avoir*
- The *faire causatif*
- L'infinif (Une Fois #12)
- Le passé de l'infinif
- Le passé simple (recognize and understand in historical and literary works)

Readings

- Short biographies of important French historical figures who helped shape the country
- Verses from “*La Chanson de Roland*” – la mort de Roland (in the original and in current French to compare)
- Selected scenes from “*Le Bourgeois Gentilhomme*” de Molière
- Excerpts from “*La Parure*” de Maupassant

Listening

- Biographies of important French historical figures
- Selected dialogue and rejoinder exercises (from AP French and Triangle)

Speaking

- Discussion of “*la chanson de geste*” and “*La Chanson de Roland*”
- Interviews

Writing

- Summarization of a literary selection
- Journal writing
- Written responses
- Summarizing
- Simulations/role plays
- Written picture description

The week immediately preceding the AP exam, exam situations are simulated during class and after school and students are given prior AP released exams.

POST AP EXAM WORK:

In the time period immediately after the AP exam, students are involved in other AP exams as well. As a result, project based learning takes place. Examples include a poetry project, a movie dubbing project, an art project, an instructional lesson project and a commercial project.

SAMPLE INSTRUCTIONAL STRATEGIES:

Age appropriate methodologies and a variety of current instructional strategies are utilized to motivate and enhance student learning and differentiate instruction. Innovative strategies reduce stress to facilitate second language acquisition and student learning. The world language classrooms are active, student-centered communicative classrooms where a variety of best practices and innovative strategies are employed to meet the diverse learning needs and development of students. Best practices include Differentiated Instruction, Enrichment, Communicative Approach, Natural Approach, Total Physical Response, Authentic Assessment, and TPR Storytelling, and the utilization of technology as a means and method of learning and instruction. The most important strategy is the integration of listening and reading input to produce oral and written output. Approaches and methods include:

1. Differentiated Instruction
2. Teacher and student conferences related to individual goal setting appropriate for current levels of performance in each language skill
3. Cooperative learning groups
4. Small group activities
5. Partner interviews, work and feedback via critical friends protocols and focused peer editing
6. Extended listening utilizing audio and video segments

7. Discussions/analysis of readings and audio/visual input (variety of genres written and oral)
8. Comprehension and analysis questions related to written and audio input
9. Guided compositions
10. Summaries (written and oral)
11. Character analysis and descriptors
12. Word webs and graphic organizers
13. Picture descriptions (single pictures, picture sequences, video clips without sound)
14. Directed response cues
15. Contextual structure, vocabulary activities
16. Close exercises
17. Interviews/debates
18. Research producing products/plans/proposals/multimedia presentations
19. Notebooks/journals/portfolios
20. Simulations/role plays
21. Reading for enrichment
22. Technology assisted learning
23. Problem Solving
24. Circumlocution
25. AP test taking skill development / practice

LISTENING:

All communication in the AP French language course is carried out in French, and students' class participation grades reflect a strong requirement that they use only French in the classroom. As a result, at the most basic level, listening is practiced daily when the teacher is speaking and when other students are speaking. The students also hear the communication between the 2 French teachers in the building, which is typically in French. Occasionally, guest speakers (recent European exchange students to our school) provide an authentic listening source.

Students are exposed on a daily basis to other forms of recorded material. Audio and video clips from accompanying textbooks (*En Bonne Forme*) and resources (*Le Journal*, TV5) provide an excellent range of experience for students and provide a springboard not only for listening but also for speaking, and writing activities or to compliment a reading activity. Additionally, podcasts are proving to be excellent resources as authentic input, especially for video and contemporary music. No skill is ever practiced in isolation.

READING:

Reading is a daily activity with authentic texts and excerpts coming from textbooks (*En Bonne Forme*) and a variety of other sources including but not limited to previous AP exams, newspapers, magazines, the National French Exam, and the Internet. Pre-AP reading strategies have been taught from French I on through progressive levels of French and include activation of prior knowledge, cognate/false cognate recognition, context clues, word families, prefix and suffix building, recognition of tone, and the identification of signal words (description, sequence, comparison, cause and effect), main ideas, supporting details, audience and objective. Reading is always accompanied by a follow-up speaking activity in

the form of a summary or retelling as well as a writing activity in the form of a summary or reaction to the text. When choosing reading selections for the course, I attempted to achieve a balance among literary works (short stories, poetry, diary entries, fictional, etc.) and non-fictional / cultural and current event and interest texts. Rather than read an entire novel, I selected readings similar to those included on the AP test. I feel strongly that students need to be exposed to a variety of themes to expand their vocabulary and be able to discuss art, music, science and current events in addition to responding to and analyzing a variety of literary genres. No skill is ever practiced in isolation.

SPEAKING:

The class is conducted in French with the exception of some advanced grammatical explanations in English (subjunctive, passive voice). Students are expected to speak French during the class and are evaluated on their willingness to use French in their oral participation grade. The focus throughout all five levels of language study is on actively using the language for communication. Students are accustomed to being assessed on their speaking ability, as they have participated in performance-based assessments via oral proficiency interviews, role plays, skits, videos and individual and group presentations.

Because we do not have a language lab, we have purchased six tape recorders for the language department's computer lab / workroom. In addition to practicing alone, with partners, with me and as a whole class, students record their picture series descriptions on tapes at least once per week and are assessed using the 6-point AP rubric. Students are given feedback and specific commendations and goals for improvement. During the month prior to the AP exam, students complete more picture descriptions in class and on tape. Linked to my AP class website are samples of student responses from the AP Central site for the past four years. As homework students listen and evaluate the speech samples according to the rubric.

Students in levels 1, 2, 3 and 4 French are introduced to directed response interviews and picture series descriptions as Pre-AP initiatives. Beginning in AP French, students practice both of these formats more frequently and are assessed each marking period. Oral presentations, skits and role plays are used after reading or listening activities to assess student understanding of the content and actively use the vocabulary and structures from the input. Students gain confidence in their speaking by talking to themselves in French to practice, working with a partner for feedback, working in small groups and taping their responses.

In addition to picture descriptions from released AP French exams, I have collected picture series from German and Spanish AP tests. Comic strips without captions, pictures from magazines and newspapers, *A Picture is Worth 1000 Words*, *Picture Composition: French*, *Points of Departure* and *Comics and Conversation* are used as prompts to promote speaking. During the first quarter, students are given a picture and asked to talk about it in French without the use of a dictionary for one minute. This activity encourages students to describe, invent and create in the language. No skill is ever practiced in isolation.

WRITING:

Students are given frequent opportunities to write in French, both during and outside of class. Students regularly answer questions and create summaries outside of class to show comprehension of a variety of fictional and non-fictional readings from the texts and internet sources. Short essays and journal prompts promote student use of specific grammatical structures, topical vocabulary and idioms introduced and reinforced during the course. I have collected essay prompts from released AP exams and have created my own essay prompts that are aligned with the types of writing prompts on the exam. Essays are assigned and students are evaluated using the 9-point AP rubric for their writing. Some AP essay assignments administered early in the course are completed at home and students are permitted to use a dictionary. Students are given opportunities to revise and resubmit their writing to improve their products. During the second quarter, students write timed compositions during class and outside of class without the use of resources to simulate testing conditions on the AP exam.

To prepare for the fill in section of the AP French test, I have collected samples from released AP exams. Each unit in the text *En Bonne Forme* offers cloze exercises with a word bank, which focuses on vocabulary and grammatical structures. Use of cloze exercises promotes student analysis of reading and structure. After completing the cloze texts, we analyze the writing to use as a model to improve student writing paying particular attention to compound and multi-clause sentences, varied word order and idiomatic expressions. No skill is ever practiced in isolation.

COURSE MATERIALS:

Course materials include textbooks, anthologies, newspapers, magazine articles, released AP exams, Internet resources, video/audio segments, picture descriptions, directed response questions and writing/composition prompts.

Primary student and teacher textbooks and materials include:

Amiry, Laila. (1998). *How to Prepare for the AP French Exam*. Barron's.

Demaray, C. & Smith J. (1998). *Triangle: Applications Pratiques de la Langue Francaise*. Troisième Édition. Wayside Publishing.

Dietiker, S. & van Hooff, D. (2001). *En Bonne Forme*. Boston & New York: Houghton Mifflin Company.

Ladd, R. & Girard, C. (1992). *AP French: A Guide for the Language Course*. New York & London: Longman Publishing Group.

Ladd, R. & Girard, C. (1998). *AP French: Preparing for the Language Examination*. Deuxième Édition. Addison Wesley Longman.

Sturges, H., Nielsen, L. & Herbst, H. (1992). *Une Fois Pour Toutes. Deuxième Édition*. Longman Publishing Group.

Vigourt, M. & Zimmerman, J. (1994). *Listening Comprehension Skills*.
Longman Publishing Group.

White, R. *En D'autres Termes: le français tel que l'on parle*. Deuxième Édition.
Wayside Publishing.

Allez-Viens Level 3. (1996) Holt, Rinehart and Winston, Inc.

Other sources:

- Released AP Exams
- Internet audio, video clips, and podcasts
- Unitedstreaming.com
- Various reading materials (described in course planner) including newspapers, magazines, Internet articles, novels, short stories, plays, and poetry.
- French language films

Our school has a magazine subscription to Paris Match and Phosphore from which current event articles are carefully selected. We have a television with a DVD/VHS player, several tape recorders/ CD players and several computers in our classroom for listening comprehension and picture description activities. Students are supplied with textbooks and dictionaries.

TECHNOLOGY (MATERIALS):

In the AP French course we use a variety of technology to promote proficiency and support student learning. Teachers use audio and videotext resources, video and audio portfolios, computer assisted learning and practice, internet sites, web quests, streaming video, video and audio newscasts to accomplish objectives. Access to authentic materials supplements static resources in the textbooks. These technological resources can be adapted for use at a variety of instructional levels to meet objectives, and students' individual needs and learning styles. The use of authentic materials, connections to the world, independent work for enrichment, remediation and self assessment via online practice enhance our students' mastery of the target language. Students use technology to create products, performance tasks and projects to demonstrate their learning and proficiency in the language.

Websites:

In order to become familiar with the AP test format
www.collegeboard.com/ap/students/french/ for exam hints and www.collegeboard.com for exam questions/ previous exam years and Audio Samples (need realplayer)

www.nrj.fr listen to daily radio broadcasts

www.france3.fr (read, listen, watch) Requires [RealPlayer®](#).

www.gohrw.com vocabulary practice

www.about.com and go to homework help and click on French language (excellent source for remedial practice!)

www.TV5.fr (watch French TV/music clips)

www.TF1.fr (click on “news” 13h or 20h-choose date- read, listen, watch French TV/news)
Requires RealPlayer®.

www.france2.fr (read, listen, watch French TV/news) Requires RealPlayer®.

www.arte-tv.com/fr/70.html ((read, listen, watch French TV/news)

www.m6.fr ((read, listen, watch French TV/news)

www.cplus.fr/accueil/accueil (read, watch, listen to French entertainment news)

www.telerama.fr (information on French TV and cinema; includes TV program guide)

www.lci.fr live video stream of current broadcasts. Requires RealPlayer®.

www.rfi.fr hear streamed radio broadcasts fifteen minutes after they are aired in Paris.

Requires RealPlayer®.

www.lemonde.fr read the front page and selected articles from Paris' most prestigious daily newspaper including Want Ads. Front page requires Adobe Acrobat Reader.

www.liberation.fr full text articles from French daily newspaper. Includes Want Ads. Front page requires Adobe Acrobat Reader.

www.cyberpresse.ca/soleil/ daily newspaper from Québec with some full text articles

www.parismatch.com French weekly magazine

METHODS OF ASSISTANCE/ENRICHMENT

1. Pre-assessment to determine differentiated instruction
2. Re-assessment as appropriate
3. Performance assessments – projects, presentations, etc.
4. Listening and speaking tapes
5. Academic tutorial
6. Differentiated Instruction via Process, Product, Content and Environment
7. Interdisciplinary units/independent reading
8. Peer tutoring
9. Technical enrichment and technology-enhanced instruction
10. Oral proficiency presentations, interviews and simulations (authentic performance tasks as well as traditional assessment practices)
11. Final project choice
12. Field trips/ language club/guest speakers
13. Reinforcement of study skills: test taking, study, note taking, organizational skills

PORTFOLIO DEVELOPMENT:

Examples of selected performances and products will be maintained in individual student portfolios throughout the year. Portfolios will serve as a vehicle for self-assessment and teacher assessment. Portfolio contents will include samples of student writing, performance assessment, and traditional vocabulary and unit tests. Audio and / or videotapes of student performances are maintained.

1. Presentation rubric (AP and teacher developed rubrics)
2. Oral presentations
3. Compositions/Journals
4. Recorded Oral Proficiencies
5. Projects

METHODS OF EVALUATION:

Assessment strategies in language instruction determine proficiency, placement, diagnosis and achievement. While commercial tests are available from textbook publishers to accompany book units, teachers critically examine their design, evaluate their effectiveness, and adapt the assessment to determine student achievement. Formative and summative assessments provide feedback to learners and teachers. Authentic assessment involves “real-world situational” performance tasks which are complex, require multistage research, and involve critical thinking and problem solving skills. Research indicates the benefits of interdisciplinary project-based learning related to demonstrating achievement of standards and enduring understanding. AP rubrics are used to assess written and oral production.

1. Pre-assessment to determine differentiated instruction
2. Re-assessment as appropriate
3. Performance assessments – projects, presentations, etc.
4. Tests/summaries
5. Quizzes
6. Listening and speaking tapes
7. Compositions
8. Oral proficiency presentations, interviews and simulations
9. Final project
10. Class work
11. Participation
12. Homework

ASSESSMENTS AND MAJOR ASSIGNMENTS INCLUDE:

1. Extended listening utilizing audio and video segments
2. Discussion/analysis of readings (variety of genres)
3. Guided compositions and summaries 200 – 250 words in length
4. Audio taped picture descriptions and directed responses
5. Simulations/role plays/interviews/debates
6. Contextual structure, vocabulary development activities, close exercises
7. Performance Assessments which produce products/plans/proposals/multimedia presentations
8. AP test taking skill development / practice
9. Traditional assessments (quizzes, tests)

INTEGRATED ACTIVITIES:

1. Concepts
 - Verb conjugations/tenses/mood
 - Word order and expanded sentence structure
 - Vocabulary expansion
 - Expressing /analyzing opinions
 - Culture of the target language

2. Communication (spoken or written form)
 - Refining pronunciation and intonation
 - Active use of thematic vocabulary
 - Dialogues or monologues, interviews, summaries, compositions
 - Discussion
 - Extended questions/responses utilizing compound/complex sentence structures
 - Picture prompt descriptions
 - The ability to respond extemporaneously within one's range of vocabulary
3. Thinking/Problem Solving
 - Formation of questions and extended responses
 - Interpretation and analysis of written and oral language
 - Circumlocution of language
 - Brainstorming keywords
 - Classification/recognition of ideas into main and supporting details
 - Original recombination of materials in sentences and paragraphs
 - Use of appropriate sentence and paragraph structure according to the situation (questions/responses/statements/negatives/verb tense/mood)
 - Deduction and inference
4. Application of Knowledge
 - Use of newly acquired skills and information to create oral and written performance assessments, compositions and products
 - Use of information to understand realia and to comprehend extended passages
 - Use of grammatical structures to communicate with increased accuracy
5. Interpersonal skills
 - Sensitivity to cultural differences
 - Cooperative learning groups (paired/group activities)
 - Teamwork
 - Listening skills