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San Jacinto Unified School District New Course Proposal

Google Forms <forms-receipts-noreply@google.com>
To: sseward@sanjacinto.k12.ca.us

Thu, Jan 30, 2020 at 2:05 PM

Thanks for filling out San Jacinto Unified School District New Course Proposal

Here's what we got from you:

French Lang Art

EDIT RESPONSE

San Jacinto Unified School District New Course Proposal

For more information on how to complete this form please contact:

Janet Covacevich
Director, Secondary C & I
(951)929-7700 ext. 4263
jcovacevich@sanjacinto.k12.ca.us

Your email address (sseward@sanjacinto.k12.ca.us) was recorded when you submitted this form.



Signature Page must be printed and wet signed

Access Signature Page at this link <https://docs.google.com/a/sanjacinto.k12.ca.us/document/d/1TO2G1fXxR6WGNhinPY-oNaxtY130cZHUOjTT3Ntv5Zg/edit?usp=sharing>

School *

SJHS

New Course Proposal Submitted By: *

Seward

Course Title *

French Language AP

Transcript Title (15 characters or less) *

Please be sure to count each character and spaces used to be no more than 15.

French Lang AP

Course Code (assigned by Data Management, extension 4221):

F0170

Academic Department *

Foreign Language

Graduation Requirement Met *

Foreign Language - Fine Arts ▼

Honors (*note: Honors courses seeking A - G status must offer a non-Honors equivalent course) *

Yes ▼

Grade Level (check all that apply) *

- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ 9th
- ☐ 10th
- ☒ 11th
- ☒ 12th

Pre-Requisite (list all that apply) *

French 1, 2, 3

Co-Requisite (list all that apply) *

n/a

Possible credits *

10 - year long class ▼

Course Learning Environment *

☒ Classroom Based

☐ Online/Hybrid

CALPADS Course Code (assigned by Data Mgt.)

9153

Career Technical Education Courses

Will this course be part of CTE Pathways? *

No ▼

Is this an Integrated Course (Academics with Career Technical Education) *

No ▼

CTE Courses Only: Indicate the Level of the Course:

▼

CTE Courses Only: Indicate the Industry Sector

▼

CTE Courses Only: Career Pathway & Code Pathway Name

Submitting Courses That are Program Status, Courses Modeled After Another Institution, or Online, or AP

Course Plans for Program Status, Online, or AP must be attached to this form.

Will this course meet any of the descriptors above? *

Yes ▼

Program Status Courses (can be auto approved) - Name the Exact Program and Course Title:

Submitting a Course Modeled After Another Institution:

When modeling after another institution's course, you will also need to enter a course overview specific to San Jacinto Unified School District as well as course content specific to SJUSD.
Any course modeled after another institution's course will not move forward until it has been written to reflect SJUSD's unique needs.

Submitting a course modeled after another institution.

Which school and ATP code? Must state exact course title.

Adopt an Online Publisher Course

Adopt a Program Status Course

Advanced Placement (AP) Courses Only: Please answer the following questions:

This section only applies to AP courses.

AP Courses Only: Date Submitted to CollegeBoard for AP Audit:

Month ▼	Day ▼	2020 ▼
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Exact Course Title

Not Completed

CollegeBoard Authorization Code

0000

Course Content

Please note: There are not specific requirements regarding the number of units each course should have.
For reference: University of California A-G Guide: <http://www.ucop.edu/agguide/a-g-requirements/index.html>
Copy and paste the link into your web browser for course samples.

Course Overview: Provide a brief summary (3 - 5 sentences) of the course's content. *

This course is designed to meet the needs of highly motivated students in their fourth year of study of French who are interested in a college-level, intensive language study conducted exclusively in French. By emphasizing reading, writing, speaking and listening, students will work towards proficiency in the three modes of communication (interpersonal, interpretive and presentational) while also demonstrating an understanding of the products, practices, and perspectives of the francophone world.

For EACH UNIT of the course, please provide:

1. A unit title
2. A concise 3 - 5 sentences describing the topics being addressed that demonstrate the critical thinking, depth, and progression of the content covered.
3. A brief 3 - 5 sentences summarizing a key assignment from this unit and covering:
 - a. how a student will complete this assignment
 - b. what a student will produce
 - c. what the student will learn

Most importantly, use the unit(s) and key assignment(s) to demonstrate that the course meets the subject specific course criteria on the A - G Guide.

Units (outline each unit in the section provided. Indicate new units with a number and title) *

THEME 1: Global Challenges/Les défis mondiaux: la tolérance, l'environnement, la santé, les droits et l'être humain, l'alimentation, la paix et la guerre

1. RESOURCES

Thèmes , AP French, Vista Higher Learning
AP French: Preparing for the Language and Culture Examination
AP Curriculum Module: L'environnement: quels vœux pour notre planète?
Online and Print Resources as available

2. GRAMMAR REVIEW

Adjectives
Relative Pronouns, demonstrative and interrogative pronouns
Verb tenses: present, future, conditional, imperatives
Thematic vocabulary

3. INTERPRETIVE and SPOKEN COMMUNICATION (Comprehension)

Complete listening and Internet exercises .

Discuss topic with the class (after viewing the appropriate documentary, or reading an appropriate article or text for this chapter)

Using a digital recorder and the AP time format, practice comparing France and the U.S. on one aspect of «les défis mondiaux»

Give a presentation comparing a Francophone country and the U.S. on one aspect of «les défis mondiaux»

4. WRITTEN COMMUNICATION: (Samples)

Compare and contrast the eating habits of the French and Americans. This could focus on restaurants, fast-food, cooking in the home, organic foods, etc. Explain «Les Restaurants du Coeur» and describe local efforts to combat hunger in our community.

Write an email encouraging school members to participate in a recycling project.

Using class or personal readings from magazines, pick one and give the reasons why this particular subject grabs your attention.

Find and summarize materials, such as news articles, magazine features, editorial columns, letters to the editor, announcements, and advertisements

5. READING: (Samples)

L'homme qui plantait les arbres de Giono

Excerpt Le racisme expliqué à ma fille de Ben Jelloun

Soyez polis de Prévert

Excerpt Mythologies de Barthes

Resources and information from INSEE (Institut national de la statistique et des études économiques)

6. CULTURE: (Samples)

Film : Les Glaneurs et La Glaneuse

Reading/Watching/Listening: Log & Summary (3-5 hours per week)

THEME 2: Science and Technologie/La science et la technologie: Les découvertes et les inventions, la recherche et ses nouvelles frontières, les nouveaux moyens de communication, l'avenir de la technologie, la propriété intellectuelle, la technologie et ses effets sur la société, les choix moraux

1. RESOURCES

Thèmes , AP French, Vista Higher Learning

AP French: Preparing for the Language and Culture Examination

AP Science and Technology Curriculum Module

AP Practice Tests

Online resources about French contributions to science and technology

2. GRAMMAR REVIEW

Subjunctive, comparisons, relative pronouns, thematic vocabulary

3. INTERPRETIVE AND SPOKEN COMMUNICATION (Samples)

Complete listening and Internet exercises from TV5 and other media websites.

Discuss topic with the class (after viewing the appropriate documentary, or reading an appropriate article or text for this chapter)

Using a digital recorder and the AP time format, practice comparing France and the U.S. on one aspect of «la science et la technologie»

Give a presentation comparing a Francophone country and the U.S. on one aspect of «la science et la technologie»

4. WRITTEN COMMUNICATION (Samples)

Write a response to one of the readings: How has technology changed, benefited or harmed our daily lives?

Make predictions about what life will be like in 100 years.

5. READING (Samples)

La lance de l'hyène de Birago Diop

La fin des livres d'Albert Robida et d'Octave Uzanne

Acide sulfurique d'Amélie Nothomb

L'homme qui dormit cent ans d'Henri Bernay

La Civilisation, ma Mère de Driss Chraïbi

Resources and information from INSEE

6. CULTURE (Samples)

Comparisons between Francophone and American ways of looking at and using technology.

Inventions from each country, comparison of students from different countries going into science-related fields in college.

Reading/Watching/Listening: Log & Summary (3-5 hours per week)

THEME 3: Contemporary Life/La vie contemporaine: La publicité et le marketing, le logement, les loisirs, le sport, le monde du travail, les rites de

passage, le voyage

1. RESOURCES

Thèmes , AP French, Vista Higher Learning , edition 2016

AP French: Preparing for the Language and Culture Examination

AP Practice Tests

Online and print resources as available

2. GRAMMAR REVIEW

Subjunctive, future, conditional, thematic vocabulary

3. INTERPRETIVE AND SPOKEN COMMUNICATION

Complete any listening and Internet exercises

Discuss topic with the class (after viewing the appropriate documentary, or

reading an appropriate article or text for this chapter)

Using a digital recorder and the AP time format, practice comparing France and the U.S. on one aspect of «la vie contemporaine»

Watch news broadcasts from different areas of the French-speaking world, and discuss cultural and linguistic differences.

4. WRITTEN COMMUNICATION (Samples)

Find an article, blog, website, etc., which showcases «la vie contemporaine» in a Francophone country and compare it to a similar document in America.

Compare the French, Francophone, and American school systems.

Reply to a formal business letter or email using correct register.

5. READING (Samples)

99 Francs de Frédéric Beigbeder

L'enfance de Nathalie Sarraute

Le chandail de Roch Carrier

Le secret de Maître Cornille d'Alphonse Daudet

Le pagne noir de Bernard Dadié

Lettres persanes de Montesquieu

La vie dans les HLM de Rochefort

Resources and information from INSEE

6. CULTURE (Samples)

Use French commercials and advertisements to discuss marketing in Francophone countries

Film: Ressources Humaines, Les Intouchables

Music: Bien Merité (Clarika)

Reading/Watching/Listening: Log & Summary (3-5 hours per week)

THEME 4: La famille et la communauté: Les rapports sociaux, l'enfance et l'adolescence, les coutumes, la famille, l'amitié et l'amour

1. RESOURCES

Thèmes , AP French, Vista Higher Learning , edition 2016

AP French: Preparing for the Language and Culture Examination

2. GRAMMAR

Past tenses all together including pluperfect, si-clauses

3. INTERPRETIVE and SPOKEN COMMUNICATION (Samples)

Complete listening and Internet exercises from TV5, Audio-lingua.

Discuss topic with the class (after viewing the appropriate documentary, or reading an appropriate article or text for this chapter).

Using a digital recorder and the AP time format, practice comparing France and the U.S. on one aspect of «la famille et la communauté».

Give a presentation comparing a Francophone country and the U.S. on one aspect of «la famille et la communauté».

Compare the elements of two literary love stories.

4. WRITTEN COMMUNICATION (Samples)

Write a love letter and response to/from a famous literary couple.

Describe your favorite holiday and why it is your favorite. Provide a specific memory from a holiday from the past.

Write an email to an advice columnist about an imaginary problem you are having with a friend or family member. Trade with a partner and write an email response to his/her problem.

Compare and contrast the schedule of French students and their leisure time compared to yours.

Compare and contrast acceptable ways to show friendship and love in a Francophone country and the U.S.

After watching "Jean de Florette" and "Manon des Sources," compare and contrast daily life/beliefs/societal norms during the time of those films versus today's society.

Write an exposé on generational conflicts based on course readings, films, documentaries

5. READING (Samples)

Oscar et la Dame Rose (Schmitt)

La Parure (Maupassant)

Le Gone du Chaâba (Bégag)

Excerpts from Le Petit Nicolas (Goscinnny, Sempé)

«Driss» tiré de Shérazade (Sebbar)

Cendrillon (Perrault)

La légende de Tristan et Iseult

Resources and information from INSEE

6. CULTURE (Samples)

Film: Inch'Allah Dimanche, Jean de Florette, Manon des Sources, le Papillon

Music: Current Top 40

Reading/Watching/Listening: Log & Summary (3-5 hours per week)

THEME 5: L'esthétique: La patrimoine, l'architecture, les arts visuels, le beau, la musique, les arts du spectacle

1. RESOURCES

Thèmes , AP French, Vista Higher Learning , edition 2016

AP French: Preparing for the Language and Culture Examination

AP practice test materials

Online and print resources

2. GRAMMAR

Descriptive adjectives, demonstratives, possessives

3. INTERPRETIVE and SPOKEN COMMUNICATION (Samples)

Performance-based oral assessment

Discuss topic with the class (after viewing the appropriate documentary, or reading an appropriate article or text for this chapter)

Present a gallery walk of art to the class

Watch news broadcasts from different areas of the French-speaking world, and discuss cultural and linguistic differences.

4. WRITTEN COMMUNICATION (Samples)

Write an art critique

Compare francophone artists who use varied mediums for similar themes

Review a movie, play or concert you have attended

Write a critique about the impact of advertising on conceptions of beauty and body image

5. READING (Samples)

L'Épithaphe ou Ballade des pendus de Villon

Mignonne, allons voir si la rose de Ronsard

Le corbeau et le renard de La Fontaine

Il pleure dans mon cœur de Verlaine

Comment Wang-Fô fut sauvé de Yourcenar

Pour faire le portrait d'un oiseau de Prévert

Moderato cantabile de Duras

La Farce de Maître Pathelin

6. CULTURE (Samples)

Film: Excerpts from Paris, je t'aime, Les Intouchables

Music: Victime de la mode (MC Solaar)

Artist : JR (graffiti artist)

Virtual tours of French art installations/museums

Reading/Watching/Listening: Log & Summary (3-5 hours per week)

Course Materials

Provide the COURSE MATERIALS that students use and analyze throughout the course. When appropriate, please incorporate these materials into the course's unit descriptions in the COURSE CONTENT section. Some subject areas and disciplines require courses to include specific course materials. Please refer to the subject course criteria in the link above and/or the California Department of Education (<http://www.cde.ca.gov/ci/cr/cf/imagen.asp>) for more information.

Course Material

Please access the hyperlinked Google Slide deck for a sample of the required information for any course materials that will be used in the course.

Google Slide Deck Link w/samples

<https://docs.google.com/a/sanjacinto.k12.ca.us/presentation/d/1LaBuMtWAqL9bMaPKGQ8ooRZ6AZOLtS2PV0HGPudpYqo/edit?usp=sharing>

Select Course Material (select all that apply) *

- ☐ Textbook
- ☒ Literary Text
- ☐ Manual
- ☐ Periodical
- ☐ Scholarly Article
- ☒ Website
- ☒ Primary Document
- ☒ Multimedia
- ☐ Other

Course Material: Primary *

Students are required to explore a variety of authentic resources including but not limited to online material featuring news, current events, television, and films. Students will also take virtual tours of cultural sites such as museums. Audio-visual activities using authentic material will be facilitated through the use of their Chromebook. . See Non-print and Audio-Visual resource page for a sample of websites.

Course Materials: Additional (if applicable)

A-G Courses

For courses seeking A - G status please answer the questions below

Is this course being submitted for A-G status? *

Yes ▼

Subject for A - G status

- ☐ "A" History/Social Science
- ☐ "B" English
- ☐ "C" Mathematics
- ☐ "D" Lab Science
- ☒ "E" Language Other Than English
- ☐ "F" Visual and Performing Arts
- ☐ "G" Elective

Name the Discipline (i.e. US History, LOTE, Theater, etc.)

Foreign Language

Is this an Integrated Course (Academics with Career Technical Education)

- ☐ Yes
- ☒ No

Does this course need to be retro-activated to a previous year?

No ▼

If yes, which year(s)?

- ☐ 2017-2018
- ☐ 2016-2017
- ☐ 2015-2016
- ☐ 2014-2015

Final Review

Please review your course prior to submission to ensure it meets all requirements, courses will not be moved forward until they have provided all the required information.

End of Course Submission

Before you submit, please verify that you have completed all required components for submission.

AP French

Language & culture

Instructor: Agnès Ferrara



Course overview

This course is designed to meet the needs of highly motivated students in their fourth year of study of French who are interested in a college-level, intensive language study conducted exclusively in French. By emphasizing reading, writing, speaking and listening, students will work towards proficiency in the three modes of communication (interpersonal, interpretive and presentational) while also demonstrating an understanding of the products, practices, and perspectives of the francophone world. The primary AP curriculum is designed to be more applicable to real life and is therefore centered on five course themes:

- La famille et la communauté
- La science et la technologie
- Les défis mondiaux
- La vie contemporaine
- L'esthétique

Through the themes outlined in the AP curriculum, students will explore interdisciplinary topics (connections), increase their cultural knowledge of the Francophone world through a comparison with their own cultural knowledge and experience (comparisons), and use the target language in real-life settings (communities). Students use both primary and authentic texts in various formats; print, audio, web-based, and film. Students are expected to take the AP French Language and Culture exam at the end of the course.

Authentic Texts

Students are required to explore a variety of authentic resources including but not limited to online material featuring news, current events, television, and films. Students will also take virtual tours of cultural sites such as museums. Audio-visual activities using authentic material will be facilitated through the use of their Chromebook. . See Non-print and Audio-Visual resource page for a sample of websites.

When appropriate, students are encouraged to participate in community events such as viewing a French film, by attending to a movie sponsored by the Redlands Art Association

<http://redlands-art.org/> and/or the Alliance Française <http://afdela.org/>.

Non-Print and Audio-Visual Resources (samples)

- Le Figaro.fr. <http://www.lefigaro.fr/>. Web.
- Le Monde.fr. <http://www.lemonde.fr/>. Web.
- Libération.fr. <http://www.liberation.fr/>. Web.
- L'Express.fr. <http://www.lexpress.fr/>. Web.

- Le Parisien.fr. www.leparisien.fr
- L'Obs.fr. www.lenouvelobs.fr
- Le Soir.fr. www.lesoir.be
- Tribune de Genève. www.tdg.ch
- 2424actu.info.
<http://www.2424actu.info/index.php/revues-medias/revue-medias-afrique/presse-cote-divoire>
- Jeune Afrique. <http://www.jeuneafrique.com/>
- Le Devoir, Libre de Penser. <http://www.ledevoir.com/>
- French current events. www.lexpress.fr. Web.
- Le Journal de France 2: (*French news of the day*)
- France Info (news): <http://www.franceinfo.fr/>. Web.
- France 24 (news): <http://www.france24.com/en/>. Web.
- Like Francophonie for graphs & pie charts www.insee.fr. Web.
- News in Slow French <http://www.newsinslowfrench.com/>. Web.
- Paris Match.com. <http://www.parismatch.com/parismatch>. Web.
- *Champs-Élysées*. An audio magazine with CDs to develop and enhance listening comprehension skills in correlation with writing and speaking skills.
- Mon JT Quotidien. <http://www.monjtquotidien.com/>. Web.
- TV5MONDE: 7 jours sur la planète. <http://www.tv5.org/TV5Site/7-jours/>. Web.
- TV5 Monde (*Francophone news and culture*)
- Daily French Pod. <http://www.dailyfrenchpod.com/>. Web.
- Radio France International. News broadcasts and grammar assistance. www.rfi.fr. Web.
- Le Plaisir D'Apprendre. Music and Cultural downloads from France.
<http://www.leplaisirdapprendre.com>. Web.
- YouTube (various French and Francophone artists) Songs by Francophone singers such as: Etienne Daho, Laurent Voulzy, Zaz...

Other resources used throughout the year

- AP Central French. The source for released exams and testing strategies
<http://apcentral.collegeboard.com>. Web.
- BBC French language page. Listening activities and language practice.
<http://www.bbc.co.uk/languages/french/index.shtml>. Web.
- French Learning Fun. <http://www.frenchlearningfun.com/>. Web.
- Le Point du FLE: Apprendre le français. <http://www.lepointdufle.net/>. Web.
- Bonjour de France! <http://www.bonjourdefrance.com/index/indexapp.htm>. Web..
- Best French Websites. <http://www.uni.edu/becker/french31.html>. Web.
- Word Reference. <http://www.wordreference.com/>. Web.
- French language /grammar information. <http://www.utm.edu/departments/french/french.html>. Web.
- University of Texas French department grammar site. Grammar topics with detailed examples and audio support. <http://www.laits.utexas.edu/tex/gr/index.html>. Web.
- Real French writing guide. Complete and detailed guide on writing effective French essays.
<http://www.realfrench.net/pdf/essay.pdf>. Web.

FILMS/DOCUMENTARIES (samples)

In many instances we will only view a portion of the film/documentary to reinforce course content. We will watch a select number of films/documentaries in their entirety.

Films chosen from titles such as:

- *Le Papillon (an unwed mother & her daughter whose lives cross a grumpy man looking for a special butterfly...)*
- *Entre les Murs (the struggles of a young teacher with his multicultural class...)*
- *Les Intouchables (a true story about an eccentric French man and his ex-con helper as they navigate an adventure through France together and shatter the preconceptions they held about each other)*
- *Les Glaneurs et La Glaneuse (a quirky documentary about French people leading alternate lifestyles based on living off what other people throw away)*
- *Les Choristes (the new teacher at a severely administered boys' boarding school works to positively affect the students' lives through music)*
- *Envoyé Spécial: (weekly documentary on diverse subjects pertinent to France and Francophone countries)*

THEME 1: Global Challenges/Les défis mondiaux: la tolérance, l'environnement, la santé, les droits et l'être humain, l'alimentation, la paix et la guerre

1. RESOURCES

- Thèmes , AP French, Vista Higher Learning
- AP French: Preparing for the Language and Culture Examination
- AP Curriculum Module: L'environnement: quels vœux pour notre planète?
- Online and Print Resources as available

2. GRAMMAR REVIEW

- Adjectives
- Relative Pronouns, demonstrative and interrogative pronouns
- Verb tenses: present, future, conditional, imperatives
- Thematic vocabulary

3. INTERPRETIVE and SPOKEN COMMUNICATION (Samples)

- Complete **listening** and Internet exercises .
- **Discuss** topic with the class (after viewing the appropriate documentary, or reading an appropriate article or text for this chapter)
- Using a **digital recorder** and the AP time format, practice comparing France and the U.S. on one aspect of «les défis mondiaux»

- Give a presentation comparing a Francophone country and the U.S. on one aspect of «les défis mondiaux»

4. WRITTEN COMMUNICATION: (Samples)

- Compare and contrast the eating habits of the French and Americans. This could focus on restaurants, fast-food, cooking in the home, organic foods, etc.
- Explain «Les Restaurants du Coeur» and describe local efforts to combat hunger in our community.
- Write an email encouraging school members to participate in a recycling project.
- Using class or personal readings from magazines, pick one and give the reasons why this particular subject grabs your attention.
- Find and summarize materials, such as news articles, magazine features, editorial columns, letters to the editor, announcements, and advertisements

5. READING: (Samples)

- *L'homme qui plantait les arbres* de Giono
- Excerpt *Le racisme expliqué à ma fille* de Ben Jelloun
- *Soyez polis* de Prévert
- Excerpt *Mythologies* de Barthes
- Resources and information from INSEE (Institut national de la statistique et des études économiques)

6. CULTURE: (Samples)

- Film : *Les Glaneurs et La Glaneuse*
- Reading/Watching/Listening: Log & Summary (3-5 hours per week)

THEME 2: Science and Technologie/La science et la technologie: Les découvertes et les inventions, la recherche et ses nouvelles frontières, les nouveaux moyens de communication, l'avenir de la technologie, la propriété intellectuelle, la technologie et ses effets sur la société, les choix moraux

1. RESOURCES

- Thèmes , AP French, Vista Higher Learning
- AP French: Preparing for the Language and Culture Examination
- AP Science and Technology Curriculum Module
- AP Practice Tests
- Online resources about French contributions to science and technology

2. GRAMMAR REVIEW

Subjunctive, comparisons, relative pronouns, thematic vocabulary

3. INTERPRETIVE AND SPOKEN COMMUNICATION (Samples)

- Complete listening and Internet exercises from TV5 and other media websites.

- **Discuss** topic with the class (after viewing the appropriate documentary, or reading an appropriate article or text for this chapter)
- Using a **digital recorder** and the AP time format, practice comparing France and the U.S. on one aspect of «la science et la technologie»
- Give a presentation comparing a Francophone country and the U.S. on one aspect of «la science et la technologie»

4. WRITTEN COMMUNICATION (Samples)

- Write a response to one of the readings: How has technology changed, benefited or harmed our daily lives?
- Make predictions about what life will be like in 100 years.

5. READING (Samples)

- *La lance de l'hyène* de Birago Diop
- *La fin des livres* d'Albert Robida et d'Octave Uzanne
- *Acide sulfurique* d'Amélie Nothomb
- *L'homme qui dort cent ans* d'Henri Bernay
- *La Civilisation, ma Mère* de Driss Chraïbi
- Resources and information from INSEE

6. CULTURE (Samples)

- Comparisons between Francophone and American ways of looking at and using technology.
- Inventions from each country, comparison of students from different countries going into science-related fields in college.

Reading/Watching/Listening: Log & Summary (3-5 hours per week)

THEME 3: Contemporary Life/La vie contemporaine: La publicité et le marketing, le logement, les loisirs, le sport, le monde du travail, les rites de passage, le voyage

1. RESOURCES

- Thèmes , AP French, Vista Higher Learning , edition 2016
- AP French: Preparing for the Language and Culture Examination
- AP Practice Tests
- Online and print resources as available

2. GRAMMAR REVIEW

Subjunctive, future, conditional, thematic vocabulary

3. INTERPRETIVE AND SPOKEN COMMUNICATION

- Complete any listening and Internet exercises
- **Discuss** topic with the class (after viewing the appropriate documentary, or reading an appropriate article or text for this chapter)
- Using a **digital recorder** and the AP time format, practice comparing France and the U.S. on one aspect of «la vie contemporaine»

- Watch news broadcasts from different areas of the French-speaking world, and discuss cultural and linguistic differences.

4. WRITTEN COMMUNICATION (Samples)

- Find an article, blog, website, etc., which showcases «la vie contemporaine» in a Francophone country and compare it to a similar document in America.
- Compare the French, Francophone, and American school systems.
- Reply to a formal business letter or email using correct register.

5. READING (Samples)

- *99 Francs* de Frédéric Beigbeder
- *L'enfance* de Nathalie Sarraute
- *Le chandail* de Roch Carrier
- *Le secret de Maître Cornille* d'Alphonse Daudet
- *Le pagne noir* de Bernard Dadié
- *Lettres persanes* de Montesquieu
- *La vie dans les HLM* de Rochefort
- Resources and information from INSEE

6. CULTURE (Samples)

- Use French commercials and advertisements to discuss marketing in Francophone countries
- Film: *Ressources Humaines*, *Les Intouchables*
- Music: *Bien Merité* (Clarika)
- Reading/Watching/Listening: Log & Summary (3-5 hours per week)

THEME 4: La famille et la communauté: Les rapports sociaux, l'enfance et l'adolescence, les coutumes, la famille, l'amitié et l'amour

1. RESOURCES

- Thèmes , AP French, Vista Higher Learning , edition 2016
- AP French: Preparing for the Language and Culture Examination

2. GRAMMAR

Past tenses all together including pluperfect, si-clauses

3. INTERPRETIVE and SPOKEN COMMUNICATION (Samples)

- Complete **listening** and Internet exercises from TV5, Audio-lingua.
- **Discuss** topic with the class (after viewing the appropriate documentary, or reading an appropriate article or text for this chapter).
- Using a **digital recorder** and the AP time format, practice comparing France and the U.S. on one aspect of «la famille et la communauté».

- Give a presentation comparing a Francophone country and the U.S. on one aspect of «la famille et la communauté».
- Compare the elements of two literary love stories.

4. WRITTEN COMMUNICATION (Samples)

- Write a love letter and response to/from a famous literary couple.
- Describe your favorite holiday and why it is your favorite. Provide a specific memory from a holiday from the past.
- Write an email to an advice columnist about an imaginary problem you are having with a friend or family member. Trade with a partner and write an email response to his/her problem.
- Compare and contrast the schedule of French students and their leisure time compared to yours.
- Compare and contrast acceptable ways to show friendship and love in a Francophone country and the U.S.
- After watching “Jean de Florette” and “Manon des Sources,” compare and contrast daily life/beliefs/societal norms during the time of those films versus today’s society.
- Write an exposé on generational conflicts based on course readings, films, documentaries

5. READING (Samples)

- *Oscar et la Dame Rose* (Schmitt)
- *La Parure* (Maupassant)
- *Le Gone du Chaâba* (Bégag)
- Excerpts from *Le Petit Nicolas* (Goscinny, Sempé)
- «Driss» tiré de *Shérazade* (Sebbar)
- *Cendrillon* (Perrault)
- *La légende de Tristan et Iseult*
- Resources and information from INSEE

6. CULTURE (Samples)

- Film: *Inch’Allah Dimanche, Jean de Florette, Manon des Sources, le Papillon*
- Music: Current Top 40
- Reading/Watching/Listening: Log & Summary (3-5 hours per week)

THEME 5: **L’esthétique**: La patrimoine, l’architecture, les arts visuels, le beau, la musique, les arts du spectacle

1. RESOURCES

- Thèmes , AP French, Vista Higher Learning , edition 2016
- AP French: Preparing for the Language and Culture Examination
- AP practice test materials
- Online and print resources

2. GRAMMAR

Descriptive adjectives, demonstratives, possessives

3. INTERPRETIVE and SPOKEN COMMUNICATION (Samples)

- Performance-based oral assessment
- **Discuss** topic with the class (after viewing the appropriate documentary, or reading an appropriate article or text for this chapter)
- Present a gallery walk of art to the class
- Watch news broadcasts from different areas of the French-speaking world, and discuss cultural and linguistic differences.

4. WRITTEN COMMUNICATION (Samples)

- Write an art critique
- Compare francophone artists who use varied mediums for similar themes
- Review a movie, play or concert you have attended
- Write a critique about the impact of advertising on conceptions of beauty and body image

5. READING (Samples)

- *L'Épithaphe ou Ballade des pendus* de Villon
- *Mignonne, allons voir si la rose* de Ronsard
- *Le corbeau et le renard* de La Fontaine
- *Il pleure dans mon coeur* de Verlaine
- *Comment Wang-Fô fut sauvé* de Yourcenar
- *Pour faire le portrait d'un oiseau* de Prévert
- *Moderato cantabile* de Duras
- *La Farce de Maître Pathelin*

6. CULTURE (Samples)

- Film: Excerpts from *Paris, je t'aime*, *Les Intouchables*
- Music: *Victime de la mode* (MC Solaar)
- Artist : JR (graffiti artist)
- Virtual tours of French art installations/museums
- Reading/Watching/Listening: Log & Summary (3-5 hours per week)

Films and Cultural inquiries:

Selected songs, music videos, short films will be used to develop students' linguistic skills and cultural understanding. All films are in French. Some feature-length films are viewed with subtitles. These videos and films are widely recognized for their artistic and cultural value, and many are promoted by the Cultural Services of the French embassy, and can also be viewed during the COLCOA (French film festival) in September, in Los Angeles.

French 4 AP

Carlsbad High School (050472)

Basic Course Information

Title:	French 4 AP
Transcript abbreviations:	French 4 AP / 1017
Length of course:	Full Year
Subject area:	Language Other than English (E) / LOTE Level 4+ French
UC honors designation?	Yes
Non-honors equivalent course:	
Prerequisites:	B or better in French 3 Honors (Required) Teacher recommendation (Required)
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	12th
Course learning environment:	Classroom Based

Course Description

Course overview:

This course prepares students for the Advanced Placement French Language Examination. Students qualifying for this class have acquired skills in grammar and speaking, writing, reading, and understanding French. This course is designed to refine, perfect, and enhance these skills as well as to broaden the student's understanding of French culture and foster interest in continuing to study French in college. This course is adopted from **The College Board Advanced Placement Program**.

Course content:

This course is adopted from The College Board Advanced Placement Program. Please refer to their course list for a full course description.

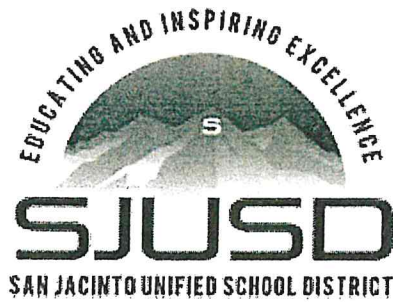
This course is adopted from The College Board Advanced Placement Program. Please refer to their course list for a full course description.

Honors Final Exam Details: *The Final Exam Details are not available electronically.*

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
en bonne forme	Simone Renaud Dietiker, Dominique van Hooff	Houghton Mifflin	7th	[empty]	No
Thèmes AP French Language and Culture	Delfosse, Kurbegow and Draggett	Vista Higher Learning	2016	[empty]	Yes



New Course Signature/Approval Page

- I. Suggested Course Title: French Language AP
- II. Department(s): Foreign Language
- III. School: SJHS
- IV. School Committee Members:
- | | |
|-----------------------------------|-------------------------------|
| a. Name: <u>Enzo Gardner</u> | Signature: <u>[Signature]</u> |
| b. Name: <u>Justin Carmichael</u> | Signature: <u>[Signature]</u> |
| c. Name: <u>M. Conum</u> | Signature: <u>[Signature]</u> |
| d. Name: <u>A. Ferrara</u> | Signature: <u>[Signature]</u> |
| e. Name: <u>S. Seward</u> | Signature: <u>[Signature]</u> |
- V. Committee Meeting Date(s): 11/6, 11/18, 11/20
- VI. Department Chair Signature:
- | | | |
|-------------------------------|-------------------------------|-----------------------|
| a. Name: _____ | Signature: _____ | Date: _____ |
| b. Name: <u>Hilda Alvarez</u> | Signature: <u>[Signature]</u> | Date: <u>12/10/19</u> |
- VII. Principal Signature:
- | | | |
|-------------------------------|-------------------------------|-----------------------|
| a. Name: <u>Courtney Hall</u> | Signature: <u>[Signature]</u> | Date: <u>12/10/19</u> |
|-------------------------------|-------------------------------|-----------------------|
- VIII. Course Proposal Reviewed by Educational Services:
- | | | |
|---|-------------------------------|-----------------------|
| a. Executive Director, Educational Services: <u>Janet Covacevich</u> | Signature: _____ | Date: <u>1-31-20</u> |
| b. Assistant Superintendent of Educational Services: _____ | Signature: <u>[Signature]</u> | Date: <u>2/2/2020</u> |
- IX. Course Proposal Approved by the Board of Trustees:
- | | | |
|---|------------------|-------------|
| a. SJUSD Board of Trustees President: _____ | Signature: _____ | Date: _____ |
|---|------------------|-------------|