

East Penn School District  
Secondary Curriculum

A Planned Course Statement  
for  
**Advanced Placement French**

Course # 560/560D

Grade(s) 9 -12

Department: World Languages

Length of Period (mins.) 42

Total Clock Hours: 126

Periods per Cycle: 6

Length of Course (yrs.) 1

Type of Offering:      required   ✓   elective

Credit: 1

Adopted: 6/8/09

Developed by:

Deborah A. Swann

**Description of Course**

## Course Title: Advanced Placement French

**Description:** This course is designed to allow students to achieve the highest possible degree of language proficiency. Students interested in this course should already have a good command of grammar and considerable competency in listening, reading, writing and speaking. Emphasis will be placed on vocabulary and grammar to support the students' understanding both formal and informal spoken French, newspaper and magazine articles, contemporary fiction, and non-technical writings. The emphasis on complex grammatical structures and sophisticated vocabulary will also support students as they express themselves in writing and in speaking accurately and fluently.

### Goals:

- To develop and expand written and oral skills
- To achieve higher proficiency on all skills levels
- To promote an extended cultural understanding through authentic materials (newspaper articles, magazines and movies)
- To demonstrate an intermediate level of proficiency in each of the four basic skills as set forth by the ACTFL Proficiency Guidelines
- To prepare students for the French Language Advanced Placement Exam

### Requirements:

- French IV Honors or French IV with teacher recommendation

### Text:

Mitschke, C., Tano, C., and Thiers-Tham, V. Imaginez.: le francais sans frontieres Vista Higher learning, 2008.

Ladd, R. & Girard, C. AP French: Preparing for the Language Examination, 2<sup>nd</sup> Ed. Pearson Prentice Hall, 1998.

Sturges, H., Nielsen, L. C., & Herbst, H. L. Une Fois Pour Toutes: Une revision des structures de la langue française. 3rd Ed., Pearson Prentice Hall, 2009.

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### Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objectives	Level	Content	Evaluation	Standard
<b>La technologie et l'environnement l'avenir</b>	<b>1</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Converse and write knowledgeably about the positive contributions French technology has made to the world.</li> <li>• Assess the positive and negative impact technology has had and will have on the environment and society.</li> <li>• Support their evaluations with solid information and critical thinking to arrive at reasoned opinions.</li> </ul>	R	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Space</li> <li>• Airport</li> <li>• Bank and post office</li> <li>• Telephone and newspaper</li> <li>• Environment</li> <li>• Marine life</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Future and conditional tenses</li> <li>• Special uses of the future tense</li> <li>• Comparatives and superlatives</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• European space program</li> <li>• Bernard Kouchner and Medecins sans Frontieres</li> <li>• French transportation and technology</li> <li>• Environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>• Individual, partnered and group assessments may include one or more of the following:</li> <li>• Quizzes</li> <li>• Exams</li> <li>• Persuasive and informational essays</li> <li>• Article summaries</li> <li>• Fiction and non-fiction readings</li> <li>• Listening activities</li> <li>• Picture sequence descriptions</li> <li>• Comparison/contrast descriptions</li> <li>• Interviews</li> <li>• Presentations</li> <li>• Debates</li> <li>• Projects and products</li> </ul>	<p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2</p> <p>PA Career: 13.1.3B 13.2.3C 13.3.8C 13.3.8E</p> <p>PA Tech: 3.8.12</p>
<b>La France Aujourd'hui</b>	<b>2</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify, discuss, and analyze the reasons why people immigrate to other countries, and how immigration affects both the immigrants and the people native to those countries</li> <li>• Converse and write about the changing role of the family in today's world</li> </ul>	R	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Government</li> <li>• Immigration</li> <li>• Family</li> <li>• Lodging</li> <li>• Restaurant</li> <li>• Descriptions/emotions</li> <li>• stores</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Interrogative adverbs, adjectives and pronouns</li> <li>• Demonstrative adjectives and pronouns</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Modern family life</li> <li>• Les pays Maghreb</li> <li>• Les "pieds-noirs"</li> <li>• Immigration and race relations in France</li> </ul>	<ul style="list-style-type: none"> <li>• Individual, partnered and group assessments may include one or more of the following:</li> <li>• Quizzes</li> <li>• Exams</li> <li>• Persuasive and informational essays</li> <li>• Article summaries</li> <li>• Fiction and non-fiction readings</li> <li>• Listening activities</li> <li>• Picture sequence descriptions</li> <li>• Comparison/contrast descriptions</li> <li>• Interviews</li> <li>• Presentations</li> <li>• Debates</li> <li>• Projects and products</li> </ul>	<p>ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2</p> <p>PA Career: 13.1.3B 13.2.3C 13.3.8C 13.3.8E</p> <p>PA Tech: 3.8.12</p>

Unit	Num	Objectives	Level	Content	Evaluation	Standard
<b>L’Histoire de France</b>	<b>3</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Understand and be able to discuss how important people and moments in history have shaped France.</li> <li>• Analyze the challenges that these historic figures faced.</li> <li>• Compare these challenges to modern day issues.</li> </ul>	<b>R</b>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Medieval times</li> <li>• Religion</li> <li>• Description</li> <li>• Emotions</li> <li>• Literature</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>• Faire causative</li> <li>• Uses of the infinitive and the present participle</li> <li>• Past infinitive</li> <li>• Le passé simple</li> </ul> <b>Culture</b> <ul style="list-style-type: none"> <li>• Biographies of important French historical figures</li> <li>• La chanson de geste</li> <li>• Le roman courtois</li> <li>• Immigration and race relations in France</li> </ul>	<ul style="list-style-type: none"> <li>• Individual, partnered and group assessments may include one or more of the following:</li> <li>• Quizzes</li> <li>• Exams</li> <li>• Persuasive and informational essays</li> <li>• Article summaries</li> <li>• Fiction and non-fiction readings</li> <li>• Listening activities</li> <li>• Picture sequence descriptions</li> <li>• Comparison/contrast descriptions</li> <li>• Interviews</li> <li>• Presentations</li> <li>• Debates</li> <li>• Projects and products</li> </ul>	ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2  PA Career: 13.1.3B 13.2.3C 13.3.8C 13.3.8E  PA Tech: 3.8.12
<b>L’Afrique Francophone</b>	<b>4</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Compare and contrast daily life in the United States to that in French-speaking African countries.</li> <li>• Discuss, read about, and write about differences in education and marriage customs, both between cultures and between generations</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Geography</li> <li>• Weather</li> <li>• Disasters</li> <li>• Agriculture</li> <li>• Hunting</li> <li>• Animals (idiomatic expressions)</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>• All past tenses</li> <li>• The passive</li> <li>• Possessive adjectives and pronouns</li> </ul> <b>Culture</b> <ul style="list-style-type: none"> <li>• French-speaking Africa</li> <li>• African marriage customs</li> <li>• Deforestation and desertification in Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Individual, partnered and group assessments may include one or more of the following:</li> <li>• Quizzes</li> <li>• Exams</li> <li>• Persuasive and informational essays</li> <li>• Article summaries</li> <li>• Fiction and non-fiction readings</li> <li>• Listening activities</li> <li>• Picture sequence descriptions</li> <li>• Comparison/contrast descriptions</li> <li>• Interviews</li> <li>• Presentations</li> <li>• Debates</li> <li>• Projects and products</li> </ul>	ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2  PA Career: 13.1.3B 13.2.3C 13.3.8C 13.3.8E  PA Tech: 3.8.12
<b>A Votre Sante</b>	<b>5</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Understand and be able</li> </ul>	<b>R</b>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Hospital</li> </ul>	<ul style="list-style-type: none"> <li>• Individual, partnered and group assessments may</li> </ul>	ACTFL: 1.1, 1.2, 1.3,

Unit	Num	Objectives	Level	Content	Evaluation	Standard
		<p>to make informed choices related to their own eating habits.</p> <ul style="list-style-type: none"> <li>• Analyze how healthy choices affect well-being.</li> <li>• Understand health issues from a French perspective.</li> <li>• Research and present convincing evidence about a health topic</li> </ul>		<ul style="list-style-type: none"> <li>• Pharmacy</li> <li>• Diseases</li> <li>• The human body</li> <li>• Body parts (idiomatic)</li> <li>• Personal hygiene</li> <li>• Sports and exercise</li> <li>• Food</li> <li>• Expressions of quantity</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Interrogative adverbs, adjectives and pronouns</li> <li>• Demonstrative adjectives and pronouns</li> <li>• Subjonctif</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Exercise and healthy habits</li> <li>• French pharmacies and emergency services</li> <li>• Food pyramid</li> <li>• Health care in France</li> <li>• Non-verbal communication</li> </ul>	<p>include one or more of the following:</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Exams</li> <li>• Persuasive and informational essays</li> <li>• Article summaries</li> <li>• Fiction and non-fiction readings</li> <li>• Listening activities</li> <li>• Picture sequence descriptions</li> <li>• Comparison/contrast descriptions</li> <li>• Interviews</li> <li>• Presentations</li> <li>• Debates</li> <li>• Projects and products</li> </ul>	<p>2.1, 2.2, 3.1, 3.2, 4.1, 4.2</p> <p>PA Career: 13.1.3B 13.2.3C 13.3.8C 13.3.8E</p> <p>PA Tech: 3.8.12</p>
<b>Perspectives de Travail</b>	<b>6</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Discuss what success means in terms of happiness and one’s contributions to society</li> <li>• Analyze the skills, training, education, talent necessary to succeed in the work world</li> </ul>	R	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Finances</li> <li>• People at workl</li> <li>• The world of work</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Relative pronouns</li> <li>• The present participle</li> <li>• Irregular –OIR verbs</li> <li>• Savoir v. Connaitre</li> <li>• Faire causatif</li> </ul> <p><b>Culture</b> Central Africa</p>	<ul style="list-style-type: none"> <li>• Individual, partnered and group assessments may include one or more of the following:</li> <li>• Quizzes</li> <li>• Exams</li> <li>• Persuasive and informational essays</li> <li>• Article summaries</li> <li>• Fiction and non-fiction readings</li> <li>• Listening activities</li> <li>• Picture sequence descriptions</li> <li>• Comparison/contrast descriptions</li> <li>• Interviews</li> <li>• Presentations</li> <li>• Debates</li> </ul>	<p>ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2</p> <p>PA Career: 13.1.11, 13.3.11</p> <p>PA Tech.: 3.8.12</p>

Unit	Num	Objectives	Level	Content	Evaluation	Standard
					<ul style="list-style-type: none"> <li>• Projects and products</li> </ul>	
<p><b>Notre Monde</b></p>	<p>10</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• How and why we can preserve our natural resources</li> <li>• The steps we need to take to preserve our plant</li> </ul>	<p>R</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Animals</li> <li>• Nature</li> <li>• Natural Phenomena</li> <li>• Using vs. destroying nature</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Si Clauses</li> <li>• The future perfect</li> <li>• The past conditional</li> <li>• Indirect discourse</li> <li>• Passive voice</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• La Polynésie française</li> </ul>	<ul style="list-style-type: none"> <li>• Individual, partnered and group assessments may include one or more of the following:</li> <li>• Quizzes</li> <li>• Exams</li> <li>• Persuasive and informational essays</li> <li>• Article summaries</li> <li>• Fiction and non-fiction readings</li> <li>• Listening activities</li> <li>• Picture sequence descriptions</li> <li>• Comparison/contrast descriptions</li> <li>• Interviews</li> <li>• Presentations</li> <li>• Debates</li> <li>• Projects and products</li> </ul>	<p>ACTFL 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2</p> <p>PA Career: 13.1.11, 13.3.11</p> <p>PA Tech.: <b>3.8.12</b></p>