

AP French Language and Culture

The AP French Language and Culture course is designed to develop students' mastery of French from the intermediate level towards the advanced level of proficiency in interpersonal, presentational and interpretive communication modes. Therefore, the course will be entirely given in French [CR1]. The course is designed to promote students' awareness and appreciation of products, practices and perspectives of Francophone cultures. Unit goals are stated in the form of Essential Questions relating to the AP themes. These essential questions drive instruction. Students are regularly assessed and receive formative feedback to refine communication skills and develop deep understandings relating to the essential questions. Course goals, assessments, and the student portfolio are organized in three areas:

Spoken Communication, Written Communication and Facilitating Skills.

Spoken Communication Skills

To develop Spoken Interpersonal Communication Skills, classroom interaction in French includes total class discussion, pair and small group conversations, round table presentations, role play situations and dramatizations. Students occasionally interact with invited guests. Students and teacher make French the sole language of communication in the classroom, and reject the use of electronic translators when reading and writing in French for the class.

To develop Spoken Presentational Communication Skills, students make prepared presentations on unit topics, share their experiences outside the classroom with classmates in short presentations, and create recordings such as news podcasts and cultural presentations for use in lower level French classes.

To develop Audio, Visual and Audiovisual Interpretive Communication skills, students regularly listen to news and information, videos and audio reports, movie clips, documentary reports from a variety of sources, including Radio France Internationale, TV5 Monde, Le Monde, l'Express, Radio Canada and other sources. They take notes, study the new vocabulary, summarize content, analyze, and express opinions and comments on these sources, using the information gained to address the essential questions of each unit.

Written Communication Skills

To develop Written Interpersonal Communication skills, students participate in online discussion boards, post blog entries, use French in email communications with the teacher, classmates and, when appropriate, with outside experts and sources in communications on our unit topics.

To develop Written Presentational Communication skills, students write summaries of news and articles, write papers on aspects of unit topics, create stories and narratives and write persuasive essays.

To develop Written and Print Interpretive Communication skills, students read a variety of informational and literary texts relating to the unit themes, as well as books of the students' own selection for independent reading.

Facilitating skills

To support students' communication skills, the course includes instruction and practice in areas such as reading strategies, use of logical connectors to express relationships between ideas, practice of specific language functions, development of vocabulary through "word-attack skills" and vocabulary building, grammar review and practice of problem areas causing patterns of error. In addition, the course includes the study of specific knowledge about some interdisciplinary aspects of the geography, history, arts, politics, and literature of the French speaking world, providing background knowledge to support comprehension. For example, students learn and are tested over their knowledge of the physical and political geography and the history of Québec, the French speaking province of Canada. This is done to support students' comprehension of information from other disciplines in texts, to better understand target culture perspectives, as well as to encourage students to apply knowledge across the curriculum.

Cultural awareness

The goal of the Languages Other Than English (LOTE) program is to build in students the ability to communicate across cultures. When introducing topics for exploration, we begin with activities to raise students' awareness of the related products, practices and perspectives in their own culture, providing them with the foundation concepts needed to recognize similarities and differences between their own culture and that of the target culture communities [CR8].

Use of the target language in real-life settings

Students are expected to use the target language in class as well as outside the classroom, in real life settings. Guests from francophone countries will be occasionally invited to the classroom. During the school year, students are expected to participate in cultural events conducted in French (movie nights, performances, exhibitions, etc.) by attending in person or in viewing online [CR9].

Organization

The course is organized into thematic units. Each unit topic is viewed through the lens of two or more AP Themes (see course organization below). In each unit, all communicative modes are implemented. Particular emphasis is made on the communicative mode in the summative assessment. Unit activities provide opportunities for formative assessment of developing skill. The teacher uses the information to provide feedback to students and to adjust instruction to ensure student progress. Activities are designed to allow for differentiation based on readiness, interest and learning style, accommodating a variety of learners.

Resources

Classrooms are equipped with an internet connected computer and projector to share internet sources with the total class. Students visit the Language Lab on a weekly rotation basis. Students have access to technology in the school library before and after school. As a primary textbook, students in French 4 AP course use the school district adopted textbook *Thèmes*.

AP French language and culture

Course outline

Unit 1. Theme: Personal & Public Identities. La quête de soi (suggested time 6 weeks) [CR6d]

L'identité linguistique, le multiculturalisme, le nationalisme et le patriotisme, les croyances et les systèmes de valeur, l'aliénation et l'assimilation.

Essential questions:

At the end of the unit, students will be able to answer the following essential questions:

How is identity influenced by culture and language?

How is identity expressed in various situations?

How does identity develop over time?

Sub theme: Language and Identity

Primary sources from the textbook “Thèmes”

Text: “l’Organisation Internationale de la Francophonie” (*OIF*) pour la promotion de la langue française et la collaboration entre pays francophones. Identité individuelle et identité collective. This source defines “La Francophonie” and explains how OIF promotes French language and culture as well as collaboration between Francophone countries.

Audio: “Expressions autour de la mode en Côte d’Ivoire”. Extrait de l’émission Génération post-coloniale sur *Radio France Internationale*. French is a dynamic language borrowing new terms from other countries and creating new forms of languages.

Additional sources:

Glossary for Cajun French and European French terms

http://www.lsu.edu/hss/french/undergraduate_program/cajun_french/petit_glossaire.php

Song “Petit Pays” Gaël Faye. Lyrics about immigration, language and identity

<https://www.youtube.com/watch?v=XTF2pwr8lYk>

Vidéo sur l’histoire et l’origine du français québécois. Video clip explaining the origin of Canadian French. https://www.youtube.com/watch?v=Oyf8tz_IoyQ

Assessment:

Interpersonal speaking/cultural comparison (from *Thèmes*) [CR8]

Le français est parlé dans des endroits très variés (géographiquement, économiquement et culturellement). En binôme, choisissez un continent et discutez de ce que les Francophones qui y habitent ont en commun, en dehors du français. De quelles manières sont-ils différents? In pairs, discuss and explain in what ways French speakers from a continent are similar and different?

Interpretative reading [CR4b]

Chaque étudiant lit et analyse un article de son choix sur la langue et l’identité. Il/elle note les nouveaux mots-clés, crée des questions à poser sur le texte et trouve un nouveau titre. Students choose individually an article in French about language and identity (*Thèmes* or other sources). They have to read it well. Then they select important words that they don’t know and note their meaning. Students find challenging questions about the text and a new title for the article.

Sub theme: Nationalism and patriotism

Primary sources from the textbook “Thèmes”

Text: “Qu’est-ce que c’est d’être français?”. Dans cet article de la rubrique “actualités” du magazine *La Vie*, Max Gallo, membre de l’Académie française, définit l’identité nationale dans la France d’aujourd’hui. The source explains what elements to consider while discussing national identity.

Audio: “Made in France”. Interview sur le site d’information *20 minutes.fr*. Arnaud Montebourg, ministre de l’économie, lance une campagne pour l’achat de produits uniquement faits en France. The source highlights the positive and negative aspects of nationalism in the economy.

Additional sources:

Le Brunswick (Canada), a proud region <http://cabouge.tv5.ca/nouveau-brunswick/videos>
Text ‘La dernière classe’ d’Alphonse Daudet <http://litgloss.buffalo.edu/daudet/text.shtml>
Les symboles de la république française. Site de l’assemblée nationale, symboles républicains. <http://www2.assemblee-nationale.fr/14/evenements/2016/33emes-journees-europeennes-du-patrimoine/les-symboles-de-la-republique>

Assessment:

Interpretative listening (from *Thèmes*)

Dans la source audio “Made in France”, les auditeurs peuvent poser des questions à l’invité de l’émission. Les étudiants pensent à cinq questions pertinentes à lui poser. Students prepare five relevant questions (other than those asked in the recording) to ask to the speaker, Mr. Montebourg (audio source “Media in France”) [CR2a].

Interpersonal speaking [CR3a]

In a small group, students take turn asking and answering the questions they prepared in the interpretative listening task above. Students also explain why they chose those particular questions.

Unit 2. Theme: Family & Communities. La famille et la Communauté (suggested time 6 weeks). [CR6e]

Les rapports sociaux, l’enfance et l’adolescence, la citoyenneté, les coutumes et les fêtes, la famille, l’amitié et l’amour.

Essential questions:

At the end of the unit, students will be able to answer the following essential questions:

What constitutes a family in different societies?

How do families differ over time?

How do individuals contribute to the well-being of communities?

Sub theme: Childhood and adolescence

Primary sources from the textbook “Thèmes”

Text: “L’institut Diambars: Première structure de sports études”. Cet institut du Sénégal forme des athlètes de haut niveau en utilisant le sport comme moteur d’éducation. The institute in Senegal trains young soccer players, while providing a quality education.

Audio: “Entre les Murs” Interview de *TV5 Monde*. L’école prépare les adultes de demain. Laurent Cantet, winner of the Palme d’Or at the 61st Cannes film festival, talks about the importance of education and its mission today.

Additional sources:

Song ‘La rivière de notre enfance’ Michel Sardou et Garou. Song about childhood memories.

<https://www.youtube.com/watch?v=FCgLxgD3zVI>

Video clips. Les Petits Citoyens –Children discuss various topics of modern life.

http://lespetitscitoyens.com/a_ecouter/

Literary texts: Le Petit Chose, Alphonse Daudet (childhood memories)

No et Moi, Delphine de Vigan (adolescence and its challenges)

Assessment:

Interpersonal writing (from *Thèmes*)

After studying the text “L’institute Diambars” in class [CR2b], students write an email to the institute as if they were young Senegalese soccer players. They present their qualifications and apply to be accepted in the institute.

Presentational writing (from *Thèmes*) [CR5b]

Students write an essay about the benefits of extracurriculum activities for adolescents.

Essai de réflexion et de synthèse. “De quelle manière les activités scolaires et extrascolaires (les arts, le sport et le volontariat) contribuent-elles au bien-être des jeunes?”

Sub theme: Family structures

Primary sources from the textbook “Thèmes”

Text: “Comment Chloé et Dimitri ont adopté une grand-mère”. L’article du journal *le Monde* présente un témoignage de grand-parrainage entre une famille de deux enfants et une sénior célibataire sans enfant. This article describes the relationship between generations through the experience of a family who adopted a grandmother through the association “Grands-Parrains”.

Chart: “Ménages selon la structure familiale”. Ce tableau de *l’INSEE, institut national de la statistique et des études économiques*, montre les tendances depuis 1999 quant aux types de ménages. This chart shows the evolution of the family structures in France from 1999 to 2010.

Additional sources:

Literary text: “La Gloire de mon père” by Marcel Pagnol. (various texts from this classic piece of French literature). The author describes his childhood in the region Provence and his family. http://florent-durel.com/pedagogie/pedagogie_pdf/Pagnol_Extraits_La%20Gloire_de_mon_pere.pdf
Various articles about family from the magazine Sciences Humaines www.scienceshumaines.com
Song from Québec “Angeline” <https://www.youtube.com/watch?v=ihwnTAFgaOA>

Assessment:

Interpretative listening [CR4a]

Listening activity. Vidéo micro-trottoir: Pour vous c’est quoi la famille? Les fêtes en famille? Le mariage? Les changements de la vie moderne? Les étudiants prennent note les arguments principaux des personnes filmées. During the recording, students listen to the testimony of various persons discussing family celebrations and what family means to them and make a list of key ideas [CR7]

<http://www.youtube.com/watch?v=kntJkeIclrE>

Presentational speaking and writing [CR5a] [CR5b]

Activity in groups: Students create their own video micro-trottoir where they express and record their opinions about modern families (positive and negative). Then, after reading excerpts from “la Gloire de mon père” [CR2c], students write a paragraph describing what family is for them.

Unit 3. Theme: Contemporary life– La vie contemporaine (suggested time 6 weeks). [CR6c]

La publicité et le marketing, l’éducation et l’enseignement, les fêtes et les célébrations, les rites de passage, le logement, les loisirs et le sport, le monde du travail, les voyages.

Essential questions:

At the end of the unit, students will be able to answer the following essential questions:

What challenges does contemporary life present?

How do societies and individuals define quality of life?

How is contemporary life influenced by cultural products, practices and perspectives?

Sub theme: Advertising and marketing

Primary sources from the textbook “Thèmes”

Text: “Tous sous influence”. Source internet du site *Psychologie-Sociale*. Cet article analyse les techniques efficaces de séduction qui rendent les publicités attirantes pour le public. Elizabeth Deswarte, psychologist, examines the appealing factors used in advertisement. The text demonstrates the influence of publicity on individuals.

Audio: “Publicité et environnement”. Enregistrement de l’émission *C’est pas du vent!* Produite par RFI (*Radio France Internationale*). Anne-Cécile Bras, journaliste, met en cause le concept du “greenwashing” avec ses invités. In this radio talk show, guests discuss how companies use environmental arguments to increase sales.

Additional sources:

Negative impact of advertisement on young people. University of Ottawa.
<https://www.youtube.com/watch?v=prcvCsF4evg>

Article from the newspaper “Le Monde” Apple offers the option to block publicity in devices.
http://www.lemonde.fr/technologies/article/2010/06/09/apple-introduit-le-blocage-des-publicites-dans-safari_1369901_651865.html

Assessment:

Interpersonal writing (from *Thème*)

Les étudiants trouvent chacun un exemple de publicité mensongère ou d’éco-blanchissement [CR2b]. Ils écrivent un email à l’agence de publicité. Students find individually an advertisement in French with an example of “greenwashing” or false advertising. They write an email to the publicity agency. In the email, students express their opinion about the publicity (positive or negative), explain the impact of this advertisement on young people and suggest others ways to promote the product.

Presentational speaking and cultural comparison (from *Thème*) [CR8]

Students prepare an oral presentation about how publicity uses emotions for better results. They have to compare and contrast this theme between a francophone region and their community.

Sub theme: education and professions

Primary sources from the textbook “Thèmes”

Text: “L’école nationale du cirque du Maroc”. Source *Agence France Presse (AFP)*. Ce reportage d’Hicham Rafih présente l’école Shems’y qui offre une formation professionnelle d’artistes à des enfants en situation précaire. This report stresses the importance of offering educational opportunities and career training to children with low socioeconomic status.

Audio: “Vacances de Noël”. Recording from *RTL Vidéos en Belgique*. Ce reportage met l’accent sur la mission de l’IFAPME (Institut wallon de Formation en Alternance et des indépendants de Petites et Moyennes Entreprises) qui fournit des stages professionnels aux jeunes. IFAPME is an association that gives an opportunity to young people in Belgium to discover, through internships, the daily life of a business.

Additional sources:

Poem “le cancre” de Jacques Prévert. http://www.frenchbyfrench.com/pdf/le_cancre.pdf
Article from the French magazine “L’express”. Cheerleading arrives in France.
http://www.lexpress.fr/actualite/societe/les-pom-pom-girls-nouvelle-passion-francaise_907910.html

Assessment:

Interpersonal speaking (from *Thème*) [CR3a]

Mission: Un chef d'entreprise vous contacte pour un interview pour un stage d'été. En binôme, préparez deux listes, une avec des questions pour le patron et une avec des questions pour le/la candidat(e). Simulez l'entretien en utilisant ce que vous avez préparé (compétences, motivations, etc.). A company manager contacts you for an interview for a summer internship. In pairs, prepare a list of questions for the manager as well as for the candidate. Simulate the interview using the questions you prepared.

Presentational writing (from *Thème*) [CR5b]

Mission: faites une recherche sur une ville francophone de Belgique, du Canada ou d'Algérie. Préparez une présentation écrite avec des informations sur le système éducatif, le marché du travail et les l'économie de la ville. Précisez quel emploi vous intéresserait dans cette ville. Students write about a French speaking city from Belgium, Canada or Algeria. They provide data on the education system and the economy of the city and discuss their ideal job there.

Unit 4. Theme: Global challenges – Les défis mondiaux (suggested time 6 weeks). [CR6a]

La tolérance et la diversité, l'environnement, la santé, les droits de l'être humain, l'alimentation, la paix et la guerre, l'économie.

Essential questions:

At the end of the unit, students will be able to answer the following essential questions:

What environmental, political and social issues pose challenges to societies throughout the world? What are possible solutions to those challenges?

Sub theme: Nutrition and food safety

Primary sources from the textbook “Thèmes”

Text: “L'alimentation bio”. Source internet: article du magazine *Au féminin de A à Z*, magazine sur les problèmes modernes de santé et d'alimentation. The article presents the positive and negative aspects of organic food.

Audio: “Priorité santé”. Source *Radio France Internationale (RFI)*. Le docteur Hercberg, président du Programme National Nutrition Santé (PNNS), explique l'importance d'une bonne alimentation pour la santé. In this interview, Dr. Hercberg explains the benefits of a good nutrition to stay healthy.

Additional sources:

Video from *Le Monde*. “Nutrition, tous les conseils pour bien manger”. Good food habits.

https://www.youtube.com/watch?v=Or_spxqqtTQ

Texte en ligne du magazine *Le Point*. “Une génération élevée au fromage pasteurisé et au soda”.

This text examines the causes leading to bad food habits.

<http://www.lepoint.fr/actualites-societe/2009-02-12/une-generation-elevee-au-fromage-pasteurise-et-au-soda/920/0/316694>

Assessment:

Interpersonal writing [CR3b]

Students imagine that they are exchange students in France for a semester. They write to their best friend at home to tell them about the cafeteria food served in their new school. Students have to describe what is similar/different in the school menu and explain why they like it or not. Les étudiants imaginent ce que serait le menu de la cafeteria s'ils étaient des étudiants étrangers en échange dans une école française. Ils en font un compte-rendu écrit à un(e) meilleur(e) ami(e).

Presentational speaking and cultural comparison [CR7][CR8]

Students have to research food habits and practices in a francophone region other than France. They will then prepare an oral presentation comparing and contrasting this topic between the researched region and their community. Les étudiants font une présentation orale sur les différentes habitudes alimentaires d'un pays francophone de leur choix (autre que la France) et leur communauté.

Sub theme: Environmental issues

Primary sources from the textbook “Thèmes”

Text: “Economie verte: Le PNUE juge qu’il faut accroître le recyclage des métaux”. Article publié sur le site du *Programme des Nations Unies pour l’environnement* (PNUE). Dans cet article, l’organisation souligne l’importance du recyclage, y compris celui des métaux, pas assez développé actuellement. This article stresses the importance of developing a green economy.

Audio: “Maroc: Le Royaume Solaire”. Reportage de l’émission “Elément Terre” diffusée par *France 24*, chaîne de télévision d’information internationale française. Ce reportage traite des énergies de développement durable au Maroc. This recording is about sustainable sources of energy in Morocco (solar energy).

Additional sources:

Song “Aux arbres, citoyens!” Yannick Noah. The song promotes environmental awareness.

<https://www.youtube.com/watch?v=U8DD1c24bwk>

Vidéo clip “Respire” du groupe Mickey 3d. The dangers of pollution pour future generations.

<https://www.youtube.com/watch?v=Iwb6u1Jo1Mc>

Poem “Soyez polis” de Jacques Prévert. The poet encourages individuals to respect nature.

<http://eyrages.info/pdf/Soyez%20poli.pdf>

Assessment:

Interpretative reading and interpersonal speaking [CR4b]

In group of three, each student reads one of the three texts presented in Liens Culturels (*Thème* p. 273). They take notes, look for new words and their meaning, present an oral summary to the group then discuss the three texts.

Interpretative listening and presentational writing [CR4a]

After listening to the song “Respire:” from Mickey 3d about the destruction of the environment [CR2a], students note the key ideas. Then they write a text from the perspective of a child running in nature, realizing that it is synthetic nature reconstituted in a studio (text presented in class). The perspective can also be from a technician from that studio. Les étudiants interprètent une chanson et écrivent un texte du point de vue d’un enfant ou d’un technicien du studio.

Unit 5. Theme: Science & Technology. La science et la technologie (6 weeks) [CR6b]

Les découvertes et les inventions, la recherche et les nouvelles frontières, les nouveaux médias, la propriété intellectuelle, la technologie et ses effets sur la société, les choix moraux.

Essential questions:

At the end of the unit, students will be able to answer the following essential questions:

What factors have contributed to discoveries and innovation in science?

What are the effects of technology and science on our lives?

Is morality required for scientists?

Sub theme: Discoveries and Inventions

Primary sources from the textbook “Thèmes”

Text: “Un jeune Camerounais invente le Cardiopad”. Article extrait du blog You Think du *Groupe World Bank*. Arthur Zang est un jeune ingénieur camerounais qui a inventé la première tablette médicale “made in Africa”. A computer engineer in Africa invented an extraordinary medical device: a medical tablet.

Audio: “A quoi ressemblera la voiture du futur?”. Débat extrait de l’émission “les décodeurs de l’éco” (ou économie) diffusée sur *BFMTV*, chaîne de télévision française. The host, Fabrice Lundy, discusses pollution, alternative energy and the ideal car, with a transportation specialist and representatives of different automakers.

Additional sources:

Fable from Senegal by Biraga Diop. Text about inventions and discoveries.

<https://www.biragodiop.com/index.php/extraits/78-oeuvre/137-la-lance-de-l-hyene>

“Le Tour du Monde en 80 jours” by Jules Verne. In his novel, Verne also called “the father of science-fiction”, portrays the technological innovations of the 19th century.

Assessment:

Interpersonal speaking and interpretive listening

Students research Jules Verne work and select what they consider the best invention presented in his novels [CR2c]. Each student prepares an oral presentation describing that invention and explains the reasons of his/her choice. In pairs, each student presents his/her work orally to his/her partner who takes notes and summarizes what was said. Les étudiants préparent chacun une présentation orale de la meilleure invention décrite dans les romans de Jules Verne et en font un exposé à un(e) camarade de classe qui prend des notes pour faire un résumé.

Presentational writing (from *Thème*). [CR5b]

Following the guidelines provided in *Thème* p. 75, students write a persuasive essay about the impact of robots in our society. Les étudiants rédigent un essai persuasif pour répondre à la question: “Les robots ont-ils une influence positive ou négative sur la société?”.

Sub theme: Social impact of technology

Primary sources from the textbook “Thèmes”

Text: “Un double robotique pour une seconde vie”. Article du quotidien français *Libération* décrivant les dernières inventions en robotique à Tokyo, grâce à la collaboration de chercheurs français et japonais. French and Japanese researchers work together to create a humanoid robot capable of helping people.

Audio: “Jusqu’où Facebook peut aller dans l’intrusion?”. Dans cet enregistrement de *Radio Française Internationale (RFI)*, le journaliste Dominique Desauvay décrit le mécontentement des utilisateurs de Facebook concernant la sauvegarde de leurs informations personnelles. This source talks about the intrusion of social media in private life.

Additional sources:

“Marie Curie, une vie”. Vidéo documentaire about the life of Marie Curie and the impact of her scientific work
<https://video.search.yahoo.com/search/video?fr=yfp-t&p=video+marie+curie+biographie+en+français#id=2&vid=9232a3c3eb14ebe58a1c5c93c5d688f8&action=click>

“Nomophobie, addiction au téléphone portable”. Article about the addiction to smartphones.
<http://sante-medecine.journaldesfemmes.com/faq/37881-nomophobie-addiction-au-telephone-portable>

Assessment:

Interpersonal writing (from *Thèmes*).

Students write an email in response to a car maker's survey asking future drivers about their ideal car (comfort, safety, style, price, energy saving, etc.).

Presentational speaking (from *Thème*) [CR5a]

Students prepare an audio or a short video to inform younger peers of the pros and cons of using a smartphone at school. Les étudiants préparent un enregistrement audio ou vidéo pour présenter les avantages et les inconvénients de l'utilisation d'un smartphone à l'école.

Unit 6. Theme: Beauty and Aesthetics - L'esthétique (suggested time 6 weeks). [CR6f]

L'idéal de la beauté, le patrimoine, l'architecture, la littérature, la musique, le théâtre, le cinéma, les arts (peinture, sculpture).

Essential questions:

At the end of the unit, students will be able to answer the following essential questions:

How are perceptions of beauty and creativity established?

How ideals of beauty and aesthetics influence daily life?

How do art challenge and reflect cultural perspectives?

Sub theme: Ideals of beauty

Primary sources from the textbook "Thèmes"

Text: "De la Grèce antique à nos jours". Texte basé sur une interview de Georges Vigarello, membre de l'Institut Universitaire de France, menée par une marque de produits cosmétiques NIVEA. Le texte décrit les différentes représentations du corps à travers les âges. The text explains the evolution of the ideals of beauty throughout history.

Audio source *Radio France Internationale*. (RFI). Interview avec Rachida Bouaiss, auteure du livre "Collégiennes en quête de beauté". Rachida Bouaiss presents the results of her study: beauty and self-image are increasingly important for girls and at a younger age.

Additional sources:

"Diane de Poitiers, reine des favorites". This documentary about Diane de Poitiers, a powerful French noblewoman, highlights the ideals of beauty in the 16th century.

http://www.dailymotion.com/video/xeimtt_diane-de-poitiers-1-5_news

"Femme noire" poème de Léopold Sédar Senghor, écrivain et homme politique. This poem challenges the traditional ideals of beauty in the western world.

<http://www.unjourunpoeme.fr/poeme/femme-noire>

Assessment:

Interpersonal speaking [CR3a]

After watching the documentary about Diane de Poitiers (first two episodes), students will discuss their personal concepts of the beauty criteria of the Renaissance period and create a list of words used to describe beauty then, including hygiene, makeup and hairstyles..

Presentational speaking/writing [CR5a]

Students will work in groups and research beauty practices in a francophone country to compare with beauty practices in the United States [CR7]. Research should include perspectives on clothing, make-up, and ideals. The presentation may be presented as a video, a power point, or brochure or be presented orally in the form of a report.

Sub theme: Visual arts

Primary sources from the textbook “Thèmes”

Text: “L’art dans la cuisine”. Dans son article sur le site www.artecuisine.fr, Tiphaine Campet présente une analyse de la cuisine comme art culinaire et art plastique. Cooking is presented as as visual art and culinary art.

Audio: “Antoine Tempé”. Extrait de la vidéo de *TV5 Monde: Tendances*. Antoine Tempé a changé de carrière pour devenir un photographe qui s’inspire du monde artistique africain. A photographer explains how his work is inspired by African dances and art.

Additional source:

“L’art et la manière”. Reflet sur l’art contemporain urbain. Documentary about Jeff Aérosol, a French stencil graffiti artist.

<https://www.youtube.com/watch?v=nng4kuDDbow>

Le musée Rodin. Le site du musée présente, de façon détaillée, l’oeuvre du sculpteur Auguste Rodin et ses techniques. This museum is dedicated to Rodin’s prodigious work and legacy.to the arts. <http://www.musee-rodin.fr/fr/collections/sculptures?tri=auteur>

Assessment:

Interpersonal writing/interpretive reading [CR3b] [CR4b]

Students select an art work from their favorite visual art form (French speaking artist) and write a paragraph describing it and explaining the reasons of their choice. In pairs, students exchange texts, read to each other and check for understanding with their partners. Les étudiants font une description écrite de leur oeuvre d’art visuel favorite, lisent celle d’un(e) partenaire et en collaboration, vérifient la bonne compréhension de leur texte respectif.

Presentational speaking and cultural comparison [CR8]

Students prepare an oral presentation about how visual arts reflect the cultural identity of a country. Students compare visual arts in their community and in a French speaking region. Dans une présentation orale, les étudiants expliquent comment les arts visuels reflètent l'identité culturelle d'un pays. La comparaison se fait entre un pays francophone et la communauté de l'étudiant(e).

Recommendation: a field trip to a local art museum displaying works of art from Francophone countries, organized with a tour given in French [CR9].

AP Course Materials:**Primary textbook**

Delfosse, Genevieve, et al. *Themes: AP French Language and Culture*. Boston, MA, Vista Higher Learning, 2016

Additional sources

AP French: Preparing for the Language and Culture Examination, Pearson, 2012.

Allons au-delà! La langue et les cultures du monde francophone, Richard Ladd, 2012.

En Bonne Forme, Houghton Mifflin Company, 2001.

En d'Autres Termes, Wayside Publishing, 1995

<http://www.laits.utexas.edu/tex/gr/>

http://www.lepointdufle.net/p/apprendre_le_francais.htm

<https://www.lawlessfrench.com/>

Additional literary texts (excerpts or in their entirety):

Le Petit Chose, Alphonse Daudet

No et Moi, Delphine de Vigan

La Gloire de mon père, Marcel Pagnol

Monsieur Ibrahim, Éric-Emmanuel Schmitt

Le Tour du monde en 80 jours, Jules Verne

Le Petit Prince, Antoine de St-Exupéry

L'homme qui plantait des arbres, André Giono

L'Étranger, Albert Camus

Films

Jean de Florette, 1987

Camille Claudel, 1989

Les Choristes, 2004

La Classe, 2009