

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
WORLD LANGUAGES DEPARTMENT**

**AP FRENCH
#0238**

Curriculum Guide

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on 9/15/2005.

TABLE OF CONTENTS

	Page
Philosophy and Rationale.....	1
Course Proficiencies.....	2
Course Objectives	2
Student Proficiencies	3
Methods of Evaluation.....	4
Course Outline/Student Objectives	5
New Jersey Core Curriculum Content Standards Code Sheet.....	9
Resources/Activities Guide.....	10
Suggested Audio Visual/Computer Aids.....	11
Suggested Materials	12
Resources for Students	12
Resources for Teachers.....	12

PHILOSOPHY/RATIONALE

As we move through the new millennium, global communication becomes increasingly important. A broad global environment and increasingly sophisticated technology make it necessary for us to become citizens of the world who are able to express ourselves in more than one language. By interweaving language and culture, we seek to prepare students to live and work in a multi-faceted society. World language study actively promotes the students' proficiency and develops their knowledge of and sensitivity to the cultures.

Acquiring a second language involves a progression of activities from comprehensible input of authentic language through guided and/or structured activities to comprehensible expressive output. In order to facilitate a continuous learning process, the vocabulary, structures, and functions are re-entered and spiraled throughout the program. A variety of strategies, which target different learning styles and multiple intelligences, addresses the needs of the wide range of students. The overall goal is for students to participate actively in the learning experience and to be able to use the target language for meaningful communication.

This course is designed for advanced students of French preparing for the Advanced Placement Exam. It is comparable in content and difficulty to a full-year college-level French language course which emphasizes composition and conversation. French literature, culture, and civilization provide the basis for listening, speaking, reading, writing, viewing, and presentation activities. Students develop proficiencies which enable them to express their ideas, orally and in writing, and which enhance their comprehension and enjoyment of French literary and expository readings, newspapers, magazines, music, cinema, and theater.

Students who have successfully completed French 4 may enroll in this 5 credit course. The Advanced Placement program addresses the New Jersey Core Curriculum Content Standards in World Languages (7.1 and 7.2). It also addresses identified areas of the New Jersey Core Curriculum Content Standards for Technology Literacy and Career Education and Consumer, Family, and Life Skills.

New Jersey Core Curriculum Content Standards may be accessed at <http://www.state.nj.us>

COURSE PROFICIENCIES
COURSE OBJECTIVES*

- | | | | |
|---|--|-------------------------------|------------------------------|
| 1. To understand and interpret communication in the target language within the appropriate cultural context. | 7.1/A1-7 | 8.1/B2 | 9.1/B2**
9.2/A2
C2 |
| 2. To engage in written and oral communication in the target language. | 7.1/B1-6 | 8.1/A1,5,9
B 2,8,12 | 9.1/B2
9.2/A2
C2
F5 |
| 3. To present information, concepts, and ideas to an audience in the target language. | 7.1/C1-4 | 8.1/A1,5,9
B2,8,12 | 9.1/B2
9.2/A2
C2
F5 |
| 4. To participate in multi-lingual communities. | 7.1/A1-7
B1-4
C1-4 | 8.1/B2,8 | 9.1/B2
9.2/C2
F5 |
| 5. To demonstrate an understanding of the cultural and historical perspectives of target language countries through their products and practices. | 7.2/A1-4
B1-5
C1,2 | 8.1/A1,5,9
B2,12
8.2/A3 | 9.1/B2
9.2/A2
C2
F5 |
| 6. To read, comprehend, analyze, discuss, and evaluate excerpts from contemporary and non-contemporary French authors and journalists. | 7.1/A5,6,7
B4,5
C1-4

7.2/A1,3,4
B2-5
C1,2 | 8.1/A1,5,9
B2,12 | 9.1/B2
9.2/A2
C2
F5 |

*Standards and indicators used are Intermediate-Low Learner range based on number of times the class meets a week and the number of minutes per class, as well as accumulated years of study of the language..

**See last page of scope and sequence for details regarding the identification of the New Jersey Core Curriculum Content Standards addressed in this curriculum guide.

STUDENT PROFICIENCIES

The student will be able to:

1. Demonstrate comprehension of oral and written instructions.
2. Compare and contrast practices and products in the target language.
3. Discuss people, places, objects, and daily activities.
4. Comprehend conversations and written information on a variety of topics.
5. Link their knowledge of French language and culture to other core content areas.
6. Identify the main idea and theme and describe the main characters and setting in authentic selections.
7. Give and follow a series of oral and written commands and requests.
8. Use appropriate gestures, intonations, and common idiomatic expressions.
9. Converse on an array of topics.
10. Present original and/or published short plays, skits, songs, stories or reports.
11. Respond creatively, orally, and in writing to diverse audio or visual prompts.
12. Discuss the attitudes and beliefs of the target culture.
13. Recognize how geography and climate influence the lives of the people in the target language countries.
14. Compare contemporary life in French speaking countries to life in the US.
15. Describe past and present issues and/or trends from the target culture perspective and the US perspective.
16. Participate in multi-lingual communities.
17. Demonstrate an understanding of the cultural and historical perspectives of target language countries through their products and practices.
18. Read, comprehend, analyze, discuss, and evaluate excerpts from contemporary and non-contemporary French authors and journalists.

METHODS OF EVALUATION

1. Tests and quizzes.
2. Projects – individual and group.
3. Class participation.
4. Portfolios.
5. Discussions and debates.
6. Homework and class work.
7. Presentations – individual and group.
8. Compositions.

8.1/12	A1,5,9 B2,12	<p>II. Demonstrate A Knowledge Of French Civilization And Culture (continued)</p> <ol style="list-style-type: none"> 3. Les guerres d'agrandissement 4. Les salons <p>B. Analyze l'Âge de Raison</p> <ol style="list-style-type: none"> 1. Louis XV, Louis XIV, Robespierre, Danton, Marie Antoinette 2. La Révolution Française 3. Les répercutions 4. Les innovations <p>C. Understand le Romantisme et le Réalisme</p> <ol style="list-style-type: none"> 1. Napoléon Bonapart, Louis XVIII 2. Le code Napoléon 3. Les universitiés 4. Les departments 5. La légion d'honneur <p>D. Comprehend l'Âge du Grand Progrès</p> <ol style="list-style-type: none"> 1. Pétain, De Gaulle 2. 2e guerre mondiale 3. 5e République 4. Communauté Européene Economique 5. La technologie <p>E. Recognize the influence of geography on French society</p> <ol style="list-style-type: none"> 1. La topographie 2. La commerce et l'industrie 3. Les provinces
8.2/12	A3	
9.1/12	B2	
9.2/12	A2 C2	
7.1/12	A1,2,4,5,6,7 B1,3,4,6 C1,2,3	<p>III. Demonstrate Linqustic Comprehension Through Oral And Written Expression</p> <p>A. View and Respond to Select Videos, Orally and in Writing</p> <ol style="list-style-type: none"> 1. <i>La gloire de mon père</i> 2. <i>Le château de ma mère</i> 3. <i>Jean de Florette</i> 4. <i>Manon des sources</i> 5. <i>Le bourgeois gentilhomme</i> 6. <i>Au revoir les enfants</i> <p>B. Express Themselves Extemporaneously, Based on a Series of Visual Prompts:</p> <ol style="list-style-type: none"> 1. La remise des diplômes 2. La plage 3. L'école 4. Les sorties 5. Les pique-niques 6. Les sports 7. Les voyages <p>C. Write Compositions Based On:</p> <ol style="list-style-type: none"> 1. Sujets variés – oraux et écrits 2. Etudes des personnages: comparer et contraster
7.2/12	A1,2,3 B1,2,3,4,5 C1,2	
8.1/12	A1,5,9 B2,8,12	
8.2/12	A3	
9.1/12	B2	
9.2/12	A2 C2 F5	

		<p>III. Demonstrate Linguistic Comprehension Through Oral And Written Expression (continued)</p> <ol style="list-style-type: none"> 3. Thèmes tirés des textes authentiques 4. Essais sur des sujets variés pour renforcer un argument dans un débat 5. Actualités
7.1/12	A7	<p>IV. Use Correct Grammar And Idiomatic Expressions In Writing And In Speaking</p> <p>A. Articles définies et indéfinis</p> <p>B. Partitif</p> <p>C. Noms</p> <ol style="list-style-type: none"> 1. Genre 2. Nombre <p>D. Adjectifs</p> <ol style="list-style-type: none"> 1. Accord 2. Pluriels 3. Irréguliers 4. Possessifs 5. Démonstratifs <p>E. Pronoms Personnels</p> <ol style="list-style-type: none"> 1. Sujets 2. Objects directs et indirects 3. L'ordre des pronoms objets 4. Possessifs 5. Démonstratifs 6. Relatifs 7. Interrogatifs <p>F. Expressions Interrogatives</p> <p>G. Mots Indéfinis</p> <p>H. Négations</p> <p>I. Prepositions</p> <ol style="list-style-type: none"> 1. Expressions avec à 2. Expressions avec de 3. Expressions sans prépositions <p>J. Conjonctions</p> <ol style="list-style-type: none"> 1. Coordonnées 2. Subordonnées <p>K. Adverbes du lieu, temps et quantité</p> <ol style="list-style-type: none"> 1. Formation 2. Place <p>L. Comparatif et Superlatif</p> <p>M. Modes</p> <ol style="list-style-type: none"> 1. Indicatifs <ol style="list-style-type: none"> a. présent b. passé composé c. passé simple d. l'imparfait e. futur simple f. futur antérieur
7.2/12	B1,2,3 C1,2,4	
8.1/12	C1,2 A1	
9.2/12	B8,12 A2	
	C2 F5	

		<p>IV. Use Correct Grammar And Idiomatic Expressions In Writing And In Speaking (continued)</p> <ol style="list-style-type: none"> 2. Impératif 3. Connditionnels <ol style="list-style-type: none"> a. present b. passé 4. Subjonctif <ol style="list-style-type: none"> a. formation: présent et passé b. usage 5. Infinitif 6. Participe <ol style="list-style-type: none"> a. présent b. gérondif <p>N. Expressions Idiomaticues</p>
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*Note: The New Jersey Core Curriculum Content Standards can be accessed at www.state.nj.us
See next page for NJCCS code sheet for details regarding referenced numbers and letters.

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
CODE SHEET

Standards:

1. Visual and Performing Arts
2. Comprehensive Health & Physical Ed.
3. Language Arts Literacy
4. Mathematics
5. Science
6. Social Studies
7. World Languages
8. Technological Literacy
9. Career Education and Consumer, Family and Life Skills

Strands:

A, B, C, D

CPI (Cumulative Progress Indicators):

1, 2, 3, 4, 5, etc.

Sample:

From the Visual and Performing Arts Core Curriculum Content Standards –

First Standard; then Grade level; then Strand; and last CPI #s

1.1/4A1,2,4

RESOURCES/ACTIVITIES GUIDE

1. Discussion/Debate.
2. Oral presentations.
3. Long and short-range projects.
4. Composition/Journal.
5. Paired/Group Activities.
6. Surveys.
7. Dictation.
8. Internet activities.
9. Listening comprehension activities.
10. Transparency-based communicative activities.
11. PowerPoint presentations.
12. Writing and audio advanced placement workbook activities with accompanying CDs.
13. Songs.
14. Games.
15. Cooperative or individual picture-prompted story telling.
16. Role-playing.
17. Cultural and literary readings.
18. DVD, video viewing.

SUGGESTED AUDIO VISUAL/COMPUTER AIDS

1. Useful internet sites:

<http://clicnet.swarthmore.edu/litterature/litterature.html>

<http://www.bonjourdefrance.com/index/indexgram.htm>

<http://www.leconjugueur.com/>

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

http://geocities.com/david_peck/vive_le_francais.html

2. VCR – Movies.

3. DVD player – Movies.

4. CD/cassette player – Audio tapes.

5. Online materials.

6. Overhead transparencies.

SUGGESTED MATERIALS

Resources for Students

Amiry, Laila. *How to Prepare for the Advanced Placement French Exam*. NY: Barron's Educational Series, Inc, 2004.

Baudelaire. *Les fleurs du mal et autres poèmes*. Paris: Garnier-Flammarion, 1964.

Cadart-Richard, Odette. *Fenêtre Ouverte: Lecture Littéraire et Culturelle*. NY: McMillan Publishing Company, 1990.

Demaray, Caroline and Josette Smith. *Triangle: Application Pratique de la Langue Française*. Massachusetts: Wayside Publishing, 1996.

Ladd, Richard and Colette Girard. *Advanced Placement French: A Guide for the Language Course*. NY: Longman, 1992.

Lenard, Yvone. *Trésors du temps: Niveau avancé*. NY: Glencoe-McGraw Hill, 2005.

Saint-Exupéry, Antoine de. *Le Petit Prince*. Gallimard, 1946.

Schofer, Peter and Donald Rice. *Autour de la littérature*. Boston: Heinle and Heinle, 1991.

Schunk, Susan and Janet Waisbrot. *Exploration: La littérature du monde français*. Boston: Heinle and Heinle, 1990.

Tufts, Claire and Hannelore Jarausch. *Sur le vif*. Boston: Heinle and Heinle, 2001.

Vercours. *Le silence de la mer et autres récits*. Paris: Albin Michel, 1951.

Resources for Teacher

Amiry, Laila. *How to Prepare for the Advanced Placement French Exam*. NY: Barron's Educational Series, Inc, 2004.

Baudelaire. *Les fleurs du mal et autres poèmes*. Paris: Garnier-Flammarion, 1964.

Cadart-Richard, Odette. *Fenêtre Ouverte: Lecture Littéraire et Culturelle*. NY: McMillan Publishing Company, 1990.

Daridan, Jean. *De la Gaule à de Gaulle: Une histoire de France*. Paris: Editions de Seuil, 1965

Demaray, Caroline and Josette Smith. *Triangle: Application Pratique de la Langue Française*. Massachusetts: Wayside Publishing, 1996.

Gourévitch, Doris-Jeanne et al. *La Bonne Lecture*. NY: John Wiley & Sons, 1984

SUGGESTED MATERIALS (continued)

Ladd, Richard and Colette Girard. *Advanced Placement French: A Guide for the Language Course*. NY: Longman, 1992.

Lenard, Yvone and Ralph Hester. *L'art de la conversation*. NY: Harper and Row, 1967

Lenard, Yvone. *Trésors du temps: Niveau avancé*. NY: Glencoe-McGraw Hill, 2005.

Nony, Danièle and Alain André. *Littérature Français: Histoire et Anthologie*. Paris: Haitier, 1987.

Ollivier, Jacqueline. *Grammaire Française*. Montréal: Édition études vivantes, 1979.

Saint-Exupéry, Antoine de. *Le Petit Prince*. Gallimard, 1946.

Schofer, Peter and Donald Rice. *Autour de la littérature*. Boston: Heinle and Heinle, 1991.

Schunk, Susan and Janet Waisbrot. *Exploration: La littérature du monde français*. Boston: Heinle and Heinle, 1990.

Tufts, Claire and Hannelore Jarausch. *Sur le vif*. Boston: Heinle and Heinle, 2001.

Vercours. *Le silence de la mer et autres récits*. Paris: Albin Michel, 1951.

Movies, DVDs and CDs:

1. *La gloire de mon père*
2. *Le château de ma mere*
3. *Jean de Florette*
4. *Manon des sources*
5. *Le bourgeois gentilhomme*
6. *Au revoir les enfants*
7. *Champs-Élysées*
8. *France Panoramique*
9. *Astérix*
10. CDs accompanying text