



AP French Language and Culture A/B

COURSE DESCRIPTION

AP French Language and Culture A/B

Our online AP French Language course is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical and communicative skills. The AP French Language course prepares them for the AP French exam. It uses as its foundation the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century.

The course is designed as an immersion experience requiring the use of French exclusively. The online learning coach only uses French to communicate with students. In addition, all the reading, listening, speaking and writing is in French.

The course is based on the six themes required by the College Board, namely,

1. Global challenges
2. Science and technology
3. Contemporary life
4. Personal and public identities
5. Families and communities
6. Beauty and aesthetics

The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives.

The course contains a forum where students share their own opinions and comments and comment on other students' posts.

The course makes great use of the Internet for updated and current material.

COURSE SYLLABUS

COURSE OBJECTIVES

After completing this course, students will be able to:

- Listen, read, understand, and interpret a wide-variety of authentic French-language materials and sources.
- Demonstrate proficiency in interpersonal, interpretive, and presentational communication using French.
- Gain knowledge and understanding of the cultures of the Francophone world.
- Use French to connect with other disciplines and expand knowledge in a wide-variety of contexts.
- Develop insight into the nature of the French language and its culture.
- Use French to participate in communities at home and around the world.

STUDENT EXPECTATIONS

This course requires the same level of commitment from you as a traditional classroom course would. Throughout the course, you are expected to spend approximately 5–7 hours per week online on the following activities:

- Interactive lessons that include a mixture of instructional videos and tasks
- Assignments in which you apply and extend learning in each lesson
- Assessments, including quizzes, tests, and cumulative exams

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to

COURSE SYLLABUS

notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

SCOPE AND SEQUENCE

1. Unit I: French, It's My Choice!

Sub-themes:

- The Advantages of French
- French Programs of Study
- Living in French-speaking Countries

2. Unit II: Tourism in the Francophone World

Sub-themes:

- Bon Voyage
- At the Hotel
- At the Restaurant

3. Unit III: Communication Tools

Sub-themes:

- Newspapers and Magazines
- Television
- New Media

Midterms and AP French exam practices

4. Unit IV: Art and Architecture

Sub-themes:

- Art
- Architecture

5. Unit V: Industry and Science



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Sub-themes:

- Industry and Technology
- Science and Technology

6. Unit VI: Fashion

Sub-themes:

- Haute Couture
- Sports Clothing and Sneakers

Semester 1 Exam and French exam practices

7. Unit VII: International Organizations

Sub-themes:

- The Olympic Games
- Nongovernmental Organizations
- Humanitarian Aid

8. Unit VIII: Diplomacy

Sub-themes:

- The Relations between the United States and France
- Cosmetic and Pharmaceutical Companies
- Multinational Companies

Midterms and AP exam practices

9. Unit IX: International Business

Sub-themes:

- Agricultural Industry
- Cosmetic and Pharmaceutical Companies
- International Companies

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10. Unit X: Life after High School

Sub-themes:

- Leaving the Nest
- A Sane Life
- Money Matters

Semester 2 Exam and AP exam practices

11. Final Projects

- Final projects follow the completion of the College Board AP exam in early May.

These final projects are based on Presentational, Interpretive and Presentational Speaking and Writing skills.

- Students select a topic. They may choose to delve into one we already discussed or one we have not studied. They research this topic and each student writes an essay on his/her topic and gives a presentation in an “Elluminate” session of no less than 15 minutes.
- The students are asked to make the presentation interactive by including discussion questions and visual aids. This task will demonstrate control over a variety of vocabulary terms and structures, idiomatic expressions and verbs and tenses in both spoken and written form. Their grade is based on their speaking ability, writing ability, and the content of the presentation.

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HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

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EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century