Welcome to French class! Let me introduce myself. Over the years, I have lived in or visited Thailand, Germany, Iran, France, Quebec, Belgium, Luxemburg, Holland, Canada, and about a dozen states in the US. I graduated from the University of Utah with a BS in Sociology and went into the military a few months later. I spent almost six years in the Air Force and four more in the active reserves. Later, my husband was assigned to an exchange scientist tour with a French lab and I learned my French while living in France for more than two years. Upon returning to the US, I began studying French at the university. I earned my second bachelors in French, at George Mason University in Fairfax, VA and then followed up immediately with a Masters in French. I taught at George Mason as an adjunct professor for a year before we moved to Albuquerque. I began studying for my doctorate at UNM and studied French language, literature, culture, history and theory intensively until I decided to follow the teacher licensure program at UNM. I later finished my Masters in Secondary Education at UNM. Our family has been a Bears family since the Fall of 2002. Both of our sons are La Cueva graduates and this is my ninth year teaching here at LCHS.

This syllabus is created for the French 5 AP course in my high school. The high school runs on a hybrid-block schedule with A, B, and C schedules. The A and B block units are 103 minutes while the C schedule has all 7 periods each of 48 minutes. There is one “skinny” period that meets every day of 58 minutes on A and B days, and 48 minutes on C days. Students in the French AP class are required to speak French every day in class and encouraged to do so outside of class as well. The course is designed according to the AP French Exam with 6 themes and is in the following order:

Unit 1 – Global Challenges – La Santé
Unit 2 – Science and Technology – L’avenir de la technologie
Unit 3 – Beauty and Aesthetics – Les arts du spectacle
Unit 4 – Contemporary Life – Les voyages, and les loisirs et les sports
Unit 5 – Families and Communities – L’enfance et l’adolescence & les rites de passage
Unit 6 – Personal and Public Identities – Le pluriculturalisme

These six subthemes will intertwine and will touch on other subthemes but they are the primary focus of the six themes for the AP class. The units will each be approximately 6 weeks in length with Units 3 and 6 being compressed slightly due to end of calendar year time constraints and to seniors graduating 2 weeks before the exams and 3 before the end of the scholastic year.

The course will be taught in an immersion environment, all instruction and information will be given in the target language. Students will in addition be given daily (meaning every class period) opportunities to speak French to their fellow classmates and to the teacher. Focus will be on the subject but students will also be given opportunities to communicate in unscripted interpersonal communications as well as presentational communications. Debates, discussions – both student-led and teacher-led, presentations and other formats will be used so that students will stretch their abilities to reach higher levels of communication in French. In addition, contacts in-country will be used to give students additional opportunities to communicate with native speakers of the language. With each unit, students will be given opportunities to practice each of the skills necessary to acquiring a second language: reading, writing, speaking, listening, and hopefully thinking in the target language. Authentic input will be used extensively with as much variety as possible from as many sources as possible; textbooks, articles from
magazines, online, and listening input also from authentic sources will be used at all times. The AP rubrics will be used to allow students to see their strengths and weaknesses and allow them to improve. Students are informed of the focus and their goal tasks for each unit, at the beginning of that unit. They are kept abreast of progress through the calendar and the daily agenda posted each class period. Students will be assessed using a variety of methods including but not limited to recorded speaking assessments and teacher checks on interpersonal communication.

Technology use – please read carefully!!!: Due to the interactive nature of this course, students are expected to have access to the internet on a regular basis. At the very least they should have access to a computer at home – or be able to use the computers in the library at school when necessary. We also use technology in the classroom to do research and students are encouraged to share their access, if they have it, with those who do not. If students have had the Internet Access form signed in their books they can access the school system using their smartphones and thereby avoid using their own data. Students who are not able to receive text messages through remind.com so that the teacher can inform them of requirements for daily class, should check the class website to determine which book to bring and any other requirements necessary for that period.

In addition, all grammar will be taught using the flipped method so that students need to have access to the internet in order to be able to complete the assignments necessary to maintaining their grades. And, in the spring semester, students will participate in 20-time projects that will require them to blog online about their projects on a regular basis. If students are unable to gain access or use the Internet – whether temporary or permanent - parents and students must coordinate immediately with the teacher so that students do not fall irreparably behind. I CAN help with access issues but only if I know about it. Parent/guardian signature on the parent letter acknowledges these requirements.

Administrative information: This class is designed to provide students with continuing growth in their skills in the French language. We will use multiple presentations of the material so attendance is key to obtaining varied ways of accessing the information. In addition, since culture is such a large part of learning a language, we will also explore some areas of culture like music, literature, art, history, and food.

Your active participation makes the learning process more efficient for you as well as for the rest of the class. Daily study of the concepts as well as homework completion is essential for success. A minimum of 10 minutes a day working on vocabulary and grammar will make learning the language much easier. Remember – there is a difference between doing homework and studying!

Absences/Make-Up Policy -

Due to the importance of participation in a language classroom, absences are strongly discouraged. However, in case of an absence, make-up work will be given in accordance with the district make-up work policy. It is important to note that all homework, quizzes, and projects are listed on my webpage at the La Cueva website or on Synergy. Please also note that all assignments are listed on my web page either on the calendar or under the files menu.

Office hours: Make-ups and tutoring may be done on Wednesday afternoons – after school – or Friday mornings before school. At these times, appointments
are not necessary but are helpful. Please note, I will leave the classroom at about 7:15 to run quick errands so students will need to come early enough to be able to get things done. I will be in the classroom by 6:45 on Fridays. Arriving at 7:10 and expecting to get done will not work.

**Plagiarism Policy:** Definition – People commit plagiarism when they use someone else’s words, ideas, or creative productions as if those ideas were the student’s own. In publications and testing, plagiarism is illegal; in scholarly work, it is unethical.

In a Modern Language class, the goal is for the student to manipulate words and grammatical structures to create well-constructed sentences, paragraphs, and essays for effective communication in the modern language. Therefore plagiarism in a language class, in addition to the above, also includes the use of any translation method, human or mechanical – to include Google translator and other translation machines. This outside help must be limited to documented short expressions. The standard for citation is what is not found in the student’s handbook.

Plagiarism by any means is still plagiarism. Whether it is copying a paragraph from a text without proper citation or taking photos of a test using cell phones, or using on-line translators, plagiarism is a serious academic offense and will be treated as such.

**Electronic devices:** Electronic devices will not be used in the class unless students have permission to use them for educational purposes. They are especially forbidden during tests and quizzes. Any student caught using an electronic device during a test or quiz will be given a zero on that test or quiz AND have their device confiscated. With the first infraction, electronic devices will be confiscated and taken to the office. Parents will be required to come by the school office the next school day and pick them up. Any student who does not feel they have the self-control to not use their electronic device in class may give it to me to be placed in a zip-lock bag and locked in my desk or file-cabinet and then returned at the end of class. The student will be responsible for remembering that it is there and asking me for it. The modern language department follows La Cueva’s electronic devices guidelines. Please refer to the student manual for further details.

Resources: The resources for each unit are listed below but there are some resources that are used across the curriculum.

**Daily:**

Listening – Listening will be done on a daily basis using resources from:

1. *À l’écoute de... L’information Radio et la publicité* by Béatrice Job published by CLE International 1982 (Old but authentic listening texts and coordinating listening exercises.)

2. Radio France International (RFI) podcasts – for current events and, where ever possible, targeted to the theme being worked on.

3. Radio Canada International podcasts – again for current events and where ever possible, targeted to the themes being worked on.
4. Other resources as necessary

**Reading** – Reading will be done on a daily basis as well. Reading texts will be pulled from the two primary resources but also from other sources as necessary to provide authentic targeted material for students to read.

2. *France-Amérique* magazine – published by FrancePress LLC out of New York. Articles related to topics being discussed will be shared with students.
3. *Bien dit* 3 published by Holt-McDougal 2008 – selected readings as appropriate to support the themes.
4. Other resources: Internet, and texts and books listed under each unit as having material appropriate for the 6 themes.
5. Possible availability of *Thèmes* from Vista Higher Learning – funds depending.

**Speaking** – Students are expected to speak French at all times in class and anytime they encounter each other outside of class – making use of the opportunities to practice speaking French.

**Weekly:**
We will have weekly grammar reviews using the *Allons au-delà* or the *Bien dit 3* textbook.

**Assessments:**

- **Interpersonal communication:** 25%
Interpersonal spoken communication will take place daily in class and as possible with native speakers of the language. Interpersonal written communication will take the form of letters or emails to penpals in French classes as available. In addition, students are encouraged to use the blog capability with the online flipped classroom platform used for grammar instruction on the site Sophia.com.

- **Presentational communication:** 25%
Presentational speaking opportunities will take place through presentations by students in class for projects and reports on research. Presentational writing will be done to compare and contrast culture as we learn about the various Francophone cultures presented in various formats.

- **Interpretive communication:** 25%
Both interpretive tasks both reading and listening will be done as often as possible in class. One type will be assessed weekly.

- **Participation:** 10%
Students will be expected to participate fully in all classroom activities and will be graded according to their participation – mostly in speaking the target language in class.

- **Final exam:** 15%
The final will be comprehensive and cover all three modes of communication.

**Whenever possible:**
We will have interaction with students at a high school with which we have an exchange in France. And we will also have interactions with other contacts living in France using Skype.

**The units and their focus:**
Each of the following is a listing of the unit objectives, essential questions, and goal tasks and evaluations for students. Each goal task and evaluation is geared to imitate a section of the AP French exam and the format changes depending upon the focus for that unit.

**Unit 1 – Global Challenges – La Santé**
The essential questions are: *What environmental, political, and social issues pose challenges to healthcare in societies throughout the world? And What are possible solutions to those challenges?*
During this unit students will research healthcare resorts in their, assigned cities or nearby, and learn about the differences in these healthcare resorts vs. that of healthcare resorts in the US. Students will be asked to research the positive and negative aspects of available healthcare resorts and to be able to recognize the advantages and disadvantages of both systems. Target assessment for this unit will be an interpersonal speaking assessment in the form of a debate.

**Printed resources such as:**

**Readings:**

1. **Bien dit 2** - published by Holt-McDougal 2008
   – page 281 – Malade en France
2. **flash Potel**
   - Défis mondiaux alimentation Article fibres et vitamines Québec
   - La sécheresse menace le Sahel de famine
   - Défis alimentation article la famine tue encore...
   - Défis Alimentation menus Capbreton 2010
   - Défis Santé article Défis Santé 2011 Canada
   - Défis Santé article Tabagisme Canada
   - Défis santé article Tabagisme
   - Défis Santé interview d’Amir (Oscar...)
   - Défis Santé texte a trous clip le traumatisme
3. **“France-Amérique”** – published by FrancePress LLC out of New York
   - La Controverse - June issue
   - La couverture santé des Français aux États-Unis fév 2014
   - ObamaCare: Une nouvelle ère fév 2014 – page 28-31
   - Le système actuel – fév 2014 – pages 22-27
   - pages 32-33 – Le dernier espoir
   - pages 38-39 – Mineurs et vaccines
   - page 62 – Le ventre de Paris
   - pages 67-69 – Rêves amers
   - pages 74-76 – Dans la vie de tous les jours
5. **Thèmes – Vista Higher Learning copyright 2016**
   – pages 279-281 – L’alimentation Bio
   - page 286 – Liens culturels – Le diabète: nouveau fléau africain

**Listening:**

1. **Potel Flash**
   - Accro au sucre Allodocteurs.fr4
The essential question here is: How do developments in science and technology affect our lives? And what factors have driven innovation and discovery in the fields of science and technology? Students will learn about the future of technology and how France is playing a major role in these advances. Goal is for students to have a skype presentation by a French scientist that will show how the national laboratory system in France is helping further technology in France and across the globe. Students will “invent” a new technology, submit a “brevet” and then explain their “brevet” and their product to a panel of “scientists” (the class). The target assessment in this unit will be a listening assessment designed after the AP exam.

Possible printed resources
1. AP French by Richard Ladd published by Pearson 2012
   page 10-11 Bye-bye le secretaire, bonjour la technologie
   page 48-49 La domotique qu jour le jour: Les technologies de demain pour amliorer notre quotidien
   Pages 350-351 – selected readings
3. Potel Flash
4. Imaginez by Vista Higher Learning 2012
   -pages 268-269 – solitude de numérique
   -pages 122-123 – La mauvaise surprise Kindle
   -pages 133-134 – Tricher au bac comme un geek
   -pages81-82 – Un jeune Camerounais invente le CardioPad
   --page 91 – Liens culturels – Véroné Mankou fait coup double!

Possible listening resources:
1. Potel Flash
   -Un mur solaire à l’UdeM – UdeMNouvelles
2. skype
   session with French scientist – planned but not yet certain
3. songs
   – À la chaine by Superbus
   page 89 – Audio – À quoi ressemblera la voiture du future?

Activities:
1. Potel flash
   - JEUNES INVENTEURS  Concours des 1er et 2 juin 2013
   page 120 – Présentation: Au muse des inventions
   page 92 – Développement du vocabulaire – sondage/discussion

Unit 3 – Beauty and Aesthetics – Les arts du spectacle
In this unit, the essential question is: How do the arts both challenge and reflect cultural perspectives?
In this unit students will explore the history and culture surrounding a seminole work by Molière – Le Bourgeois gentilhomme. Students will not only read the work but they will learn about the cultural influences that created it and the men who had a hand in creating the piece for Louis XIV. Students will write mini-scenes to explain the circumstances behind the play and why it was written for an audience at a future date. Scenes will be written in French and then translated in the appropriate register to English so that the Drama department can put these scenes to use when they produce the play in the future. Target assessment for this will be a reading comprehension piece that is directly related to the work.

Possible print resources:
1. AP French by Richard Ladd published by Pearson 2012
   page 64-65 Anne Teresa de Keersmaeker
2. Trésor du temps by Yvonne Lenard published by Glencoe
   page 166 Lettre à sa fille sur la mort de Vatel
3. other:
   Le Bourgeois gentilhomme by Molière
   -pages 402-413 – La Farce de maître Pathelin
   -pages 419-420 – Mémorables Misérables
   -Louis XIV and Marie Mancini mai 2013
   -La Fine fleur de l’animation française séduit la californie – oct 2013  page 14-22-
6. Le Français dans le monde magazine
   -Printemps de Bouges – juillet-aôut 2011 – page 18
   -pages 157-159 – Les Misérables (excerpt)
   -page 164 – Liens culturels – La littérature francophone au feminine
   -pages 167-168 – Cirque, arts de la rue, Marionnettes
Possible Listening Resources:
1. Films
   – Vatel – 2000 - Director: Roland Joffé
   – Cyrano de Bergerac – opening scene only
   - Moliere?
   – page 417 – Écouter
3. Songs
   -TBD
   -page162 – Audio – Interview avec Maryse Condé

Activities:
1. films
   -Vatel
   – Cyrano de Bergerac – opening scene only
   - Moliere?
2. worksheet on Molière 1C Parcours- pages 8-12
   -page 152 – Activité 2 – le langage de la littérature

Unit 4 – Contemporary Life – Les voyages et les loisirs et les sports
The essential questions are: How do societies and individuals define quality of life? And How is contemporary life influenced by cultural products, practices, and perspectives? In this unit students will explore European-based francophone countries and how they spend their leisure time. They will look into travel opportunities to these countries and what it would take to travel and vacation there. They will also research how these countries take time for leisure as well as what types of sports are typical. Students will explore this information while putting together a presentation on their assigned country and will present this information to the class. The target assessment for this unit will be presentational speaking on the sports in these countries they have researched and comparing them with our own culture.

Possible readings
1. AP French by Richard Ladd published by Pearson 2012
   pages 24-25 Peu souriants, pas aimables:les taxis parisiens n’ont pas la cote
2. Face-à-face published by Vista Higher Learning 2011
   -Les Adieux du vieillard page 125-128
3. Potel Flash
   - Vie cont Le sport à l’école uM quest video
4. Imaginez by Vista Higher Learning 2012
   -pages 90-91 – Le Québec
   -page 244-245 – La Belgique, la Suisse et le Luxembourg
   -pages 217-218 – Le tour du monde en 80 jours
   -pages 325-326 – La Foire de la Sainte-Catherine
   -pages 215-217 – Lettres Persans
   - La vie de rêve: des Français de Hawaii avril 2010
   - Une histoire de l’immigration française aux États-unis – oct 2013 page 40-43
   - Le Québec ouvre ses portes aux Français – mai 2011 – pages 12-13
   - Tennis du Louvre à Roland Garros – mai 201 – pages 20-21
   - page 216 – Salut les parents

Listening:
   {idEmission:2234714222030,Date:222015/01/05,numeroEmission:22388322,urllabase:emissions/a_rebours/2014-2015%22}
2. songs
   - “Ici ou ailleurs” – Roch Voisine
   - “Qu’est-ce qui t’amène” – Carole Fredericks
3. Le Français dans le monde – juillet-aôut 2011 – page 38
   - page 215 SNCF
   - page 224 – Audio – Tourisme et écotourisme au Laos

Activities:
   - page 219 – discussion
   - page 223 – Question #10

B. loisirs & le sport
Possible readings
1. AP French by Richard Ladd published by Pearson 2012
   page 26-27 La pétanque
   pages 28-29 Les “bracelets magiques” une trouvaille marketing ensorcelante
2. Imaginez by Vista Higher Learning 2012
   - pages 306-309 – Le Football
   - page 172-174 – Le chandail
   - pages 179-180 – Les pom-pom girls, nouvelle passion française?
   - La French Touch au Pays du soccer – Sept 2013 page 15-16
   - Bol d’air frais à Mont Tremblant – déc 2010 – pages 20-22
5. Le Français dans le monde magazine
   - Montréal rêve de football – juillet-aôut 2011 – page 7
   - pages 207-208 – Le Chandail de Hockey
**Possible Listening:**
1 songs
- “Qu’est-ce qui t’amène” – Carole Fredericks
- page 211 – Audio – Les 10 Plus gros clichés français

**Activities:**
   - page 175 – Approches transdisciplinaires
   - page 177 – Débat
   - page 181 – discussion
2. Thèmes by Vista Higher Learning copyright 2016
   - page 201 – Question #1

**Unit 5 – Families and Communities – L’enfance et l’adolescence & les rites de passage**
The focus of this unit is to give students the information necessary to be able to formulate an answer to the essential question: *How do the roles that families and communities assume differ in societies around the world?* During this unit students will explore what it is like to be an adolescent in Francophone countries. We will explore the French education system and how their educational system differs from our own. Conditions of childhood and adolescence will be explored. Students will have an opportunity to research the French system through a project where they have the opportunity to work with students in an English class in France. We will also have a round of debates to discuss which system students think is better. The target assessment for this unit will be presentational writing in an email-format where students will discuss the differences between their school system and the French school system.

**Printed Resources:**
   - page 153-156 – Les petits enfants du siècle
   - pages 160-162 – L’enfance
   - pages 198-201 – Le pagne noir
   - pages 313-314 – “Driss” tire de Shérazade
   - pages 339-340 – Des enfants adoptés qui s’adaptent bien
   - universités concurrantes mars 2014
   - Le bac franco-américain, un diplôme elitiste – oct 2011 – page 16
3. various articles such as:
   - Qui sont les familles monoparentales - [http://www.psychologies.com/Auteurs/Vaineau-Anne-Laure](http://www.psychologies.com/Auteurs/Vaineau-Anne-Laure)
   - système d’éducation - SystemeEducation_Canada - 2010 Centre d’information canadien sur les diplômes internationaux, Conseil des ministres de l’Éducation (Canada). Conception visuelle: [www.onyris.com](http://www.onyris.com)
   - pages 10-11 – Une Jeunesse solidaire
   - page 16 – Liens culturels – Creches et écoles maternelles
Listening resources:
1. À l’écoute de... L’information Radio et la publicité by Béatrice Job. There will be general listening building and targeted sequences from this resource.
2. Various online resources such as:
   - Les jeunes et jeux video – Podcast – Francebleu - 09/29/2012
   - Le rôle des grands-parents – Podcast – FranceInfo - 09/29/2012
3. Contemporary music:
   - “L’Appartement” - Grand Corps Malade
   - “Elle rentrait de l’école” – Hélène Ségara
   - “Education nationale” – Grand Corps Malade
4. Film
   – Entre les murs – 2008 – directed by Laurent Cantet

Activities:
   - page 165 – Présentation
   - page 166 – À vos stylos
   - page 202 – Comparaisons culturelles
   - page 204 – À vos stylos
   - page 310 - Débat
   -page 9 – Questions 1 & 2

Unit 6 – Personal and Public Identities – Le pluriculturalisme
The essential questions are: How are aspects of identity expressed in various situations? And How do language and culture influence identity? Students will investigate how one’s identity develops in another country – whether ex-patriots or immigrants – and how this second identity affects not only the individual but the society as well. How is identity expressed under these circumstances? Students will compare and contrast immigration in the US with immigration in other Francophone countries as well as in France. The target assessment will be a 2-minute presentational speaking assessment where students will do a cultural comparison on a related matter using resources provided.

Printed resources such as:
   - pages 210-212 – Lettres persannes – excerpt
   - pages 224-227 – Vincento
   - Harlem Hellfighters: Les combattants noirs américains sous l’uniforme français mars 2014
   - Français à l’épreuve des États-unis – oct 2013 – page 8-9
   - Comment votent les expat – déc 2011 – page 6-8
3. Articles such as:
   - Fam et Comm Qui sont les familles monoparentales
   - Vie cont Paris ville prisée des étudiants
   - système d’éducation - Vie Cont SystemeEducation_Canada
   page – 20-21 Partir en route des francophones – Une nouvelle exposition permanente au Musée de l’Amérique française
   - page 350 – La Réunion, Île laboratoire

Listening resources such as:
1. various radio articles such as:
   - Nationalité française une épreuve pour s’intégrer - Le journal du Week-end - Replay2 – 12/10/2012
2. contemporary songs
   - Ma Philosophie – Amel Bent
   - Metisse – Yannick Noah

Activities such as:
   - page 214 – Perspectives culturelles
   - page 215 - Recherches
   - page 348 – Questions 1 & 3