

HADDONFIELD PUBLIC SCHOOLS

Curriculum Map for AP French

FIRST MARKING PERIOD – Weeks 1-10

<p>Targeted Standard(s): NJCCCS                  7.1 Communication                      A. Interpretive                      B. Interpersonal                      C. Presentational                  7.2 Culture                      A. Interpretive                      B. Interpersonal                      C. Presentational                  Interdisciplinary: NJCCCS Technological Literacy 8.1A, 8.1B;</p>			
<p>Enduring Understandings (<i>The big ideas</i>):                  See below – embedded in map.</p>			
<p>Essential Questions:                  See below – embedded in map.</p>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>Themes:</p> <ul style="list-style-type: none"> <li>• Adolescence and youth</li> <li>• Social inequality and poverty</li> <li>• Racism and immigration</li> <li>• Heroism</li> </ul> <p>Grammar review:</p> <ul style="list-style-type: none"> <li>• Use of definite article</li> <li>• Partitive</li> <li>• Present and past subjunctive</li> <li>• Passé composé and imparfait (including verbs that change in meaning)</li> <li>• Hypothetical sentences (si + present, imparfait and plus-que parfait)</li> </ul>	<ul style="list-style-type: none"> <li>• Read actual native language sources pertinent to the topics of discussion</li> <li>• Understand actual native recordings or televised programs discussing such subjects</li> <li>• Use appropriate French vocabulary to express opinions about and debate aforementioned topics both orally and in writing</li> <li>• Summarize a pertinent article and lead the class in the discussion of its subject matter</li> <li>• Use the definite article and partitive correctly</li> <li>• Express opinions and desires using subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>• In-class discussions</li> <li>• Reading newspaper and magazine articles</li> <li>• Reading poems and short stories</li> <li>• Listening to recordings of songs</li> <li>• Listening and watching internet broadcasts</li> <li>• Listening comprehension activities using Prentice-Hall CDs</li> <li>• Writing compositions</li> <li>• Making recordings describing and telling stories about picture sequences</li> <li>• Audio-journaling</li> <li>• Student presentations of articles</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests assessing understanding of new vocabulary read in articles and used in class</li> <li>• Written tests assessing ability to use each of the reviewed grammatical concepts</li> <li>• Exposés – students present a francophone article summarizing it and leading classmates in a discussion of its themes.</li> <li>• Composition writing – two drafts: students are to self-correct the first draft</li> <li>• Student generated tape recordings</li> <li>• Homework</li> </ul>

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	<p>clauses</p> <ul style="list-style-type: none"> <li>• Discuss past events</li> <li>• Discuss hypothetical situations</li> </ul>		
<p>Resources/Technology:</p> <ul style="list-style-type: none"> <li>• <i>Schaum's Outline of French Grammar</i> (McGraw-Hill, 1999)</li> <li>• <i>AP French: Preparing for the Language Examination</i> (Prentice Hall, 1998) texts and companion CDs</li> <li>• <i>Dans le Vent</i> (Harcourt Brace College Publishers, 1999) text and companion CDs</li> <li>• <i>Phosphore</i> monthly magazine</li> <li>• Francophone newspaper and magazine websites</li> <li>• Francophone TV and radio internet sites</li> <li>• Tape players and recorders</li> <li>• CD and DVD players</li> </ul>			

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(SECOND/THIRD MARKING PERIODS – Weeks 11-28)

Targeted Standard(s): NJCCCS 7.1 Communication <b>D.</b> Interpretive <b>E.</b> Interpersonal <b>F.</b> Presentational 7.2 Culture <b>D.</b> Interpretive <b>E.</b> Interpersonal <b>F.</b> Presentational Interdisciplinary: NJCCCS Technological Literacy 8.1A, 8.1B;			
Enduring Understandings ( <i>The big ideas</i> ): <ul style="list-style-type: none"> <li>• Camus' philosophy of the absurd</li> <li>• Sartre's philosophy of existentialism</li> </ul>			
Essential Questions: <ul style="list-style-type: none"> <li>• What is existentialism?</li> </ul>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
Themes: <ul style="list-style-type: none"> <li>• Definition and notions of the French existentialist movement</li> <li>• Camus' philosophy of the absurd</li> </ul> Grammar review: <ul style="list-style-type: none"> <li>• Perfect tenses: plus-que parfait, future perfect and conditional past</li> <li>• Pronouns: direct, indirect, disjunctive, demonstrative, possessive and relative</li> <li>• Stem changing verbs</li> <li>• Irregular verbs</li> <li>• Infinitive usage</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand Camus' <i>L'Etranger</i></li> <li>• Read and understand Sartre's <i>Huis Clos</i></li> <li>• Read and understand francophone articles on the subject of existentialism</li> <li>• Discuss the above subjects in French using the appropriate vocabulary</li> <li>• Teach a thirty minute lesson on the subject of his or her choice that includes an informative piece and an activity for the class to accomplish</li> </ul>	<ul style="list-style-type: none"> <li>• In-class discussions</li> <li>• Reading of <i>L'Etranger</i> and <i>Huis Clos</i></li> <li>• Conducting internet and/or library research on the above mentioned authors and texts</li> <li>• Reading articles about existentialism</li> <li>• Writing compositions</li> <li>• Listening comprehension activities</li> <li>• Listening and watching internet broadcasts</li> <li>• Student-generated lessons</li> <li>• Student-generated tape</li> </ul>	<ul style="list-style-type: none"> <li>• Written quizzes that gauge student knowledge of vocabulary and grammar</li> <li>• Written essays that reveal understanding of the concepts and texts presented in class</li> <li>• Student-generated recordings</li> <li>• Student-generated lessons</li> <li>• Homework</li> <li>• Mid-term Exam</li> </ul>

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<ul style="list-style-type: none"> <li>• Use of prepositions with infinitives</li> <li>• Causative</li> <li>• Passive voice</li> <li>• Negative expressions</li> <li>• Special usage of prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly use of the grammatical constructs reviewed in in-class discussions, presentations as well as in written essays</li> </ul>	<ul style="list-style-type: none"> <li>recordings</li> <li>• Reenacting scenes from the <i>L'Etranger</i> and <i>Huis Clos</i></li> </ul>	
<p>Resources/Technology:</p> <ul style="list-style-type: none"> <li>• Original texts by Camus and Sartre</li> <li>• Schaum's Outline of French Grammar</li> <li>• Prentice Hall text and tapes</li> <li>• Phosphore monthly magazine</li> <li>• Francophone newspaper and magazine websites</li> <li>• Wikipedia</li> <li>• Tape players and recorders</li> <li>• CD and DVD players</li> </ul>			

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(FOURTH QUARTER - Weeks 29-37)

<p>Targeted Standard(s): NJCCCS                  7.1 Communication                      <b>G.</b> Interpretive                      <b>H.</b> Interpersonal                      <b>I.</b> Presentational                  7.2 Culture                      <b>G.</b> Interpretive                      <b>H.</b> Interpersonal                      <b>I.</b> Presentational                  Interdisciplinary: NJCCCS Technological Literacy 8.1A, 8.1B;</p>			
<p>Enduring Understandings (<i>The big ideas</i>):                  The concepts and movements that characterized French painting during the 19<sup>th</sup> and 20<sup>th</sup> centuries.                  The concepts underlying the romantic, naturalist and surrealist movements in art and poetry.</p>			
<p>Essential Questions:                  How do you successfully take an AP French language exam?                  What movements marked the evolution of 19<sup>th</sup> and 20<sup>th</sup> century French painting?                  What is romanticism?                  What is surrealism?                  What is naturalism?</p>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>What to expect on the AP French language exam                  Techniques for taking the exam</p> <p>Notions and painters associated with neo-classicism, romanticism, Barbizon school, Pont-aven, Nabis, impressionism, neo-impressionism, fauvism, cubism and surrealism</p> <p>Notions of romanticism in literature, surrealism in poetry and cinema, naturalism in cinema</p>	<p>Take the AP exam</p> <p>Recognize the style and painters that reflect each movement</p> <p>Recognize the style and artists that participated in these movements</p>	<p>Taking past AP exams</p> <p>Presentation of reprints, slides, or images of paintings                  In-class discussions</p> <p>Reading of poetry and short stories                  Viewing films                  In-class discussions</p>	<p>AP exam</p> <p>Essay questions and written assessment</p> <p>Expositions de texts                  Film critiques</p>

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Resources/Technology: Internet DVD player			