

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



World Language

French AP Language & Literature

Course Description

This course is the equivalent of a freshman college course and is taught completely in French. It is designed to develop the 4 language skills: reading, writing, listening, and speaking, and to prepare the students for the World Language Advanced Placement examination given in May. Students performing well on this exam may receive college standing and/or credits. Selected literary works from the 18th century through present day will be read, as well as newspapers and periodicals. Students will engage in critical analyses. Emphasis will be placed on mastery of gram-

Content Standards

Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.

At the Advanced Low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.

At the Advanced Low sublevel, readers are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.

Student Skills

- Students can comprehend written, audio, audio-visual, and visual text (text, pictures, and numbers).
- Students can make interdisciplinary and cultural connections.
- Students can interpret the content of written or audio text (words).
- Students can make meanings from words and expressions.
- Students can communicate interpersonally by speaking with others and by writing to others.
- Students can communicate through spoken presentations and through written presentations



Concepts	Essential Questions	Key Activities May Include:
The Influence of Language and Culture on Identity	<ul style="list-style-type: none"> · Who am I? What determines and defines my identity? · How does one's identity evolve over time? · How does language shape our cultural identity? · How does the art of a community reflect its public identity? 	<p>Read and discuss a play, <i>The Bald Soprano</i>, by Eugène Ionesco</p> <ul style="list-style-type: none"> · Read articles on multiculturalism, pluriculturalism, immigration, racism, and stereotypes · Watch and analyze a film, <i>Le Prénom</i>
Factors that Impact the Quality of Life	<ul style="list-style-type: none"> · In what ways does contemporary life pose specific challenges? · How does where one lives impact the quality of life? · What influences one's interpretation and perceptions of the quality of life? 	<ul style="list-style-type: none"> · Read and discuss articles on marriage/civil union, working and living conditions, and poverty. · Watch and analyze a film, <i>The Class</i>
How Science and Technology Affect Our Lives	<ul style="list-style-type: none"> · What factors drive innovation and discovery in the fields of science and technology? · What role do ethics play in scientific advancement? · What are the social consequences of scientific or technological advancements? 	<ul style="list-style-type: none"> · Present the biographies of influential French scientists and significant discoveries to the class. · Debate controversial issues in science and technology, such as "baby savors" and genetic modifications
Francophone Africa	<ul style="list-style-type: none"> · What are the challenges confronted by Africa today? · What are some important aspects of family values and family life in French-speaking societies? 	<ul style="list-style-type: none"> · What are the challenges confronted by Africa today? · What are some important aspects of family values and family life in French-speaking societies?
Environmental, Political, and Social Challenges	<ul style="list-style-type: none"> · How do environmental, political, and societal challenges positively and negatively impact communities? · What role do individuals play in identifying and potentially solving complex societal issues? · How do challenging issues affect a society's culture? 	<ul style="list-style-type: none"> · Socratic seminar on the environment, climate change, public health, and terrorism. · Read a short story, <i>L'Homme qui plantait des arbres</i>, by Jean Giono. · Watch a film, <i>The Intouchables</i>, and discuss ableism.
Influences of Beauty and Art	<ul style="list-style-type: none"> · How do ideals of beauty and aesthetics influence daily life? · How does art both challenge and reflect cultural perspectives? 	<ul style="list-style-type: none"> · Explore how art influences the quality of life and values in a community through the media. · Discuss social issues in aesthetics, such as eating disorders. · Study Impressionism and the work of Claude Monet.

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Curriculum Guide Overview

Curriculum Guide	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
Curriculum Map	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/ concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
Standards	The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: http://www.doe.mass.edu/frameworks/
Priority Areas	Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.
Content Standards	The Content Standards describe what students should know and be able to do once within the area of mathematics.
Essential Questions	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
Resources	Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.