

AP French Language and Culture – Summer Assignment

Congratulations on making it all the way to AP French Language and Culture! Over the summer, your goal is to become familiar with the **six themes** of the AP French Language and Culture course and the authentic resources available to you on the web.

For your summer assignment, please follow the instructions below:

1. Review the **AP course themes** and **recommended contexts** included at the end of this packet.
2. Search for **six authentic resources** in the target language—**one to match each of the six course themes**. Your six resources should include the following types:
 - a. Two texts (*article, interview, publicité, conte, poème, loi*, etc.)
 - b. Two graphs, charts, or infographics (*graphique, tableau, infographie*, etc.)
 - c. Two audio or audiovisual sources (*podcast, vidéo, reportage, interview, chanson, clip*, etc.)

What are authentic resources?

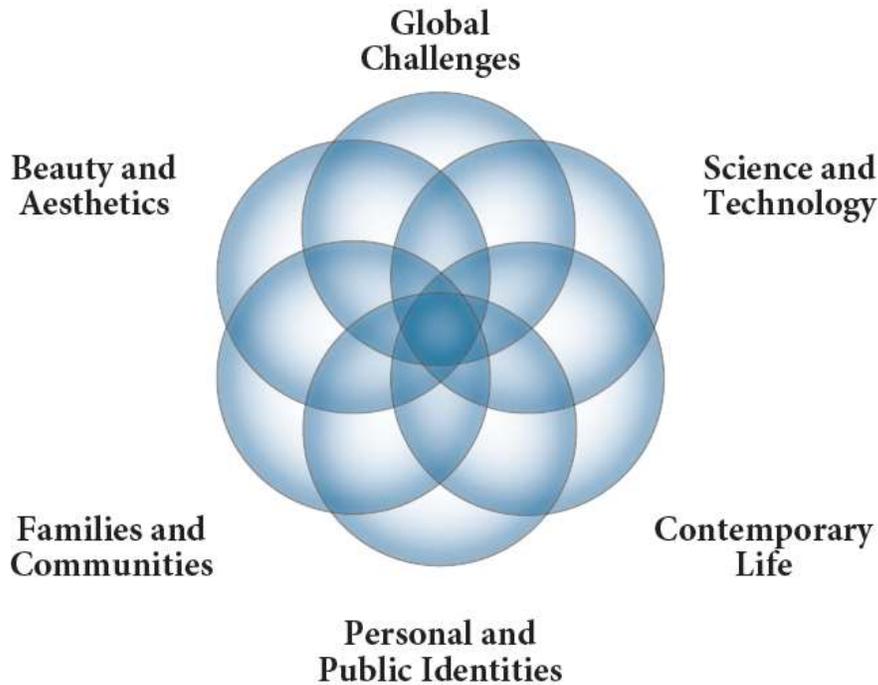
Authentic resources are cultural products **made by speakers of French for speakers of French**. They include excerpts from literature, websites, podcasts, advertisements, newspapers, magazines, graphs, interviews, comics, poems, songs, TV shows, films... pretty much anything that native French speakers might come across in their daily lives. These types of resources are what will be found on the AP Exam. **You can use Google to find them—try typing the French word for the type of resource you are looking for (e.g., *infographie*) combined with the French expression for an AP theme or context (e.g., *santé*)** and see what results come up (use the Google Images tab for infographics). Then, refine your search if you want something more specific. Set your search language to French when you use Google.

3. For **each of the six resources** you found, use a word processor (like Microsoft Word) to...
 - a. Indicate the **AP course theme** that best relates to the resource, as well as the relevant **recommended context**.
 - b. Write an **introductory synopsis** (in complete sentences) that states the type of resource it is, the names of the people involved in creating it, its country of origin, the year it was produced, the general topic that it is about, and a brief summary. Include a functioning link to where the document can be found on the web.
 - c. Write **four interpretive-reading questions** about the resource. Imagine that you are a teacher and you are creating questions for your students. Include comprehension questions but also questions that require critical thinking by asking the reader to draw conclusions. Your classmates will try to answer these questions during webquests next year. If you need a refresher on forming questions, try <https://www.talkinfrench.com/ask-questions-french/>.
4. Finally, **create a website** to share the resources you found. Use a **free website creator** such as www.wix.com or www.weebly.com. Choose a simple, blank template (the fancy templates are harder to use). Your homepage (*Accueil*), should contain a title for your website (*Ressources authentiques pour le cours de français AP*) and a simple introductory message: *Le but de ce site web est de partager quelques ressources utiles pour le cours de français AP*. Then, include a **navigation menu** with six other tabs besides *Accueil*—**one tab for each of the six AP course themes**. When a visitor clicks on each tab, he/she should be able to see your resource for that theme, your introduction of it, and your questions. (Copy and paste the text from your Word document). Publish your website, copy and paste your site's URL address ([http://\[make-up-a-name\].weebly.com](http://[make-up-a-name].weebly.com), for example), and **submit the URL to your teacher by September 10**. Email dchiddo@aacps.org with any questions.

Course Themes

Designing the AP French Language and Culture course around themes creates an interesting, meaningful context in which to explore a variety of language concepts. Themes help teachers integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts. A theme may be used to plan a brief unit of study or a comprehensive unit spanning a greater period of time, or to connect with AP courses in other disciplines.

The AP French Language and Culture course is structured around six themes:



Source: College Board

See the next page for the College Board's **recommended contexts** and **essential questions** for each theme. When referring to the themes and contexts in your website, use the French titles.

Themes, Recommended Contexts, and Overarching Essential Questions

Theme: Global Challenges / *Les défis mondiaux*

Recommended Contexts:

- Diversity Issues / *La tolérance*
- Economic Issues / *L'économie*
- Environmental Issues / *L'environnement*
- Health Issues / *La santé*
- Human Rights / *Les droits de l'être humain*
- Nutrition and Food Safety / *L'alimentation*
- Peace and War / *La paix et la guerre*

Overarching Essential Questions:

- What environmental, political, and social issues propose challenges to societies throughout the world?
 - What are the origins of those issues?
 - What are possible solutions to those challenges?
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Theme: Science and Technology / *La science et la technologie*

Recommended Contexts:

- Current Research Topics / *La recherche et ses nouvelles frontières*
- Discoveries and Inventions / *Les découvertes et les inventions*
- Ethical Questions / *Les choix moraux*
- Future Technologies / *L'avenir de la technologie*
- Intellectual Property / *La propriété intellectuelle*
- The New Media / *Les nouveaux moyens de communication*
- Social Impact of Technology / *La technologie et ses effets sur la société*

Overarching Essential Questions:

- How do developments in science and technology affect our lives?
- What factors have driven innovation and discovery in the fields of science and technology?
- What role does ethics play in scientific advancement?

Theme: Contemporary Life / *La vie contemporaine*

Recommended Contexts:

- Advertising and Marketing / *La publicité et le marketing*
- Education / *L'éducation et l'enseignement*
- Holidays and Celebrations / *Les fêtes*
- Housing and Shelter / *Le logement*
- Leisure and Sports / *Les loisirs et le sport*
- Professions / *Le monde du travail*
- Rites of Passage / *Les rites de passage*
- Travel / *Les voyages*

Overarching Essential Questions:

- How do societies and individuals define quality of life?
 - How is contemporary life influenced by cultural products, practices, and perspectives?
 - What are the challenges of contemporary life?
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Theme: Personal and Public Identities / *La quête de soi*

Recommended Contexts:

- Alienation and Assimilation / *L'aliénation et l'assimilation*
- Beliefs and Values / *Les croyances et les systèmes de valeurs*
- Gender and Sexuality / *La sexualité*
- Language and Identity / *L'identité linguistique*
- Multiculturalism / *Le pluriculturalisme*
- Nationalism and Patriotism / *Le nationalisme et le patriotisme*

Overarching Essential Questions:

- How are aspects of identity expressed in various situations?
- How do language and culture influence identity?
- How does one's identity develop over time?

AP French Language and Culture Summer Assignment

Theme: Families and Communities / *La famille et la communauté*

Recommended Contexts:

- Age and Class / *Les rapports sociaux*
- Childhood and Adolescence / *L'enfance et l'adolescence*
- Citizenship / *La citoyenneté*
- Customs and Ceremonies / *Les coutumes*
- Family Structures / *La famille*
- Friendship and Love / *L'amitié et l'amour*

Overarching Essential Questions:

- What constitutes a family in different societies?
 - How do individuals contribute to the well-being of communities?
 - How do the roles that families and communities assume differ in societies around the world?
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Theme: Beauty and Aesthetics / *L'esthétique*

Recommended Contexts:

- Architecture / *L'architecture*
- Contributions to World Artistic Heritage / *Le patrimoine*
- Ideals of Beauty / *Le beau*
- Literature / *Les arts littéraires*
- Music / *La musique*
- Performing Arts / *Les arts du spectacle*
- Visual Arts / *Les arts visuels*

Overarching Essential Questions:

- How are perceptions of beauty and creativity established?
- How do ideals of beauty and aesthetics influence daily life?
- How do the arts both challenge and reflect cultural perspectives?

AP French Language and Culture Summer Assignment

Your work will be assessed using the presentational writing rubric below.

AP-STYLE RUBRIC – Interpersonal/Presentational Writing

FEEDBACK	EXPECTATIONS
<p>10 Very Strong</p>	<ul style="list-style-type: none"> • Interpersonal: Maintains the exchange with responses clearly appropriate for the task • Presentational: Well-organized with transitional elements • Effective treatment of topic within the context of the task with frequent elaboration • Fully understandable due to clarity of expression; errors do not interfere with meaning • Varied and appropriate vocabulary • Accuracy and variety in grammar and usage with few errors • Control of cultural conventions (formal/informal, greeting/closing) • Variety of simple and compound sentences
<p>9 Strong</p>	<ul style="list-style-type: none"> • Interpersonal: Maintains the exchange with responses generally appropriate for the task • Presentational: Effectively organized with some transitional elements • Generally effective treatment of topic within the context of the task with frequent elaboration • Fully understandable, with some errors which do not interfere with meaning • Varied and generally appropriate vocabulary • Accuracy and variety in grammar and usage with few errors • General control of grammar and usage • Basic control of cultural conventions (formal/informal, greeting/closing) • Simple and compound sentences
<p>8 Good</p>	<ul style="list-style-type: none"> • Interpersonal: Maintains the exchange with responses somewhat appropriate for the task • Presentational: Generally organized with few transitional elements • Satisfactory treatment of topic within the context of the task • Generally understandable with errors that may interfere with meaning • Appropriate but basic vocabulary • Some control of grammar and usage • Partial control of cultural conventions (formal/informal, greeting/closing) with some inaccuracy • Simple and a few compound sentences
<p>7 Fair</p>	<ul style="list-style-type: none"> • Interpersonal: Partially maintains the exchange with responses minimally appropriate for the task • Presentational: Partially organized; no transitional elements • Unsatisfactory treatment of topic within the context of the task • Partially understandable with errors that cause confusion for the listener • Limited vocabulary • Little control of grammar and usage, errors interfere with meaning (includes use of English) • Some cultural conventions (formal/informal, greeting/closing) with inaccuracies • Simple sentences and phrases
<p>6 Weak</p>	<ul style="list-style-type: none"> • Interpersonal: Unsuccessfully maintains the exchange with responses inappropriate for the task • Presentational: Minimally organized ; no transitional elements • Almost no treatment of topic within the context of the task • Barely understandable with frequent or significant errors that interfere with meaning • Minimal vocabulary • Little or no control of grammar and usage, includes use of English • Significantly inaccurate or no cultural conventions (formal/informal, greeting/closing) • Very simple sentences and/or phrases
<p>5 Poor</p>	<ul style="list-style-type: none"> • Attempts to respond in target language but clearly does not respond to the prompt • Mostly restates language from the prompt, providing almost no original content
<p>0 Unacceptable</p>	<ul style="list-style-type: none"> • Provides no response in the target language • Merely restates language from the prompt, providing no original content • “I don’t know” or “I do not understand” or equivalent in any language • No response