

Course Title: AP French Literature

A. Course Objectives

This is an introduction to the different genres of the French literature. Students will have a general understanding of the impact and quality of the French novels, plays, and poetry. Special attention will be given to authors like Jean de la Fontaine, Voltaire, Marguerite Duras, Guillaume Apollinaire, Charles Baudelaire, etc. The class is entirely taught in French. This will help them achieve a high level of oral and written expression, which will range from simple to complex phrases that will allow them to attain proficiency in accordance to National Standards and ACTFL Guidelines.

B. Materials/Resources

Novels:

- Voltaire: Candide
- Guy de Maupassant : Pierre et Jean
- Marguérite Duras: Moderato cantabile

Plays:

- Pierre Corneille: Le Cid
- Molière: L'École des femmes
- Aimé Césaire: Une Tempête

Poetry:

- Joachim Du Bellay : "Heureux qui comme Ulysse a fait un beau voyage," "Si notre vie est moins qu'une journée"
- Louise Labé: "On voit mourir toute chose animée," "Je vis, je meurs: je me brûle et me noye"
- Jean de La Fontaine: "Les Animaux malades de la peste," "Le Chêne et le Roseau," "La Mort et le Bûcheron," "Le Loup et l'Agneau"
- Charles Baudelaire: "Correspondances," "Hymne à la Beauté," "L'Invitation au voyage," "Chant automne," "Spleen" ("Quand le ciel..."), "Recueillement" (From Les Fleurs du mal)
- Guillaume Apollinaire: "Le Pont Mirabeau," "Les Colchiques," "Mai," "Automne"

C. Course Planner

August

- Presentation of Voltaire and his century
- Reading of Voltaire's "Candide"

Students take turns reading the whole novel orally during class periods. This helps the students in pronunciation while the class keeps track of the comprehension.

Worksheets on the novel

- AP exam samples

September

- Practice analytical and creative writing
- Poetry reading of La Fontaine's "Le loup et l'agneau"
- Grammar on terms and expressions used to describe poetry
- Students take turns to critique the poem orally
- AP exam samples

October

- Presentation of Moliere and his century
- Reading of Moliere's "École des femmes"

Students take turns reading the whole play orally during class periods. They will play the role of the characters. This helps the students in their "acting talents" while the class keeps track of comprehension.

- Practice analytical and creative writing
- Worksheets on the novel
- AP exam samples

November

- Presentation of Duras and her century
- Reading of Duras' "Moderato cantabile"
- Students take turns reading the whole novel orally during class periods. This helps the students in pronunciation while the class keeps track of the comprehension.
- Practice analytical and creative writing
- Poetry reading of Apollinaire's "Mai" and "Les colchiques"
- AP exam samples

December

- Poetry reading of Charles Baudelaire's "Correspondances"
- Poetry reading of Labé's "On voit mourir toute chose animée"
- Comparative study of Baudelaire and Lamé's styles
- AP exam samples

January

- Presentation of Césaire and his century
- Reading of Césaire's "Une tempête"

Students take turns reading the whole play orally during class periods. They will play the role of the characters. This helps the students in their "acting talents" while the class keeps track of comprehension.

- Worksheets on the novel
- AP exam samples

February

- Poetry reading of La Fontaine's "Les animaux malades de la peste" and "La mort et le bucheron"
- Presentation of Maupassant and his century
- Reading of Maupassant's "Pierre et Jean"
- Students take turns reading the whole novel while the class keeps track of comprehension
- Worksheets on novel
- AP exam samples

March

- Presentation of Corneille and his century
- Reading of Corneille's "Le cid" is read

Students take turns reading the whole play orally during class periods. They will play the role of the characters. This helps the students in their "acting talents" while the class keeps track of comprehension.

- Poetry reading of Baudelaire's "Correspondances" and "Recueillement"
- Practice analytical and creative writing
- AP exam samples

April

- Poetry reading of Du Bellay's "Heureux qui comme Ulysse a fait un beau voyage" and "Si notre vie est moins qu'une journee"
- Comparison between styles of the same author
- Practice analytical and creative writing
- Poetry reading of La Fontaine's "Le chène et le Roseau" and Baudelaire's "Hymne a la beaute"
- Worksheets on poetry
- AP exam samples

May

- Poetry reading of Baudelaire's "Chant automne"
- Poetry reading of Apollinaire's "automne"
- Comparative study of both authors' work on the same theme
- Poetry reading of Labe's "Je vis, je meurs: je me brule et me noye" and Baudelaire's "Spleen (Quand le ciel...)"
- Poetry reading on Baudelaire's "L'invitation au voyage" and Apollinaire's "Le Pont Mirabeau"
- AP exam samples

D. Teaching Strategies

Active participation is essential in achieving all skills in French. The class will be focusing on the following:

- Reading Comprehension- students acquire new vocabulary by reading diverse printed work, from magazines, newspaper, poetry, song transcripts, etc.
- Written Comprehension/Expression - students improve in written work by practicing to write passages, hereby developing their own way of expression.
- Oral Comprehension – students learn to understand French spoken by different French-speaking people from tapes or by simply meeting them in person or as guest speakers. This is because there is a wide variety on French speakers who come from place like Europe, the Caribbean, Africa, Canada, some islands in the Pacific. These people use different ways of expressing themselves and it is essential for the students to learn to identify and understand them.
- Oral expression – students either work in groups to discuss issues pertaining to our daily lives or they present a topic relating to an article read in the classroom or independently. They also critique literary works read in class.
- We also do have several French clubs: francophone fanatiques, club français, and les gourmands which meet twice a month for each event. These are extra-curricular activities that we organize in order to help students express themselves outside of the classroom setting. This is an addition to the classroom learning as we figured out we need more than just a classroom to express ourselves in a different way. We meet at cafes, at peers’ homes and eat francophone food or watch movies that are discussed after.