Title of Project: *Lettres entre amis*

Subject: AP French / French 6

Grade Levels: 11-12

Abstract: Students will write a series of emails in French to be posted on Edublogs. Each email will treat a specific topic and theme related to the AP French Language and Culture exam (Global Challenges, Family and Community, Science and Technology, Contemporary Life, Personal and Public Identities). In each email, they must both provide and request information, and employ culturally appropriate references. Students will then choose a blog at random each time to read and to which to respond, providing the requested information and requesting even more information (part of the AP French L&C exam requirements). Additionally, students will be assigned a blog to read and critique, providing assistance for the author to achieve higher marks on the AP rubric.

Learner Description/Environment: Students in AP French Language and Culture or French 6 have successfully completed French 4 prior to enrolling in the class. Students at this level must be self-motivated and driven. They must be committed to improving their language comprehension and performance. This project will take place in school computer labs and at the student's home.

Time Frame: This project will take place during the Science and Technology unit, which will last for three weeks. There will be two full class days devoted to the project, one at the very beginning of the unit and one in the middle of the unit. Additional class time may be allocated on block days, but most of the work will be completed by students as part of the unit's homework assignment.

Learner Performances: At the end of the project, the students will gain proficiency in Interpersonal Communication by reading and responding to formal emails on a variety of themes meeting the needs of the AP French Language and Culture exam. These skills reach the Evaluation to Synthesis levels on Bloom's Taxonomy.

Standards Assessed:
<u>**ACTFL Standards of Foreign Language Learning**</u>
Communication: **Communicate in Languages Other Than English**
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2: Students understand and interpret written language on a variety of topics.
Standard 1.3: Students present information, concepts, and ideas to an audience of readers on a variety of topics.
Cultures: **Gain Knowledge and Understanding of Other Cultures**
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Connections: **Connect with Other Disciplines and Acquire Information**
Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons: **Develop Insight into the Nature of Language and Culture**
Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities: **Participate in Multilingual Communities at Home & Around the World**

Standard 5.1: Students use the language both within and beyond the school setting.

College Board Objective: The student engages in written interpersonal communications.
- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student writes formal correspondence in a variety of media using appropriate formats and conventions.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student states and supports opinions in written interactions.
- The student initiates and sustains interaction during written interpersonal communication in a variety of media.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

ISTE NETS-S Standards
1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
   a. Apply existing knowledge to generate new ideas, products, or processes
   b. Create original works as a means of personal or group expression
2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
   a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
   b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
3. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
   a. Identify and define authentic problems and significant questions for investigation
   b. Plan and manage activities to develop a solution or complete a project
4. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
   a. Understand and use technology systems
   b. Select and use applications effectively and productively

The "hook" or Introduction: Students need to first be introduced to the College Board Exam Description for the AP French Language and Culture exam. After seeing the description of the exam, they will view a teacher-created video walking students through a sample email to identify the necessary response techniques. They will also discuss the rubric provided for the email response portion of the exam. Most students will be motivated by seeing that this portion of the exam counts for approximately 10-15% of the overall exam score (this percentage can change as desired by College Board and is not published).

After seeing the exam description, students will be introduced to Edublogs and will see the project description, including due dates.

Process: Students should be introduced to the exam description and the rubrics one week before beginning the project. They should then work as a class with a sample email. This sample could come from the Sample Exam provided by College Board or could be teacher-created. Students will individually write a response to the sample email with a time limit of 20 minutes. They will next work with a partner for 10 minutes on improving their response based on the requirements of the rubric. They will then be scored by a third student using the College Board rubric.

The first week of the project, the class will go to the computer lab. Students will divide themselves equally amongst the 6 themes of the AP French Language & Culture course. They will research a subtopic of their choosing related to their chosen theme. They will then create an email prompt crafted in a format similar to that of the AP exam prompt. A typical prompt could be that that the author is a journalist preparing an article for the local school paper and they would like to include student thoughts and opinions.

The second week of the project, students will return to the computer lab to read and respond to a classmate's email prompt. During this response, students must attempt to provide a response that aims for a 5 on each category of the rubric (with 1 being the lowest and 5 being the highest). This means that they may need to do additional research in order to provide the best possible response.

The third week of the project, students will work at home to analyze both a prompt and a response. They will choose one original prompt, and one response. Using VoiceThread, students will provide feedback via video (preferred), voice, or text on each selection. Feedback should include suggestions for improvement, as well as a formative assessment score based on the rubric. After receiving feedback, students may go back and edit their responses. At the end of the unit, the teacher will assess the students one last time according to the rubric provided by College Board, with additional categories for participation and depth of feedback.

Product: At the end of the unit, students will have produced an email prompt in line with what College Board will provide on the AP Exam, a response to a student-created prompt, and helpful feedback for a third student. This will all be accomplished using blogs via the website Edublogs and feedback via the application VoiceThread. Students will be assessed using the official College Board rubric by classmates and the teacher, with additional categories at the final assessment for participation and feedback.

Technology Resources/Management: For the project to be effective, students need access to a computer with Internet access. In my class, all students have home computers with Internet access. However, in the case of technical difficulties, students have access to computers in the school library (35 desktops for student use) and in every classroom in the building (4 desktops for student use in every classroom), as well as computer labs that will be used twice during the project. Students will interact with each other. Some members of the class have already taken the AP French Language and Culture exam in May 2012, and so are considered as our "in-class experts," capable of providing valuable advice to students who will take the exam in May 2013.

Student Skill Development: Because the French language uses accented characters, students must be able to type using the International Keyboard or be able to insert accented characters using an alternate method (copy and paste, insert character, shortcuts using the alt key, etc.). Students must also be able to demonstrate knowledge of acceptable online communication strategies, including interpersonal communication and constructive feedback skills.

- [Edutopia](#) provides a good resource for basic netiquette for students.
- Formal communication in France is different than in the United States. *French.about.com* provides [several helpful sites](#). [Français en ligne](#) also provides advice and activities for students (or teachers) needing to know more about formal communication in French.

Adaptations for Special Needs: Because AP French Language and Culture is taught entirely in the target language (French), there are no adaptations for ELL students. Students are expected to communicate entirely in French, and are expected to comprehend French at an Intermediate to Pre-Advanced Level according to the [ACTFL Proficiency Guidelines](#). Students with limited sight can use screen magnifiers or adjust the size of the text as needed. Students with physical impairments can use alternative methods of input as needed.

Assessment: Students will be assessed using the rubric for Interpersonal Formal Communication for the AP French Language and Culture Exam. Students will be assessed on both written components of the project by the teacher and by classmates before the final assessment at the end of the project.

Supporting Materials: In addition to the websites listed previously, the following resources will be helpful (attached separately):

- AP Learning Objectives and Rubric – In English
- AP Sample Email Prompt
- AP Released Email Prompt with student samples and College Board explanation of scores from 2012