SYLLABUS DEVELOPMENT GUIDE

AP® French Language and Culture

The guide contains the following information:

Curricular Requirements

The curricular requirements are the core elements of the course. A syllabus must provide explicit evidence of each requirement based on the required evidence statement(s).

Required Evidence

These statements describe the type of evidence and level of detail required in the syllabus to demonstrate how the curricular requirement is met in the course.

Note: Curricular requirements may have more than one required evidence statement. Each statement must be addressed to fulfill the requirement.

Samples of Evidence

For each curricular requirement, three separate samples of evidence are provided. These samples provide either verbatim evidence or clear descriptions of what acceptable evidence could look like in a syllabus.

Curricular Requirements

CR1	The teacher uses French almost exclusively in class and encourages students to do likewise.	*See page:* 3
CR2	The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required units: Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life, and Global Contexts.	*See page:* 4
CR3	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	*See page:* 6
CR4	The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written texts, audio, and visualizations of data, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)	*See page:* 7
CR5	The course provides opportunities for students to practice and develop the skills in Skill Category 2: Speak and write in interpersonal and presentational contexts, as outlined in the AP Course and Exam Description (CED). (Interpersonal and Presentational Modes)	*See page:* 8
CR6	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Demonstrate cultural understanding, as outlined in the AP Course and Exam Description (CED). (Interpersonal and Presentational Modes)	*See page:* 10
CR7	The course prepares students to use French in real-life situations.	*See page:* 12
CR8	The course provides students with opportunities to develop keyboarding skills to type in French.	*See page:* 13
CR9	The course dedicates instructional time and resources to help students develop analytical, research, presentational, and interpersonal skills to complete the course project.	*See page:* 14

Curricular Requirement 1

The teacher uses French almost exclusively in class and encourages students to do likewise.

Required Evidence

- ☐ The syllabus must explicitly state that the course is conducted almost exclusively in French.

Samples of Evidence

1. The syllabus states that "All communication in the AP® French Language and Culture class is conducted in French, and class participation grades reflect the requirement that students use French almost exclusively in the classroom."

2. The syllabus explicitly states that the course is an "immersion experience requiring the use of French exclusively."

3. The syllabus states that the teacher and students speak French almost exclusively in class.

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Curricular Requirement 2

The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required units: Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life, and Global Contexts.

Required Evidence

- ☐ The syllabus must explicitly list the six required course units and describe one or more sample activities and authentic sources per unit.

Clarifying Terms

Course Units: A thematic organizing approach integrating language, interdisciplinary content, and culture that provides context and structure for students to develop their skills in the modes of communication. AP Classroom resources, including the Unit Guides, Personal Progress Checks, etc. are designed around the current six thematic units.

While use of the course units is required, the recommended instructional contexts are only suggestions. Teachers are encouraged to make the course their own as they choose content for each unit.

Samples of Evidence

1. The syllabus explicitly lists the six required units and includes at least one activity and authentic source addressing each unit's theme. For example:
    - **Families and Communities:** Students watch Québécois television shows and listen to podcasts about Québécois families. They then discuss what they have learned about family life in Québéc and compare it to family life in their own community.
    - **Language and Culture:** Read and discuss excerpts from Moroccan literature about tea drinking rituals.
    - **Art and Creativity:** In small groups, students analyze and discuss works of French Impressionism.
    - **Science and Technology:** Students listen to news reports on the internet about scientific advances in French-speaking Africa. Based on what they learn, students try to predict, orally or in writing, the direction of future scientific advances.
    - **Contemporary Life:** Read, discuss, and react in writing to excerpts or short texts about educational issues. Work in groups to create a presentation that explores different aspects of French-speaking school systems around the world.
    - **Global Contexts:** Read and discuss a short story and film adaptation about reforestation in Vanuatu.

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2. The syllabus explicitly lists the six required units and details activities, and the authentic resources used for each unit's theme. For example:
    - Group activities exploring generational conflicts through literary texts and films. (Families and Communities)
    - Class research about local traditional festivities using videos and articles. (Language and Culture)
    - Student presentations about the incorporation of traditional patterns and scenes in contemporary fashion. (Art and Creativity)
    - Debates on the social impact of new communication technologies and social media based on current news sources. (Science and Technology)
    - Writing assignments on health and well-being based on a variety of audio and print sources. (Contemporary Life)
    - Student-focused discussions about access to education based on a French-language documentary film. (Global Contexts)

3. On page 1, the syllabus states: "The course uses interdisciplinary instruction that integrates the recommended instructional contexts of all six units: Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life, and Global Contexts." Each unit includes an essay-writing activity related to the unit's theme that incorporates authentic sources.

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Curricular Requirement 3

Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.

Required Evidence

☐ The syllabus includes at least one example of authentic materials from each of the following types of sources:

1. Audio (e.g., podcasts, radio programs, songs)
2. Visual (e.g., charts, graphs, tables, maps, infographics, photos)
3. Audiovisual (e.g., music videos, films, video clips, TV shows)
4. Written/Print Literary (e.g., plays, short stories, poems)
5. Written/Print Non-Literary (e.g., newspapers, magazines, blogs)

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook is not sufficient.

Clarifying Terms

Authentic Materials: Materials in the target language not originally created for instructional purposes.

Samples of Evidence

1. The syllabus lists multiple occasions where students work with authentic audio-only materials (e.g., songs and podcasts), video materials (e.g., news broadcasts and films), visual materials (e.g., works of art, photographs, promotional ads, infographics, cartoons), literary texts (e.g., novels, plays, short stories, poems, comic books), and non-literary texts (e.g., newspaper and magazine articles, reports, blog entries, social media entries).

2. The syllabus includes a variety of authentic sources in each unit to address one or more unit themes and includes at least one example of each of the following types of sources: audio, visual, audiovisual, literary and non-literary print sources.

3. The bibliography/sources section of the syllabus cites specific authentic sources (e.g., title/author/artist/director/URL/publication date) in each of the five required categories.

   Audio (e.g., songs, podcasts)

   Visual (e.g., photos, art, charts, graphs, infographics)

   Audio-Visual (e.g., feature-length films, documentaries)

   Written/Print Literary (e.g., novels, plays, short stories, poems)

   Written/Print Non-Literary (e.g., newspapers, magazines, blogs)

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Curricular Requirement 4

The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written texts, audio, and visualizations of data, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

- ☐ The syllabus must describe at least two activities designed to address at least one learning objective within Skill Category 1 using an authentic source.

  Skill 1.A: Recognize explicit meaning

  Skill 1.B: Interpret meaning

  Skill 1.C: Synthesize and infer meaning

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook or its table of contents is not sufficient.

Clarifying Terms

Comprehend Text: Describing the literal meaning of the text and data.

Interpretive Mode: Making meaning of written, print, visual, audiovisual, and audio texts.

Samples of Evidence

1. The syllabus includes activities in which students summarize information from an authentic print and/or an audio source (e.g., newspaper article, podcast). For example, students listen to podcasts on family life in modern French-speaking societies and later they answer questions about what they have learned in writing or through discussion using relevant details.

2. The syllabus describes activities in which students must reference authentic sources they have read/watched in the target language to argue a point of view in the written form. For example, students read an article, identify data points in an infographic, and/or watch/listen to a video on the topic of technology in different communities and have to write an opinion piece for the class online magazine on the impact of technology in today's world using the source(s) given.

3. Students answer questions spontaneously referring to authentic documents they have previously consulted (text, audio or visualization of data). For example, students consult the visualizations of data on hobbies in different communities speaking the target language which includes the budget and free time associated with each hobby. They then have to infer information about the different trends.

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Curricular Requirement 5

The course provides opportunities for students to practice and develop the skills in Skill Category 2: Speak and write in interpersonal and presentational contexts, as outlined in the AP Course and Exam Description (CED). (Interpersonal and Presentational Modes)

Required Evidence

- ☐ The syllabus must describe at least one spoken and one written activity, or series of activities, to address learning objectives within Skill Category 2.

  Skill 2.A: Use language that aligns with the communicative purpose and context

  Skill 2.B: Make communication comprehensible for the intended audience

  Skill 2.C: Share ideas, information, and opinions about familiar and researched topics

  Skill 2.D: Apply organizational and rhetorical strategies

Clarifying Terms

Spoken Interpersonal Communication: Direct (face-to-face or synchronous) oral communication between individuals who exchange information and negotiate meaning.

Written Interpersonal Communication: Direct written communication between individuals who exchange information and negotiate meaning.

Spoken Presentational Communication: One-way oral communications to an audience.

Written Presentational Communication: One-way written communications to an audience.

Samples of Evidence

1. The syllabus describes at least one activity in which students prepare in writing and then present a skit, a role-play, a scene from a play, or a dramatization of an authentic text related to one of the required course units matching tone and register to the context of the dialogue. In a different context, students enact a scene from a play and spontaneously continue the scene after the given script has ended respecting the tone and register previously established in the scene.

2. The syllabus describes at least one activity in which students prepare and present a short cultural presentation about traveling to a French-speaking country or area, focusing on one of the AP French Language and Culture units and instructional contexts, and referring to authentic sources originally written/recorded in French that the student will have researched, studied, and summarized in writing. This may be done various times throughout the course. For example, one month, students are assigned holidays and festivities; the next, they may be assigned important architectural structures, monumental inventions, etc. The student audience will prepare questions to ask the presenter for more information about the topic.

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3. The syllabus describes at least one activity in which students participate in a message board exchange. Students will post a question or opinion on a unit or context prompted by a document they had to watch, read, or listen to. They will participate in a written exchange on the topic, referring to the document as needed or adding new authentic sources in the target language to support their argument and give specific examples, using appropriate transitions and grammatical structures. For example, the students are given three sources that they can consult on the topic "The interactions between the natural world and urban and rural communities" such as an article, an interview, and an infographic page. They have to use one or more of the sources given or similar authentic source(s) in French to spark or continue a written conversation that falls within the given topic. The following class, students continue that conversation as a live, in-class debate.

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Curricular Requirement 6

The course provides opportunities for students to practice and develop the skills in Skill Category 3: Demonstrate cultural understanding, as outlined in the AP Course and Exam Description (CED). (Interpersonal and Presentational Modes)

Required Evidence

- ☐ The syllabus must describe one or more activities to demonstrate how each learning objective in Skill Category 3 is addressed.

  Learning Objective 3.A.1: Describe cultural products, practices, and perspectives.

  Learning Objective 3.A.2: Compare cultural products, practices, and perspectives among distinct communities.

  Learning Objective 3.A.3: Reflect on the significance of cultural products, practices, and perspectives.

Note: The syllabus can describe a single activity to address all three learning objectives or multiple activities to address each learning objective independently or two learning objectives in combination.

Samples of Evidence

1. Students participate in a class blog on selected topics related to the course units. Students are required to post responses to a question posed by the instructor and then respond to other students' entries asking for clarifications and suggesting further ideas. After listening as a class to a podcast about the importance of art in Haitian culture, the instructor could ask the following questions: *Quelles sont les formes d'art les plus présentes en Haïti?* (products and practices) *Quels sont les enjeux de l'art?* (perspectives)

   In a different activity, students read a study with infographics and an article on the types/frequency (products and practices) and the role (perspectives) of sports on the well-being and community belonging of the youth in Québéc. They then compare this with the role of sports for young people in their own community in a brief recording.

   In a separate activity, students will watch a documentary excerpt about *la régate de Saint-Louis*, a dugout canoe race in Senegal. Students take notes, reflect, and write a brief essay on the logistics of the race (products), the involvement and significance for the participants and spectators (practices), and impact of the race in the community and what broader aspects of Senegalese culture it highlights (perspectives).

2. Students compare the information commonly required on a French-language resume with what is required on a resume in the United States (products). After a class discussion of the specific differences (practices) and their cultural contexts (perspectives), students write an essay on which format they prefer and why. (LO 3.A.2 and LO 3.A.3)

   In another activity, students go around the room and observe different photos representing daily life in Senegal through its cultural products, practices, and perspectives (e.g., a meal with its products (thieboudienne with all locally sourced ingredients), practices (community eating together off a very large plate) and perspectives (all are invited to join in the meal, more food is made for potential additional guests). They choose a photo and read the keywords. Then, each student, one by one, describes the image to the group using the keywords given while others take notes. (LO 3.A.1)

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3. Students research (using a minimum of two authentic sources) and take notes describing their findings on the cultural products, practices, and perspectives of the target Francophone culture. Then, they prepare an oral presentation comparing aspects of the target culture with their own culture, such as the health system, free time activities, politics, art and music, recycling, or regional food. In their conclusion, students reflect on the impact of the differences in both communities on the population and the economy. For example, French legal residents have universal health coverage through a public system (products) while U.S. citizens primarily rely on private medical insurance provided by their employers. Students could be asked to research both systems, then compare the pros and the cons (practices) and reflect on the significance of the impacts they have on the population and the economy of both communities (perspectives).

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Curricular Requirement 7

The course prepares students to use French in real-life situations.

Required Evidence

- ☐ The syllabus demonstrates that students use French in the classroom or beyond in real-life situations. Simply stating a list of real-life situations is not sufficient.

Samples of Evidence

1. The syllabus includes information about a yearlong partnership between the class and students in a French-speaking high school to provide regular opportunities for real-life language use through an email or a synchronous/asynchronous video exchange.

2. In class, students demonstrate table manners utilized in France (e.g., placement of hands) during a simulated meal with a host family.

3. The syllabus states that students attend (in person or by viewing online) lectures, film nights, performances, or other cultural events conducted in French, for which they provide written reviews for the class blog and/or brief oral summaries of the events.

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Curricular Requirement 8

The course provides students with opportunities to develop keyboarding skills to type in French.

Required Evidence

- ☐ The syllabus must include at least one type of activity practiced regularly that integrates keyboarding skills, especially the use of diacritics or special characters, as part of developing communicative competence in French.

Samples of Evidence

1. Students use diacritics and special characters when writing emails in French. For example, students write an email to a person or organization requesting information about a course project.

2. Students type in French, for practice and as part of assessments. For example, students use diacritics and special characters when completing writing activities in AP Classroom.

3. The syllabus describes activities that simulate real-life situations where students have to type to communicate in French using accents and special characters. For example, students create a digital brochure in French advertising a study abroad option.

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Curricular Requirement 9

The course dedicates instructional time and resources to help students develop analytical, research, presentational, and interpersonal skills to complete the course project.

Required Evidence

- ☐ The syllabus must include an explicit statement confirming that at least fifteen 45-minute class periods, or their equivalent, are dedicated to the course project (as outlined in the Course Project Manual). In particular, time must be specifically dedicated to research, guiding students through creating a written reflection, completing a Personalized Project Reference, and practice of the Project Presentation and Project Q&A.

Clarifying Terms

Equivalent Class Time: At least 11 hours (the approximate clock time that equals the minimum 675 minutes) in the classroom.

Samples of Evidence

1. In the spring semester, fifteen 45-minute class periods or equivalent will be designated for students to complete the components of the course project (e.g., research, written reflection questions, Personalized Project Reference, practice Project Presentation, and practice Project Q&A).

2. Students will spend the required 11 hours working on the course project components, including research, the written reflection questions, Personalized Project Reference, practice Project Presentation, and practice Project Q&A.

3. The course includes fifteen 45-minute class periods for students to work on the parts of the course project—including but not limited to research, written reflection questions, Personalized Project Reference, practice Project Presentation, and practice Project Q&A.

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