AP® French Language and Culture

Curricular Requirements

CR1	The teacher uses French almost exclusively in class and encourages students to do likewise.	*See page:* 2
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 pages:* 2, 4, 5, 7, 8, 9, 10
CR3	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	*See pages:* 4, 5, 6, 7, 8, 9, 10
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 pages:* 4, 5, 6, 7, 8, 10
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 Course and Exam Description (CED). (Interpersonal and Presentational Modes)	*See pages:* 3, 5, 6, 8, 9, 10
CR6	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Demonstrate cultural understanding, as outlined in the Course and Exam Description (CED). (Interpersonal and Presentational Modes)	*See pages:* 4, 5, 6, 8, 9, 10
CR7	The course prepares students to use French in real-life situations.	*See pages:* 2, 4, 6, 7, 8, 9, 10
CR8	The course provides students with opportunities to develop keyboarding skills to type in French.	*See page:* 2
CR9	The course dedicates time and support to help students build analytical, research, presentation, and interpersonal skills necessary to complete the course project.	*See page:* 3

AP French Language and Culture Sample Syllabus #2

Course Overview:

The AP® French Language and Culture college-level course is a rigorous course taught almost exclusively in French and requires students to do likewise. `CR1` The course requires students to improve their proficiency across the three modes of communication, and the three skill categories. The course focuses on the integration of authentic resources—including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and a combination of visual/print resources such as charts, tables, and graphs—all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication.

Organization:

The course is organized to provide 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. `CR2` These units align with the Course and Exam Description (CED) Unit Guides, draw on recommended contexts and subthemes, and are framed by topic and essential questions. They also integrate AP Classroom resources and Personal Progress Checks. Cultural elements are embedded throughout, ensuring that activities highlight the products, practices, and perspectives of the target culture. It is assumed that students have prior exposure to advanced language structures through their previous coursework; however, review of key mechanics is provided within the contextual framework of each unit as needed.

Real-Life Language and Culture:

Both in and outside of class, students are required to engage in real-life "research" activities to enrich their French language and culture experiences. Per unit, options will be suggested, but are not limited to: attending an art exhibit, concert, play or film; preparing a meal while following recipes written in French; regular correspondence or interviews through email, WhatsApp, Face Time etc. with heritage speakers; viewing of important events involving target language speakers, such as a president's acceptance speech or a national celebration of a country's independence. Students must provide acceptable evidence of their engagement. `CR7` Additionally, students will regularly practice keyboarding skills for typed French, developing accuracy and fluency with accent marks, special characters, and French punctuation conventions—essential for authentic digital communication. `CR8`

CR1
The syllabus must explicitly state that the course is conducted almost exclusively in French.

CR2
The syllabus must explicitly list the six required course units and describe one or more sample activities and authentic sources per unit.

CR7
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.

CR8
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.

Thematic Units—Projects and Tools to Support a Task-Based Approach to Student Learning Through Research with a Purpose:

Students engage in an ongoing project where they assume the role of ambassador for a French-speaking country, region, territory, or community. At part of each unit, students research their chosen location and share their findings with the class through Google Slides presentations. Students develop portfolios that remain accessible to the class, allowing everyone to explore the unit's main themes and related concepts through the unique lens of each community represented.

The ongoing project mirrors the AP course project. In each unit, the topic and its essential question will first be explored collectively by the entire class through the study of at least six resources, accompanied by related interpretive and interpersonal activities such as group discussions analyzing perspectives, graphic organizers to compare/contrast information, quick writes or responses, emails, collaborative posters or mind-maps, peer review or feedback sessions, etc. The interactive activities also help students practice both asking and answering questions with multiple classmates. Students will then complete either an argumentative essay or a written reflection.

In the next phase of the unit project, students will conduct individual research in their chosen community on additional factors connected to the unit topic and deliver an oral presentation on their findings. As part of the research process, students will complete a source-gathering graphic organizer like the one below for each researched resource. This exploration will culminate in an oral presentation of one or two sources in the first quarter, and 2 or 3 sources in the second quarter. Students will prepare at least one slide of their research to add to their ambassador Google Slide folder. The presentation will be followed by a Q&A session. **CR5**

In the Spring semester, fifteen 45-minute class periods or equivalents will be designated for students to complete the components of the **course project** (i.e., written reflection, Personalized Project Reference, practice Project Presentation, and practice Project Q&A). **CR9**

CR5
The syllabus must describe at least one spoken and one written activity, or series of activities, to address learning objectives within Skill Category 2.

CR9
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.

Course Structure

Unit 1: Families and Communities CR2

Stage 1: Introduction Activity — All Types of Networks Matter

Suggested Activities:

a. Brainstorm in small groups: Who are the important people in your life and why?

b. Anonymous writing: Students write one sentence about a support network (friend, family, adult, club, etc.) on a card.

c. Create a classroom "network wall" with all these cards representing positive support systems.

Stage 2: Whole-Class Exploration of Resources and Sample Activities

1. Infographic : Qu'est-ce qui réunit les Français ? CR3
   a. Summarize the main data orally. CR4
   b. Discuss which networks unite your own life.

2. Literary Excerpt : *Aux Champs*, Guy de Maupassant CR3
   a. Read and answer questions about the description of rural families. Identify core values transmitted (via family or community). CR4
   b. Act out a family conversation taken from the text.
   c. Write an exchange of messages between members of a family discussing urban vs. country life. CR7
   d. Write a brief paragraph comparing this portrayal of family to your own community. CR6

3. Parlons jeunesse (YouTube) CR3
   a. Identify orally the forms of youth engagement. CR4
   b. Dialogue in pairs on why engagement is important for youth.
   c. Exchange in writing in a chat or forum about the role of young people in the community. CR6

4. Les chiffres clés de la jeunesse, INJEP CR3
   a. Analyze statistics showing diverse engagements. CR4
   b. Discuss or exchange emails about youth engagement across backgrounds. CR6
   c. Argue orally or in writing about the importance of diverse networks for youth well-being.

Stage 3: Final Writing Task – Students choose any group or person important to them.

▪ Reflective writing or argumentative essay: Quel est le rôle des liens familiaux, amicaux et communautaires dans le bien-être et la cohésion des sociétés francophones ? Quelle est leur importance et leur impact? CR6

▪ Sources – Article : Dans cette résidence senior près de Rouen, un appartement gratuit pour les étudiants ; Infographic : Qu'est-ce qui réunit les Français ? et, Video (audio source) : Parlons jeunesse - YouTube CR3

Stage 4: Research

▪ Each student ambassador prepares a research plan, researches and prepares an oral presentation on at least 3 of the following 7 factors (Quarter 1 – only 1 factor required in the presentation, but source organizer required for at least 3):

   ◆ Types of support networks (family, friends, mentoring, clubs, etc.)
   ◆ Youth or individual engagement in a community
   ◆ Relationships between generations and backgrounds

CR3
The syllabus includes at least one example of authentic materials from each of the following types of sources:
1. Audio
2. Visual
3. Audiovisual
4. Written/Print Literary
5. Written/Print Non-Literary

CR4
The syllabus must describe at least two activities designed to address at least one learning objective within Skill Category 1 using an authentic source.

CR6
The syllabus must describe one or more activities to demonstrate how each learning objective in Skill Category 3 is addressed.

- Traditions and community events for families
- Social supports (benefits, parental leave, initiatives)
- Impact of diversity or immigration
- Media and cultural representations of family and community

Stage 5: Presentation and Q&A CR5

- a. Each student ambassador prepares an oral presentation of up to 3 minutes.
- b. Students work in groups to brainstorm possible general questions that could be asked to the group after each presentation.
- c. Whole-class/group/video/individual presentation followed by Q&A.

Unit 2: Language and Culture CR2

Stage 1: Introduction Activities – Understanding Language and Culture

Suggested Activities:

- a. "Index Cards" Interactive Wall: As students arrive, give each a blank "index card." Ask them to write three words that represent *their* cultural or linguistic identity. Collect and post cards on a wall or digital board. Debrief: *Comment la langue et la culture façonnent-elles ce que nous sommes ? / Que ressentez-vous quand vous partagez votre identité de cette manière ?*
- b. Graphic organizer on linguistic identity (languages spoken, registers, contexts).
- c. Discussion on personal language use variations (formal French, slang, etc.).

Stage 2: Core Resource Exploration

1. Vidéo – Comment est née la langue française ? CR3
   - a. Watch and answer comprehension questions on the origins and evolution of French. CR4
   - b. In pairs, discuss what languages you hear in your family/community and compare to the video's portrayal of French evolution. CR6
   - c. Prepare a short timeline summing up the key stages of French language history as shown in the video.

2. Infographies – Le français, 5e langue mondiale CR3
   - a. Analyze one of the infographics and list three surprising facts or statistics about the French language in the world. CR4
   - b. Write a chat message or email to a (fictitious) student in a Francophone country, sharing your favorite discovery or statistic.
   - c. Present statistics from the infographics to the class and explain the significance for linguistic diversity.

3. Carte Interactive – Langues régionales de France CR3
   - a. Students select two regional languages from the interactive atlas and listen to their audio samples. They take notes on pronunciation, unique sounds, and any recognizable words or expressions. What differences or similarities do you notice compared to standard French? Are there any words or sounds that remind you of another language you know? CR6
   - b. In pairs or small groups, students "specialize" in one regional language, practice the greetings or basic phrases from the audio samples, and teach those expressions to classmates. Present your chosen language by teaching classmates how to say "hello," "goodbye," and another phrase.
   - c. Discuss as a group how learning even a few words can make you feel part of a new community.

4. Article – Une brève histoire du joual (*Babbel* magazine)
    a. Answer comprehension questions revealing the social and cultural context of joual.
    b. Exchange chat messages "en joual" and then in standard French, discussing how language shifts in context.
    c. Debate: Is joual "real" French? Should it be taught or standardized?

5. Chanson – Aiti Se par Mikaben
    a. Listen and guess the meaning of several words in Kreyòl using context and cognates.
    b. Write questions to ask a Haitian classmate about the song's themes or language, then exchange and respond.
    c. Choose two lyrics from "Aiti Se" that showcase Haiti's language (French/Kreyòl), landscape, traditions, or values.

6. Article et photo – Les fêtes champêtres 2024 (Haïti Progrès)
    a. Read and summarize how a fête champêtre expresses local/linguistic identity.
    b. Compare this Haitian festival to festivals in your own or your family's background.
    c. Compose a paragraph or infographic comparing traditions and what language reveals about values.

Stage 3: Final Writing Task

- Reflective writing or argumentative essay: *Doit-on considérer la langue française uniquement comme un moyen de communication, ou bien comme un vecteur essentiel d'identité et de diversité culturelle dans le monde francophone ?*

Stage 4: Research

- Each student ambassador prepares a research plan, researches, and prepares an oral presentation on at least 3 of the following 7 factors (only 2 factors required in the presentation, but source organizer required for at least 3):
    - History and evolution of the main language(s)
    - The role of regional varieties/slang/creole
    - Debates about language use/policy
    - Music/media and identity
    - Festivals/events that reveal language's role
    - Youth and linguistic innovation
    - Language and social inclusion

Stage 5: Presentation and Q&A

    a. Each student ambassador prepares an oral presentation of up to 3 minutes.
    b. Students work in groups to brainstorm possible general questions that could be asked to the group after each presentation.
    c. Whole-class/group/videoed/individual presentation followed by Q&A.
    d. Whole-class reflection: How do the examples you learned help answer the essential questions on linguistic particularities and diversity?

Unit 3: Art and Creativity CR2

Stage 1:

1. In pairs or small groups, brainstorm and discuss these questions:
   a. Can you think of a piece of art or music that changed something in your community or country?
   b. How do artists use images, music, or words to express their community's uniqueness?
   c. What messages about identity or values do you notice in any famous painting, festival, city architecture, or poem?
   d. Have you seen art used to promote a cause or celebrate traditions?

Stage 2: Exploration collective

1. *Cat's Eyes* series bande-annonce CR3
   a. Visual Analysis: Identify and describe the main characters introduced in the trailer. What visual clues tell you about their personalities or roles? CR4
   b. Mood and Setting: What kind of atmosphere does the trailer create? Note the use of colors, music, and lighting. How does it reflect the tone of the series? CR4
   c. Vocabulary Focus: List 5 new words or expressions related to animation, action, and mystery. Use a French dictionary to find meanings and share with a partner.
   d. Prediction: Based on the trailer, predict what kinds of stories or conflicts might arise in the series. Explain your ideas in small groups.

2. Interview with series' producers CR3
   a. Summarize the producer's vision for the new series. CR4
   b. Compare this vision to your own expectations after watching the trailer.
   c. Create a list of five questions you would ask the production team. CR7

Stage 3: Written Reflection or Essay

Prompt: How does the series *Cat's Eyes* reflect the tensions between beauty, identity, and justice in contemporary society? Support your argument with the article, an interview, and the trailer.

Sources:
Article from *Le Monde*
Interview of Tsukasa Hôjô or production team
Bande-annonce or promotional clips CR3

Stage 4: Research

- Each student ambassador prepares a research plan, researches, and prepares an oral presentation on at least 3 of the following 10 factors:
  - Bandes dessinées et/ou Manga
  - Female heroes
  - Monuments
  - Public Art
  - Art Museums (and their collections)
  - Artistic Movements and Styles
  - Street Art and Graffiti
  - Art Festivals and Cultural events
  - Digital and New Media Art
  - Preservation and Restitution of Cultural Heritage

Stage 5: Presentation and Q&A `CR5`

> a. Each student ambassador prepares an oral presentation on at least 3 factors of up to 3 minutes.
>
> b. Students work in groups to brainstorm possible general questions that could be asked to the group after each presentation.
>
> c. Whole-class/group/videoed/individual presentation followed by Q&A
>
> d. Whole-class reflection: How do the examples you learned help answer the essential questions on linguistic particularities and diversity?

Unit 4: Science and Technology `CR2`

Stage 1: Introductory Activity

a. Mindmap: Brainstorm and discuss what "science" and "technology" mean in daily life, particularly in Francophone regions.

b. Use a short video excerpt from the podcast *POLYGRAM* (Institut Polytechnique de Paris) or a brief news segment about technological innovation in Francophone countries.

Stage 2:

- Video: "L'avènement des réseaux sociaux : quel impact sur notre société ? (Le Débat)" (YouTube, 2024) (9:10–11:40 segment) Côte d'Ivoire `CR3`

  > a. Note major opinions on social media impacts. `CR4`
  >
  > b. Role-play video stakeholders discussing social media's benefits and drawbacks. `CR7`
  >
  > c. Present your group's position to the class.

- Video: "La jeunesse ivoirienne fait-elle bon usage des réseaux sociaux ?" (YouTube, 2024) `CR3`

  > a. Take notes using a pro/con chart about social media use among Ivorian teens. `CR6`
  >
  > b. Discuss differences/similarities with social media habits in your own community. `CR6`

- Infographics: "Technologies d'avant-garde : quels pays sont les mieux préparés ?" (Statista) `CR3`

  > a. Analyze statistical data to compare technological preparedness among countries.
  >
  > b. Discuss reasons for differences in groups.
  >
  > c. Devise recommendations for Francophone countries to improve tech readiness.

Stage 3: Written reflection or Argumentative Essay Question

How are science and technology impacting the cultures, societies, and education systems of Francophone communities? Using evidence from the article "L'intelligence artificielle : 'Nous aspirons à un journalisme augmenté…'" (*Le Monde*), the video "L'avènement des réseaux sociaux : quel impact sur notre société ?" (YouTube), and the article "Le Sénégal forme ses étudiants au numérique" (*Senegal Mouvement*), develop an argument on the benefits and challenges of technological innovation in the Francophone world.

Stage 4: Research Factors (Ambassador Role)

a. Digital education initiatives

b. Efforts to bridge the digital divide between urban and rural populations

c. Influence of technology on language preservation and evolution

d. Government policies concerning technology regulation and innovation incentives

e. Use of technology in healthcare, access, and delivery

Stage 5: Presentation and Q&A `CR5`

    a. Each student ambassador prepares an oral presentation on at least 3 factors of up to 3 minutes.

    b. Students work in groups to brainstorm possible general questions that could be asked to the group after each presentation.

    c. Whole-class/group/video/individual presentation followed by Q&A.

Unit 5: Contemporary Life `CR2`

Stage 1: Introductory Activity

1. Mindmap: Brainstorm and discuss what "contemporary life" means for youth and adults in various Francophone societies today. Small groups create mind maps connecting work, family, media, technology, and values in daily life.

2. Video/audio prompt: "Métro Boulot Dodo" by Genoux Vener `CR3`

    a. Identify main themes regarding daily routines and societal pressures.

    b. Discuss: To what extent does this song reflect or differ from your experience?

Stage 2: Core Resource Work

1. Infographic: Classement des pays avec le meilleur équilibre vie professionnelle/vie privée `CR3`

    a. Analyze and compare statistics across countries. `CR6`

    b. Group discussion: What cultural factors explain these differences? `CR6`

2. Audio/podcast: Roland Garros: Un public en pleine mutation, de la TV à TikTok `CR3`

    a. Take notes on how the media have changed public engagement.

    b. Pair discussion: Has social media helped or hurt event culture?

    c. Create a mock social media campaign to attract a diverse youth audience to a traditional event. `CR7`

Stage 3: Written Reflection or Argumentative Essay

How are media, technology, and cultural beliefs reshaping work, success, and identity in Francophone societies? / *Comment les médias, la technologie et les croyances culturelles transforment-ils le travail, la réussite et l'identité dans les sociétés francophones ?*

    a. Use evidence from the film *À Plein Temps*, the infographic, the article (*Le Monde*), and the podcast (Roland Garros) to develop your argument. Make sure to address benefits and challenges. Cite evidence from at least 3 resources.

    b. Peer review and revision.

Stage 4: Research Factors (Ambassador Role)

▪ From the following 7 factors, each student will select at least 3 factors to investigate in their Francophone ambassador country/community and present:

    ♦ Work culture and professional success perceptions

    ♦ Urban vs. rural: digital divides and access to opportunity

    ♦ Balancing tradition/modernity in everyday life

    ♦ Government or workplace policies on work-life balance

    ♦ Access to leisure, sports, or arts

    ♦ Economic challenges to "quality of life"

    ♦ Political or media engagement of youth.

Unit 6: Global Contexts `CR2`

Stage 1: Introduction

    a. Students share personal experiences about national parks, including how they traveled there. Discuss which parks they would most like to visit and why.

    b. Dialogue about why national parks were created and the roles they play today.

Stage 2:

1. Article: Les missions des parcs nationaux de France `CR3`

    a. Note park goals and strategies for conservation. `CR4`

    b. Discuss and negotiate how to best balance conservation efforts, tourism, and community interests.

    c. Students write a letter or proposal to a park administration suggesting improvements or ideas related to one park mission. `CR7`

2. Websites: Part A: Parc national des Calanque s `CR3`

    a. Each team researches the geographical features, biodiversity, and unique characteristics of each park. They should also research how to get to the parks, and what kind of transportation is needed.

    b. Regroup in mixed teams to create a comparative chart or poster showing the differences and similarities in flora, fauna, and habitat types between the two parks.

    c. Students role-play as park rangers, local community members and/or conservationists to discuss and debate how to balance wildlife protection, tourism, and local livelihoods. `CR7`

3. Websites: `CR3`

    ◆ Six teams explore:

        1. Activités et actualités

        2. Nos équipes

        3. CIESDI and Développement Durable

        4. Initiatives Internationales

        5. FSF et les médias

        6. Nos formations.

        Then, they summarize and present key information.

Stage 3: Written Reflection

Stage 4: Each student conducts further research on at least 3 factors:

- Local transportation infrastructure and accessibility
- Sustainable tourism
- Community engagement and participation in park governance, conservation, and natural heritage
- Economic effects of tourism and transportation
- Historical and cultural perspectives
- Innovative solutions
- Planning projects

Stage 5: Presentation and Q&A `CR5`

    a. Each student ambassador prepares an oral presentation on at least 3 factors of up to 3 minutes.

    b. Students work in groups to brainstorm possible general questions that could be asked to the group after each presentation.

    c. Whole-class/group/videoed/individual presentation followed by Q&A.