

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).

The Unit Guides and the “Instructional Approaches” section of the *AP[®] French Language and Culture Course and Exam Description (CED)* may be useful in providing evidence for satisfying these curricular requirements.

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.

Clarifying Terms

These statements define terms in the syllabus development guide that may have multiple meanings.

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.	<i>See page:</i> 3
CR2	The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.	<i>See page:</i> 4
CR3	The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.	<i>See page:</i> 6
CR4	The course provides opportunities for students to make cultural comparisons.	<i>See page:</i> 7
CR5	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	<i>See page:</i> 8
CR6	The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text.	<i>See page:</i> 9
CR7	The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections.	<i>See page:</i> 10
CR8	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written and audio text.	<i>See page:</i> 11
CR9	The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions.	<i>See page:</i> 12
CR10	The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others.	<i>See page:</i> 13
CR11	The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others.	<i>See page:</i> 14
CR12	The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations.	<i>See page:</i> 15
CR13	The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations.	<i>See page:</i> 16
CR14	The course prepares students to use the target language in real-life situations.	<i>See page:</i> 17

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.

Curricular Requirement 2

The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.

Required Evidence

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

Samples of Evidence

1. The syllabus explicitly lists the six required themes and includes at least one activity and authentic source addressing each theme. For example:
 - **Families and Communities:** Students watch French television shows and listen to podcasts about French families. They then discuss what they have learned about family life in France and compare it to family life in their own community.
 - **Personal and Public Identities:** Read and discuss excerpts from *Kiffe kiffe demain* (Faiza Guene) and *Le Racisme expliqué à ma fille* (Tajar Ben Jelloun).
 - **Beauty and Aesthetics:** In small groups, students analyze and discuss *Olympia* (Manet) and/or *La Grande Jatte* (Seurat) to highlight what they have learned about French Impressionism.
 - **Science and Technology:** Students listen to news reports online about scientific advances in France. 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 from *Chagrin d'école* (Daniel Pennac) and excerpts from *L'Enfant noir* (Camara Laye). Based on these works and other shorter texts about educational issues, work in groups to create a presentation that explores different aspects of the French school system.
 - **Global Challenges:** Read and discuss *L'Homme qui plantait les arbres* (Giono) and then view and discuss the film based on the text.
2. The syllabus explicitly lists the six themes and explains how each theme is specifically developed by detailing activities and the authentic resources used for each theme.

For example:

 - Group activities exploring generational conflicts through literary texts and films (**families and communities**)
 - Class discussions about national identity using maps, public opinion surveys, and a variety of expository texts (**personal and public identities**)
 - Student presentations about the impact of advertising on concepts of beauty and body image through a study of advertisements for clothing and weight-loss products (**beauty and aesthetics**)
 - 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 of war and human rights based on a documentary film (**global challenges**)

3. On page 1, the syllabus states, “The course organizes thematic interdisciplinary instruction into units that include all six required course themes: family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.”

Each thematic unit outlined in the syllabus includes activities based on authentic sources.

Curricular Requirement 3

The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

Required Evidence

- The syllabus must describe **at least two activities** that focus on developing an understanding of cultural perspectives as revealed in the products and/or practices of the culture.

Clarifying Terms

Products: both tangible (clothing, food, a literary work, a monument) and intangible items (a law, an educational system) created by the target culture

Practices: customs, routines, and patterns of social interaction representative of the target culture

Perspectives: values, attitudes, and assumptions that underlie both practices and products but that are less readily evident to the observer

Samples of Evidence

1. The syllabus includes a unit in which students study citizenship laws (**products**), examine the effects of their enforcement on the lives of immigrants (e.g., voting rights, marriage, healthcare) (**practices**), and discuss what it means to be a citizen (**perspectives**).
2. The syllabus includes a unit on rites of passage (**practices**) and the cultural perspectives that inform them (**perspectives**), based on authentic written sources (**products**).
3. Students research different recipes and foods of a target language country (**products**) and develop a presentation or video for the class demonstrating how that target culture prepares and shares a meal (**practices**). Their presentation should compare target culture attitudes toward meals and meal-taking to those in their own community (**perspectives**).

Curricular Requirement 4

The course provides opportunities for students to make cultural comparisons.

Required Evidence

- The syllabus must describe **at least two activities** in which students make cultural comparisons.

Samples of Evidence

1. Students will read original stories from Birago Diop's *Les contes d'Amadou Koumba*, looking for instances in which Diop includes indigenous words and colloquial expressions that students can compare to language and expressions used in other narratives written in French.

Students compare the importance of music in a French-speaking community to that in their own or another community.

2. Students learn about the role of public transportation in French-speaking countries in comparison with the role public transportation plays in their home country.

After viewing videos of French comics or commercials, students compare humor in a French-speaking community with which they are familiar to in their own or another community.

3. For a reflection-based essay, students compare the school system in the target culture with that in their own culture.

In another essay, students reflect on similarities and differences in youth language in the target culture and their own culture.

Curricular Requirement 5

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 and video materials (e.g., news broadcasts, songs, films, podcasts), visual materials (e.g., works of art, photographs, promotional ads, 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. Students will improve reading skills via authentic sources in both written/print format (e.g., newspaper, magazine, and literary texts) and visual format (e.g., graphs, charts, tables, maps, and infographics). Students will also improve their listening skills via authentic audio and video recordings. Authentic non-literary texts include, but are not limited to, lemonde.fr, lefigaro.fr, and journalfrancais.com. These non-literary texts include visuals that help students to interpret content. Authentic literary texts include, but are not limited to, novels by Nathalie Sarraute, Gabrielle Roy, and Richard Guidry. TV5.org is a good source for authentic visual, audio, and audiovisual resources. Other sources for authentic audio and audiovisual materials are: bbc.co.uk/languages/french/news/topic_focus/, onf.ca, france.tv/france-2/, and rfi.fr.
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)
 - Audiovisual (e.g., feature films, documentaries)
 - Written/Print Literary (e.g., plays, short stories, poems)
 - Written/Print Non-Literary (e.g., newspapers, magazines, blogs)

Curricular Requirement 6

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

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 1 using an authentic source. The specific source(s) must be identified in the activity.

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook 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. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. Students describe patterns and trends in data (e.g., infographics at the website *Topito*, including “Pourquoi tu vas au mariage” and “Pourquoi les gens se marient vraiment”) regarding marriage and family life in modern French-speaking societies and later summarize main ideas and details of what they have learned in writing or through discussion.
2. Students will be asked to follow an identified topic from current events that has become a hot button issue (e.g., vaccinations) in both the U.S. and abroad through print sources (e.g., *Le Monde* and *Le Figaro*), infographics (e.g., UNESCO and WHO), audio sources (e.g., RTL), and audiovisual sources (e.g., TV5, France 2). Students record their findings in weekly reflection journals by identifying supporting and relevant details. They provide oral updates during discussions of current events in class.
3. Students read a young-adult novel from a francophone country (e.g., Bebey, Kidi. *Dans la cour des grands*. Montréal: Éditions Hurtubise HMH, 1999). They give oral summaries to the class and keep a reflective journal in which they summarize chapter events and write down main ideas, record their questions, and predict what will happen.

Curricular Requirement 7

The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 2 using an authentic source. The source(s) must be identified in the activity.

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

Clarifying Terms

Connections: make cultural connections within the target language and connections in and across disciplines

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus describes activities in which students have to relate one course theme to another. For example, after reading an authentic online article and listening to an authentic podcast, they discuss the effects of environmental changes on individual families and global communities.
2. Students will read Tahar Ben Jelloun's *Le racism expliqué à ma fille* and Calixthe Beyala's *La petite fille du réverbère* and write a short reaction paper comparing and contrasting the ways in which racism in France is described in both.
3. Students read selections from Nathalie Sarraute's *Enfance*. They then write an informal journal entry comparing and contrasting a personal childhood memory to one of Nathalie Sarraute's.

In class, students discuss their childhood memories in pairs followed by a group discussion about how their childhood memories were similar or dissimilar to one another's and in comparison, with those of Nathalie Sarraute.

Curricular Requirement 8

The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written and audio text, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 3 using an authentic written or audio source. The source(s) must be identified in the activity.

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

Clarifying Terms

Interpret: analyze the distinguishing features and the meaning of a text

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. Students will be asked to interpret an infographic that details the popularity of specific trends in a francophone country. They will be asked to infer what the data reveal about that culture.
2. The syllabus indicates that students complete a “current events” activity each quarter. They read, view, or listen to authentic articles about current events in French-speaking communities and they identify the intended purpose and audience of the sources and identify viewpoints.

For example, in response to a specific current event reported by French-speaking media (such as protests, parades, strikes, etc.), students work in teams to create a video clip presentation on attitudes toward multiculturalism, stereotypes, or any other topics.

3. The syllabus includes an activity in which students identify the distinguishing features of French advertisements, including such features as organization and rhetorical structures.

Curricular Requirement 9

The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 4 using an authentic source. The source(s) must be identified in the activity.

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

Clarifying Terms

Meanings: determine the meaning of familiar and unfamiliar words and expressions

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus describes activities in which students encounter an authentic print, audio, and/or audiovisual source and work with unfamiliar vocabulary (e.g., by identifying key terms important for understanding the text and determining their meaning).
2. When researching volunteer opportunities in francophone countries, students will search for oral testimonies about opportunities that are available. In class, students will share the video clips that they have found and teach key new vocabulary found in the clips that is needed for comprehension.
3. The syllabus includes an activity in which students read an authentic letter. As part of the activity, students identify the use of formal register as well as transitional expressions and cohesive devices.

Curricular Requirement 10

The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others, as outlined in the AP Course and Exam Description (CED). (Interpersonal Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 5.

Clarifying Terms

Spoken Interpersonal Communication: direct (face-to-face or synchronous) oral communication between individuals who exchange information and negotiate meaning. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. Students will engage in a series of improvised role plays that foster their interpersonal speaking skills. For example, students will prepare for an interview for a volunteer opportunity in a francophone country. Working in pairs, one student will serve as the interviewer and the other will be the applicant. After doing this role play once, students can switch roles or switch partners.
2. The syllabus includes frequent opportunities for students to interact orally with other students and the teacher (e.g., by discussing a text in groups, pairs, and with the entire class).
3. The class will engage in regular debates on topics which address overlapping themes, such as whether technology has had a positive effect on the improvement of community and family interactions or whether television and video games have led to a lack of imagination in today's youth.

Curricular Requirement 11

The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others, as outlined in the AP Course and Exam Description (CED). (Interpersonal Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 6.

Clarifying Terms

Written Interpersonal Mode: direct written communication between individuals who exchange information and negotiate meaning. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus includes activities in which students regularly exchange information in formats such as email, threaded discussions, texting, letter writing, and interactive blogs. Students write a letter of application for a volunteer opportunity in a francophone country. In their letter of application, students will explain why they are interested in the volunteer opportunity and why they are a perfect candidate for it.
2. Students participate in a class blog on selected topics related to the course themes. Students are required to post their individual responses to a question posed by the instructor and then respond to at least three other students' entries asking for clarifications and suggesting further ideas.
3. Students will write to an ePal in one or more francophone countries to ask and answer questions regarding the differences between school schedules in their home community vs. the ePal's country.

Curricular Requirement 12

The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations, as outlined in the AP Course and Exam Description (CED). (Presentational Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 7.

Clarifying Terms

Spoken Presentational Communication: oral communications to an audience. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus describes at least one activity or assignment in which students prepare and present a skit, a roleplay, a scene from a play, or a dramatization of an authentic text.
2. The syllabus includes activities where students conduct research, evaluate sources, organize information, and practice effective public speaking techniques (e.g., eye contact, gestures, emphasis, voice fluctuation) in preparation for oral presentations.
3. At the end of each unit, alternating students will deliver a presentation using PowerPoint or Prezi to the class in which they analyze a current global problem related to the theme(s) of the unit, such as the challenges of disease, global warming and unequal living standards, and discuss the cultural perspectives underlying the global problem in the target culture and their own culture.

Curricular Requirement 13

The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations, as outlined in the AP Course and Exam Description (CED). (Presentational Mode)

Required Evidence

- The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 8.

Clarifying Terms

Written Presentational Communication: written communications to an audience. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. Students design a poster to promote a volunteer opportunity in a French-speaking community, including the type of opportunity, where and when it is offered, the characteristics applicants should have, etc.
2. Students prepare a variety of written presentations such as announcements of events, advertisements of products, and letters to the editor reacting to current events.
3. The syllabus states that students write formal argumentative essays that synthesize authentic audio, visual, and written sources, such as documentaries, news reports, interviews, infographics, tables, graphics, and newspaper and magazine articles. Students produce drafts and engage in peer-editing prior to receiving teacher feedback on their essays. Students have the opportunity to revise further based on teacher feedback.

Curricular Requirement 14

The course prepares students to use the target language in real-life situations.

Required Evidence

- The syllabus demonstrates that students use the target language in the classroom or beyond to prepare for real-life situations. Simply stating a list of real-life situations is not sufficient.

Samples of Evidence

1. Students provide lessons in French to elementary and/or middle school students.
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, tweets, and/or brief oral summaries of the events.