

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

## **AP French Language and Culture**

**Curriculum writing committee:**

**Shannon Maino**

**Grade Level: 12**

**Date of Board Approval: \_\_\_\_2024\_\_\_\_**

## DELAWARE VALLEY SCHOOL DISTRICT

### Planned Instruction

**Title of Planned Instruction:** AP French Language and Culture

**Subject Area:** World Language

**Grade Level:** 12

#### Grade Distribution:

Speaking Assessments (3-5 per MP)	30%
Writing Assessments (4-5 per MP)	25%
Listening & Reading Assessments (5-6 per MP)	10%
Knowledge-Based Assessments (varies per MP)	15%
Class Participation/Classwork (varies per MP)	10%

#### Course Description:

Advanced Placement French Language and Culture is a course intended for those students who have successfully completed French 4. The class is conducted almost entirely in French and students are encouraged to practice French on a consistent basis with both teachers and peers. At the advanced placement level, students will review and refine grammatical constructions and learn and apply new vocabulary that will emphasize both written and oral communication so students may increase their levels of proficiency in each of the language skills: listening, speaking, reading, writing and culture. As students work through the three modes of communication – Interpersonal, Interpretive, and Presentational, students will become more proficient in their ability to read and understand various literary genres, participate in conversations, understand directed questions, read newspapers, magazines, and Internet articles, and deliver oral and written presentations in a logical and convincing manner utilizing appropriate vocabulary and grammatical constructions. Those students who elect to pursue AP French Language and Culture should have had a strong foundation in grammar as well as being competent in the areas of reading, listening comprehension, speaking, and writing. Students must also be open to the exploration and understanding of different cultures in relevant and fascinating contexts. Students should be directed toward an understanding of the culture of the target language in relationship to their own viewpoint and should be able to use the target language in real life settings (Families in Different Societies, The Influence of Language and Culture on Identity, Influences of Beauty and Art, How Science and Technology Affect our Lives, Factors that Impact the Quality of Life, and Environmental, Political, and Societal Challenges). The ultimate goal is that students will be able to communicate, read, and write in a natural and accurate manner.

**Time/Credit for the Course:** Full Year, 180 days, meeting one period per day

**DELAWARE VALLEY SCHOOL DISTRICT**

## **Curriculum Map**

### **Marking Period One – 45 days:**

#### **Breakdown of AP exam sections and expectations – 5 days**

#### **Unit 1: Families in Different Societies – pgs 30-36 of the College Board Course Framework (Approx 15 days)**

- 1.1 How do families shape values and traditions, as well as personal beliefs and personal interests?
- 1.2 Challenges faced by families.
- 1.3 Evolving concept of families and role of families in contemporary society

#### **Unit 2: The Influence of Language and Culture on Identity – pgs 39-48 of the College Board Course Framework (Approx. 25 days)**

- 2.1 Explore how developments in science and technology impact language and the ways we communicate, and ultimately, how we see ourselves.
- 2.2 Examine how social media affects personal image and identity.
- 2.3 Consider the role of advertising in shaping personal and public identity.
- 2.4 Explore how a community's identity is reflected in its art.

### **Marking Period Two – 45 days:**

#### **Practice Exam 1 – 5 days**

#### **Unit 3: Influences of Beauty and Art – pgs 51-62 of the College Board Course Framework (Approx 20 days)**

- 3.1 Explore how art influences the quality of life and values in a community.
- 3.2 Consider the role/importance of art in French-speaking communities.
- 3.3 Discover how the arts capture and reflect the history of a community.
- 3.4 Investigate how the concept of beauty is defined within a culture.
- 3.5 Explore how art challenges and reflects cultural perspectives.

#### **Unit 4: How Science and Technology Affect our Lives – pgs 65-75 of the College Board Course Framework (Approx 25 days)**

- 4.1 Explore how developments in science can both create and resolve challenges in contemporary society.
- 4.2 Investigate how technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities.
- 4.3 Consider ways to access technology affects society and the quality of life.

## **DELAWARE VALLEY SCHOOL DISTRICT**

4.4 Examine how science and technology affect the values and ethics of a community.

### **Marking Period 3 – 45 days**

#### **Practice Exam 2 – 5 days**

#### **Unit 5 – Factors that Impact the Quality of Life – pgs 79-90 of the College Board Course Framework (Approx 25 days)**

- 5.1 Explore how one's social status influences one's quality of life.
- 5.2 Investigate how cultural perspectives and traditions relate to the quality of life.
- 5.3 Consider how access to education, health care, justice, food, and water impacts the quality of life.
- 5.4 Explore how geography influences the quality of life.

#### **Unit 6 – Environmental, Political and Societal Challenges – pgs 93-98 of the College Board Course Framework (Approx 15 days)**

- 6.1 Investigate how economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities.
- 6.2 Explore how individuals can positively or negatively influence the world around them.
- 6.3 Suggest possible solutions that address contemporary global challenges.

### **Marking Period 4 – 45 days**

#### **Unit 6 – Environmental, Political and Societal Challenges Continued – pgs 99-103 of the College Board Course Framework (Approx 15 days)**

- 6.1 Investigate how economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities.
- 6.2 Explore how individuals can positively or negatively influence the world around them.
- 6.3 Suggest possible solutions that address contemporary global challenges.

#### **Unit 7 – AP Exam Review and Practice (Approx 10 days)**

#### **Unit 8 – Post Exam – AP Final Projects (Approx 20 days)**

## DELAWARE VALLEY SCHOOL DISTRICT

### Unit 8: After the AP Exam Projects and Presentations

**Time Range in Days:** Approximately 20-25 days

**Grade Level(s):** 12<sup>th</sup>

**Standard(s):** PA Common Core Standards, ACTFL Standards

#### **Standards Addressed:**

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

#### **Overview:** AP French Language and Culture final research projects and presentations

#### **Goals:**

- Students will be provided with an opportunity to apply their knowledge of the French-speaking world through research of a Francophone country, the AP French Language and Culture themes and apply that to their choice of a personal project.

#### **Objectives:**

- Students will connect, design, critique, analyze, create, and apply concepts in the French-speaking world to a personal research project and presentation.  
(DOK – Level 4)

#### **Core Activities and Corresponding Instructional Methods:**

- Students will complete a relevant project as it applies to course themes and personal interests.
- Students will incorporate interpersonal, presentational, intrapersonal, and interpretive skills as they research, create, interact, and present their final project.

## **DELAWARE VALLEY SCHOOL DISTRICT**

### **Instructional Methods:**

- Internet Research (cooperative groups or individual)
- Power Point, Google Docs/Slides, Video, and other various types of presentations

### **Assessments:**

#### **Diagnostic:**

- Students' participation and answers during classroom discussion after the presentation of projects and the completion of activities.
- Students written reaction to various presentations covered in peer presentations.

#### **Formative:**

- Quality of questions generated by students for their peer audience.
- Students' timely and accurate completion of assignments connected to projects and activities.
- Students' accurate completion of classroom activities.

#### **Summative:**

- Students' group or individual presentations which will be graded on a scaled rubric.

### **Extensions:**

- Students will complete teacher made enrichment worksheets and activities.

### **Correctives:**

- Students will complete teacher made review sheets dealing with the concepts presented during student presentations and activities.

## **DELAWARE VALLEY SCHOOL DISTRICT**

### **BIG IDEAS USED IN ALL UNITS**

#### **Big Idea # 1: Communicate in Languages other than English**

##### **Essential Questions:**

- How can we use the second language we know to exchange information from another person?

##### **Concepts:**

- Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends.
- Vocabulary and cultural knowledge to “survive” in the language.
- Strategies to keep a conversation going beyond simple Question/Answer.

##### **Competencies:**

- Initiate, sustain, and close a conversation about a person or event.
- Ask and answer questions about their daily lives.
- Share personal reactions to ideas in authentic texts.

#### **Big Idea #2: Gain Knowledge and Understanding of Other Cultures**

##### **Essential Questions:**

- How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?

##### **Concepts:**

- Social interactions, practices, and perspectives. Students know abstract practices of the culture such as economic or political dispositions.
- Social interactions, practices, and perspectives. Students know how to scan authentic materials (newspapers, articles, websites, magazines, TV) for practices and perspectives of the culture.

##### **Competencies:**

- Select and analyze a piece of literature or other art form from the culture.
- Research and discuss how the target culture views social relationships based upon age, education, social status.
- Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found.

## **DELAWARE VALLEY SCHOOL DISTRICT**

### **Big Idea #3: Connect with other disciplines and Acquire information**

#### **Essential Questions:**

- How does second language learning reinforce and expand interdisciplinary studies?
- What print and non-print resources are available to help us connect with another language and culture?

#### **Concepts:**

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

#### **Competencies:**

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

### **Big Idea #4: Develop Insight into the nature of Language and culture**

#### **Essential Questions:**

- How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?

#### **Concepts:**

- Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English.
- Cultural topics that deal with society, community norms to compare with one's own.

#### **Competencies:**

- Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary.
- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions).

### **Big Idea #5: Connect with other disciplines and Acquire information**

#### **Essential Questions:**

- Where in the local or world community can we use the second language we are learning?



## **DELAWARE VALLEY SCHOOL DISTRICT**

- How can contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?

### **Concepts:**

- Community events, performances, exhibits that relate to the target culture.
- Careers where language and cultural competence are important.

### **Competencies:**

- Name local, national, and global opportunities where language skills are used.
- Interview in person or electronically native speakers about school life, social and political issues.

## DELAWARE VALLEY SCHOOL DISTRICT

### Textbook and Supplemental Resources:

Thèmes: AP French Language and Culture

Textbook ISBN #: 978-1-54332-911-7

Textbook Publisher & Year of Publication: Vista Higher Learning, 2022

### PRINT AND NON-PRINT RESOURCES

- Thèmes: AP French Language and Culture - text
- Une Foix pour Toutes: 3ème edition Livre de grammaire
- AP French Language and Culture Exam Preparation Workbook
- Thèmes: AP French Language and Culture online component
- AP French Language and Culture Exam Preparation online component
- AP Classroom videos and test preparation materials
- CollegeBoard released AP exams and audio prompts
- Chez Nous magazine

### SUGGESTED INTERNET SITES:

- [audio-lingua.ac-versailles.fr/?lang=en](http://audio-lingua.ac-versailles.fr/?lang=en)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.wordreference.com](http://www.wordreference.com)
- [www.lingée.com](http://www.lingée.com)
- [www.forvo.com](http://www.forvo.com)
- [www.tv5monde.com/](http://www.tv5monde.com/)
- [www.france24.com/fr/](http://www.france24.com/fr/)
- [www.newsinslowfrench.com/home/news/beginner](http://www.newsinslowfrench.com/home/news/beginner)
- [www.lawlessfrench.com/](http://www.lawlessfrench.com/)
- [www.francaisfacile.com/](http://www.francaisfacile.com/)
- [www.rfi.fr/fr/](http://www.rfi.fr/fr/)
- [www.digital.scholastic.com/teacher](http://www.digital.scholastic.com/teacher)
- [www.journaldemontreal.com](http://www.journaldemontreal.com)
- [www.statista.fr](http://www.statista.fr)
- [www.lesoir.be](http://www.lesoir.be)
- [www.brut.media/fr](http://www.brut.media/fr)

# About the AP French Language and Culture Course

---

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

## College Course Equivalent

The AP French Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in French language and culture.

## Prerequisites

There are no prerequisites; however, students are typically in their fourth year of high school-level French language study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

# Introduction

---

*In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also gives them access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.*

The three modes of communication—Interpretive, Interpersonal, and Presentational—defined in the *World Readiness Standards for Learning Languages*, are foundational to the AP French Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range, as described in the *ACTFL Performance Descriptors for Language Learners*. As such, the course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the French-speaking world.

The AP French Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary

usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed according to how they serve the communicative task and not as an end goal unto themselves. The AP French Language and Culture course strives to promote both fluency and accuracy in language use and avoid overemphasis on grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course should be taught primarily in the target language.

# Course Framework Components

---

## Overview

This course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students must know, be able to do, and understand to qualify for college credit or placement.

### The course framework includes the following essential components:

#### 1 SKILLS

At the core of the AP French Language and Culture course are course skills identifying what students should know and be able to do to succeed in the course. Students should develop and apply the described skills on a regular basis over the span of the course.

#### 2 THEMES

The course is based on six required course themes that help teachers integrate language, content, and culture into a series of lessons and activities. Within each theme are recommended contexts and overarching essential questions that engage students, guide their classroom investigations, and promote the use of language in a variety of contexts.

#### 3 MODES

Foundational to the course are the three modes of communication: Interpretive, Interpersonal, and Presentational, as defined in ACTFL's *World Readiness Standards for Learning Languages*. Throughout the course, students demonstrate their abilities in the interpretive mode by engaging with written, print, visual, audiovisual, and audio texts; in the interpersonal mode by speaking with and writing to others; and in the presentational mode by speaking to and writing for an audience.

#### 4 TASK MODELS

Each unit in the course features several of the task models that students will encounter on the exam, which build in difficulty and complexity over time to the level that matches the exam's expectations. These task models include nine different types of stimuli with questions that address interpretive print and audio communication, and four free-response tasks that address the interpersonal and presentational modes.

## Course Skills

The following table lays out the basic language and communication skills that students are expected to develop in the course. As shown later, each skill is further broken out into concrete learning objectives, which are described in the section on Unit Guides on p. 17.



# Skills and Learning Objectives

**Skill Category 1****Skill Category 2****Skill Category 3****Skill Category 4****Comprehend Text**<sup>1</sup>

Comprehend written, audio, audiovisual, and visual text.

**Make Connections**<sup>2</sup>

Make interdisciplinary and cultural connections.

**Interpret Text**<sup>3</sup>

Interpret the content of written or audio text.

**Make Meanings**<sup>4</sup>

Make meanings from words and expressions.

**1.A Skills****#.A.1 Learning Objectives****1.A Describe the literal meaning of the text.**

- 1.A.1: Identify the main idea.
- 1.A.2: Identify supporting/relevant details.
- 1.A.3: Retell or summarize information in narrative form.
- 1.A. 4: Use sources to enhance comprehension.

**1.B Describe data.**

- 1.B. 1: Identify and describe patterns and trends in data.
- 1.B.2: Describe data from a table, chart, graph, map, or infographic.

**2.A Make cultural connections.**

- 2.A.1: Identify and/or describe content and connections among cultural topics.
- 2.A.2: Explain how data from a graph or table illustrate cultural topics or phenomena.
- 2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena.
- 2.A. 4: Infer cultural information from a text.

**2.B Make connections in and across disciplines.**

- 2.B. 1: Identify and/or describe content and connections among interdisciplinary topics.
- 2.B.2: Explain how data from a graph or table illustrate interdisciplinary topics or phenomena.
- 2.B.3: Explain how information from a text connects or relates to interdisciplinary topics or phenomena.
- 2.B.4: Infer interdisciplinary information from a text.

**3.A Interpret the distinguishing features of a text.**

- 3.A.1: Identify the intended audience.
- 3.A.2: Identify the purpose.
- 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
- 3.A. 4: Identify organizing and/or rhetorical structures and/or strategies.

**3.B Interpret the meaning of a text.**

- 3.B. 1: Identify and/or describe similarities and/or differences among different types of texts.
- 3.B.2: Infer implied meanings through context.

**4.A Determine the meaning of familiar and unfamiliar words.**

- 4.A.1: Determine the meaning of a variety of vocabulary. (not assessed on Exam)
- 4.A. 2: Deduce the meaning of unfamiliar words or expressions.

**4.B Use words appropriate for a given context.**

- 4.B. 1: Use a variety of vocabulary in written and spoken communication.
- 4.B.2: Explain and use idiomatic and culturally authentic expressions.



# Skills and Learning Objectives (cont'd)

## Skill Category 5

### **Speak to Others**<sup>5</sup>

Communicate interpersonally by speaking with others.

## Skill Category 6

### **Write to Others**<sup>6</sup>

Communicate interpersonally by writing to others.

#### **5.A Skills**

##### **5.A.1 Learning Objectives**

#### **5.A Understand and apply appropriate communication strategies in interpersonal speaking.**

- 5.A.1:** Initiate, maintain, and close spoken exchanges.
- 5.A.2:** Comprehend an interlocutor's message in spoken exchanges.
- 5.A.3:** Provide and obtain relevant information in spoken exchanges.
- 5.A.4:** Use appropriate register and greeting for the intended target culture audience in spoken exchanges.
- 5.A.5:** Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.
- 5.A.6:** Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.
- 5.A.7:** Use communication strategies, such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.

#### **5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.**

- 5.B.1:** Use a variety of grammar and syntax in spoken exchanges.
- 5.B.2:** Use transitional expressions and cohesive devices in spoken exchanges.
- 5.B.3:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.
- 5.B.4:** Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

#### **6.A Understand and apply appropriate communication strategies in interpersonal writing.**

- 6.A.1:** Initiate, maintain, and close written exchanges.
- 6.A.2:** Provide and obtain relevant information in written exchanges.
- 6.A.3:** Use a variety of grammar and syntax in written exchanges.
- 6.A.4:** Use register appropriate for the intended target culture audience in written exchanges.
- 6.A.5:** Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.

#### **6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.**

- 6.B.1:** Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.
- 6.B.2:** Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.
- 6.B.3:** Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.
- 6.B.4:** Monitor language production; recognize errors and attempt self-correction in written exchanges. (not assessed on Exam)



# Skills and Learning Objectives (cont'd)

## Skill Category 7

### Present Orally<sup>7</sup>

Communicate through spoken presentations.

#### 7.A Skills

##### 7.A.1 Learning Objectives

#### 7.A Plan and research an issue or topic for presentational speaking.

7.A.1: Use a process to plan spoken presentations.

7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.

#### 7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.

7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.

7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.

7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.

7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.

7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

#### 7.C Use appropriate language and vocabulary for the intended audience in presentational speaking.

7.C.1: Use a variety of grammar and syntax in spoken presentations.

7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.

7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

#### 7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

7.D.1: Explain ideas and opinions with examples in spoken presentations.

7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

## Skill Category 8

### Present in Writing<sup>8</sup>

Communicate through written presentations.

#### 8.A Plan and research an issue or topic for presentational writing.

8.A.1: Use a process to plan written presentations.

8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations.

#### 8.B Use appropriate writing strategies to communicate an idea in presentational writing.

8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion.

8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.

#### 8.C Understand and apply appropriate and varied syntactical expressions in presentational writing.

8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.

8.C.2: Use a variety of grammar and syntax in written presentations.

8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.

8.C.4: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.

8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations. (not assessed on Exam)

#### 8.D Express a perspective with details and examples to illustrate an opinion or idea in written presentations.

8.D.1: Explain ideas and opinions with examples in written presentations.

8.D.2: Integrate information from sources and cite them appropriately in written presentations.



**AP FRENCH  
LANGUAGE AND CULTURE**

**UNIT 1**

**Families in  
Different  
Societies**



**~19–21**

**CLASS PERIODS**

---

# Families in Different Societies

## ↔ Developing Understanding

### ESSENTIAL QUESTIONS

- What constitutes a family in French-speaking societies? / *Qu'est-ce qui constitue une famille dans le monde francophone?*
- What are some important aspects of family values and family life in French-speaking societies? / *Quels sont quelques aspects importants de la vie de famille et des valeurs familiales dans le monde francophone?*
- What challenges do families face in today's world? / *Quels sont les défis auxquels les familles font face dans le monde d'aujourd'hui?*

Unit 1 explores themes related to families in French-speaking communities that provide a meaningful context for students in which to acquire and develop a variety of language and cultural concepts. While the primary focus will be on the theme of **Families and Communities**, teachers should interweave the themes of Personal and Public Identities, Contemporary Life, and Global Challenges by incorporating recommended contexts from these themes. For example, students could:

- explore how families shape values and traditions, as well as personal beliefs and personal interests.
- examine the challenges faced by families, such as access to education and jobs.
- consider the evolving concept and role of families in contemporary societies.

Using a thematic approach helps teachers to integrate language, content, and culture into lessons that build skills in the three modes of communication—interpretive, interpersonal, and presentational. The development of skills in each of these modes forms the core of this and all subsequent units.

### Suggested Themes

### Recommended Contexts

Families and Communities / *La famille et la communauté*

Personal and Public Identities / *La quête de soi*  
 Alienation and Assimilation / *L'aliénation et l'assimilation*  
 Multiculturalism / *Le pluriculturalisme*  
 Beliefs and Values / *Les croyances et les systèmes de valeurs*

Personal and Public Identities / *La quête de soi*

Alienation and Assimilation / *L'aliénation et l'assimilation*  
 Multiculturalism / *Le pluriculturalisme*  
 Beliefs and Values / *Les croyances et les systèmes de valeurs*

Contemporary Life / *La vie contemporaine*

Rites of Passage / *Les rites de passage*  
 Holidays and Celebrations / *Les fêtes*  
 Education / *L'éducation et l'enseignement*  
 Housing and Shelter / *Le logement*

Global Challenges / *Les défis mondiaux*

Diversity Issues / *La tolérance*  
 Economic Issues / *L'économie*  
 Human Rights / *Les droits de l'être humain*

## Building Course Skills

Students build skills in interpreting written and print texts by reading promotional materials and letters. In this unit, students practice:

- identifying main ideas and relevant details
- identifying audience, purpose, and point of view
- identifying and describing content and connections among cultural topics
- explaining how data from a graph or table illustrate cultural topics or phenomena
- explaining how information from a text connects or relates to the target culture's topics or phenomena

In this unit, students develop visual literacy by comprehending and interpreting data from a chart, table, graph, or infographic. They also learn to comprehend and interpret information through audio and audiovisual sources. Through the authentic sources in this unit, students acquire a variety of vocabulary related to the unit's topics and themes.

Practice in the interpretive mode prepares students to engage in the interpersonal and presentational modes:

- Listening to and deconstructing recorded conversations prepare students to initiate, maintain, and close spontaneous conversations in the appropriate register.
- Reading and deconstructing letters helps students develop skills needed to write and respond to email.
- Using cultural information acquired in Unit 1 through charts and other sources, students deliver a one-minute presentation discussing an aspect of a target community's culture. This presentation prepares them to use appropriate vocal and visual strategies to communicate ideas in presentational speaking.

## Preparing for the AP Exam

The course requires students to apply their knowledge and demonstrate their skills in a variety of real-world scenarios. Throughout the course, students build vocabulary in contexts related to course themes. Instead of relying on isolated vocabulary lists, teachers do better to focus on students' acquisition of contextualized vocabulary through authentic sources. To improve students' success in interpreting charts and visuals, teachers can actively teach the vocabulary found in such visuals and should help students to understand how numerical concepts are presented in French (for example: 0,7%).

In this unit, students encounter practice multiple-choice questions associated with promotional materials, letters, conversations, and charts; tasks presented in the format students will see on the AP Exam. Consistent exposure to these will build students' skills and helps them to prepare for the exam.

### AREAS OF CHALLENGE – MULTIPLE CHOICE

- Students sometimes struggle to understand the cultural nuances in promotional materials, so teachers can explicitly point out and explain cultural references within the sources.
- Early in the course, students often struggle to interpret information in charts and graphs because they don't know the vocabulary. Teachers should present vocabulary that frequently appears in charts and graphs, such as percentage, rate, increase, decrease, trends, amounts, etc.

In this unit and in those following, students also engage with some free-response tasks that will help build their understanding and skills for the AP Exam. Students practice conversation and email tasks and build skills toward the cultural comparison task by completing a short cultural presentation about a French-speaking community.

### AREAS OF CHALLENGE – FREE RESPONSE

- Students find it challenging to complete the conversation task if they are not familiar with the format and have not practiced and received feedback throughout the school year. To build students' skills and confidence in this task, teachers can provide frequent in-class practice that:
  - ♦ familiarizes students with the conversation outline.
  - ♦ encourages students to brainstorm possible ways to address each prompt.
- For the email task, students may not complete all the required elements given in the instructions. Teachers should make sure that students address all the following elements:
  - ♦ Provide a greeting and closing.
  - ♦ Use the formal register.
  - ♦ Answer two questions.
  - ♦ Request more information.
- Early in the course, students find it challenging to complete a cultural comparison, so students need to build up to this task. Students often find it difficult to make comparisons, so in this unit they focus on presenting cultural information about a French-speaking community, to gain confidence in presenting in French. Throughout the unit, teachers should ensure students make note of new cultural information they encounter.

## STIMULUS/TASK MODEL

## Promotional Material

MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
<b>1: Comprehend</b> <i>written, audio, audiovisual, and visual text (text, pictures, and numbers)</i>	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.1:</b> Identify the main idea. <b>1.A.2:</b> Identify supporting/relevant details.
<b>3: Interpret the content of written or audio text (words)</b>	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.1:</b> Identify the intended audience. <b>3.A.2:</b> Identify the purpose.
<b>4: Make meanings from words and expressions</b>	<b>4.A:</b> Determine the meaning of familiar and unfamiliar words.	<b>4.A.1:</b> Determine the meaning of a variety of vocabulary. <b>4.A.2:</b> Deduce the meaning of unfamiliar words or expressions.



## SUGGESTED RESOURCES

- Authentic promotional materials about activities for families, from the Comité Martiniquais du Tourisme:  
**Dix activités à faire en famille en Martinique**
- Initiative to enlist the families within one French cooperative of communities to be more ecologically friendly. Communauté de Communes Haut Val de Sèvre:  
**"Familles à énergie positive": Jouez à faire des économies!**

## TEACHER TALK

- Have students predict what the source will be about based on the title and any accompanying visuals.
- Preview vocabulary in the context of authentic sources; select and present key vocabulary prior to presenting the source.

# STIMULUS/TASK MODEL

## Letter

MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
<b>1:</b> <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i>	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.3:</b> Retell or summarize information in narrative form.
<b>3:</b> <i>Interpret the content of written or audio texts (words)</i>	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.1:</b> Identify the intended audience. <b>3.A.2:</b> Identify the purpose. <b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	<b>3.B:</b> Interpret the meaning of a text.	<b>3.B.2:</b> Infer implied meanings through context.



### SUGGESTED RESOURCES

- An open letter to recently elected officials from a group called "Réseau pour un Québec Famille." From *Planete F Magazine*:  
**Lettre ouverte - lettre des familles aux élus municipaux**
- Letter to parents of students at a French school:  
[cig-faure-olonzac.ac-montpellier.fr/sites/cig-faure-olonzac/files/documents/lettre\\_aux\\_parents.jpg](http://cig-faure-olonzac.ac-montpellier.fr/sites/cig-faure-olonzac/files/documents/lettre_aux_parents.jpg)

### TEACHER TALK

- Teach students components of a formal letter by pointing out register, greetings and closings, verb forms, and possessive adjectives.

## STIMULUS/TASK MODEL

## Conversation and Chart

MODE: PRINT, AUDIO, VISUAL, AND AUDIOVISUAL  
INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
<b>1: Comprehend</b> <i>written, audio, audiovisual, and visual text (text, pictures, and numbers)</i>	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.1:</b> Identify the main idea. <b>1.A. 2:</b> Identify supporting/relevant details.
	<b>1.B:</b> Describe data.	<b>1.B. 2:</b> Describe data from a table, chart, graph, map, or infographic.
<b>3: Interpret the content of written or audio text (words)</b>	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
<b>4: Make meanings from words and expressions</b>	<b>4.A:</b> Determine the meaning of familiar and unfamiliar words.	<b>4.A.1:</b> Determine the meaning of a variety of vocabulary.
		<b>4.A.2:</b> Deduce the meaning of unfamiliar words or expressions..



## SUGGESTED RESOURCES

- Promotional videos on the Youtube channel of La Communauté de Communes Haut Val de Sèvre  
*Haut Val de Sèvre en action*  
*La dynamique territoriale*  
*Film 2018—Des équipes engagées sur le terrain*
- The interactive map at the link below lists the services that are available to residents of Haut Val de Sèvre.  
*Carte Interactive des Services*

## TEACHER TALK

- Have students identify formulas used in conversations (greetings/closings, idiomatic expressions, transitional expressions, etc.).
- Have students identify vocabulary common to charts/graphs/tables, such as: percentage, rate, increase, decrease, trends, amounts, etc.

## STIMULUS/TASK MODEL

## Email Reply

MODE: WRITTEN INTERPERSONAL COMMUNICATION

Skill Category	Skill	Learning Objective
<b>4: Make meanings from words and expressions</b>	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication. <b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
<b>6: Communicate interpersonally by writing to others</b>	<b>6.A:</b> Understand and apply appropriate communication strategies in interpersonal writing.  <b>6.B:</b> Understand and apply appropriate and varied syntactical expressions in interpersonal writing.	<b>6.A.1:</b> Initiate, maintain, and close written exchanges. <b>6.A.2:</b> Provide and obtain relevant information in written exchanges. <b>6.A.3:</b> Use a variety of grammar and syntax in written exchanges. <b>6.A.4:</b> Use register appropriate for the intended target culture audience in written exchanges. <b>6.A.5:</b> Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.  <b>6.B.1:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. <b>6.B.2:</b> Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. <b>6.B.3:</b> Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges. <b>6.B.4:</b> Monitor language production; recognize errors and attempt self-correction in written exchanges.



## SUGGESTED RESOURCES

- Teachers can create an email from one of the elected officials responding to the open letter from the letter task model earlier in the unit (see page 31). For example, the official could ask for specific examples of issues that are important to the student's family, or for help reaching out to young people, etc.

## TEACHER TALK

- Teach students how aspects of the email task are connected to the letter task.
- Review use of the formal register.
- Expand students' repertoire of transitional expressions and cohesive devices.

# STIMULUS/TASK MODEL

## Conversation

MODE: SPOKEN INTERPERSONAL COMMUNICATION

Skill Category	Skill	Learning Objective
<b>4: Make meanings from words and expressions</b>	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication. <b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
<b>5: Communicate interpersonally by speaking with others</b>	<b>5.A:</b> Understand and apply appropriate communication strategies in interpersonal speaking.  <b>5.B:</b> Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.	<b>5.A.1:</b> Initiate, maintain, and close spoken exchanges. <b>5.A.2:</b> Comprehend an interlocutor's message in spoken exchanges. <b>5.A.3:</b> Provide and obtain relevant information in spoken exchanges. <b>5.A.4:</b> Use appropriate register and greeting for the intended target culture audience in spoken exchanges. <b>5.A.5:</b> Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges. <b>5.A.6:</b> Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. <b>5.A.7:</b> Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.  <b>5.B.1:</b> Use a variety of grammar and syntax in spoken exchanges. <b>5.B.2:</b> Use transitional expressions and cohesive devices in spoken exchanges. <b>5.B.3:</b> Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges. <b>5.B.4:</b> Monitor language production; recognize errors and attempt self-correction in spoken exchanges.



### SUGGESTED RESOURCES

- A student pair or teacher-student pair create a conversation about participating in the "*Famille à énergie positive*" campaign from the promotional material task model (see page 30). Conversation participants can be parent-child or siblings and can discuss ways to be eco-friendlier and build family solidarity.

### TEACHER TALK

- Teach students how aspects of the conversation task are connected to the conversation and chart task completed in this unit (see page 32).
- Teach effective ways to use circumlocution.



# STIMULUS/TASK MODEL

## Cultural Presentation

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
<b>4: Make meanings from words and expressions</b>	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication. <b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
	<b>7: Communicate through spoken presentations</b>	
	<b>7.A:</b> Plan and research an issue or topic for presentational speaking.	<b>7.A.1:</b> Use a process to plan spoken presentations. <b>7.A.2:</b> Use research strategies to gather information and evidence for inclusion in spoken presentations.
	<b>7.B:</b> Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.	<b>7.B.1:</b> Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. <b>7.B.2:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. <b>7.B.3:</b> Use pronunciation in spoken presentations that is comprehensible to speakers of the target language. <b>7.B.4:</b> Use effective intonation patterns, pacing, and delivery in spoken presentations. <b>7.B.5:</b> Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
	<b>7.C:</b> Use appropriate language and vocabulary for the intended audience in presentational speaking.	<b>7.C.1:</b> Use a variety of grammar and syntax in spoken presentations. <b>7.C.2:</b> Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. <b>7.C.3:</b> Monitor language production; recognize errors and attempt self-correction in spoken presentations.
	<b>7.D:</b> Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	<b>7.D.1:</b> Explain ideas and opinions with examples in spoken presentations. <b>7.D.2:</b> Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

*continued on next page*

**SUGGESTED RESOURCES**

- Teachers can have students revisit the conversation and chart task model on Haut Val de Sèvre. They can present on the importance of family in this target culture, as revealed in the sources the students read, heard, or viewed.

**TEACHER TALK**

- Provide a template to help students plan and organize their presentation.
- Show students how to provide an introduction, development of the topic, and a conclusion.
- Discuss elements of effective presentations, such as engaging the audience, eye contact, using gestures, etc.

**AP FRENCH  
LANGUAGE AND CULTURE**

**UNIT 2**

**The Influence  
of Language  
and Culture  
on Identity**



**~19–21**

CLASS PERIODS

---

# The Influence of Language and Culture on Identity



## Developing Understanding

### ESSENTIAL QUESTIONS

- How does one's identity evolve over time? / *En quoi l'identité évolue-t-elle au fil du temps?*
- How does language shape our cultural identity? / *En quoi la langue forme-t-elle notre identité culturelle?*
- How does technology influence the development of personal and public identity? / *En quoi la technologie influence-t-elle le développement de l'identité personnelle et publique?*
- How does the art of a community reflect its public identity? / *En quoi l'art d'une communauté reflète-t-il son identité publique?*

Unit 2 looks at how language and culture influence identity in French-speaking societies. This relevant and engaging theme provides a meaningful context in which students can acquire and develop a variety of more nuanced linguistic and cultural concepts as well as vocabulary. While the primary focus will be on the theme of **Personal and Public Identities**, teachers are encouraged to interweave the themes of Beauty and Aesthetics, Contemporary Life, and Science and Technology. For example, students could:

- explore how developments in science and technology impact language and the ways we communicate and, ultimately, how we see ourselves.
- examine how social media affects personal image and identity.
- consider the role of advertising in shaping personal and public identity.
- explore how a community's identity is reflected in its art.

### Suggested Themes

### Recommended Contexts

Personal and Public Identities / *La quête de soi*

Gender and Sexuality / *La sexualité*  
Language and Identity / *L'identité linguistique*  
Nationalism and Patriotism / *Le nationalisme et le patriotisme*

Beauty and Aesthetics / *L'esthétique*

Contributions to World Artistic Heritage / *Le patrimoine*  
Literature / *Les arts littéraires*  
Visual Arts / *Les arts visuels*

Contemporary Life / *La vie contemporaine*

Education / *L'éducation et l'enseignement*  
Travel / *Les voyages*  
Advertising and Marketing / *La publicité et le marketing*

Science and Technology / *La science et la technologie*

The New Media / *Les nouveaux moyens de communication*  
Social Impacts of Technologies / *La technologie et ses effets sur la société*  
Intellectual Property / *La propriété intellectuelle*

## Building Course Skills

Students continue to build interpretive skills through engaging with literary texts, articles, charts, and audio reports. Building on skills developed in Unit 1, students enhance their skills in:

- identifying perspectives
- comprehending vocabulary in context
- summarizing content in narrative form
- making interdisciplinary and cultural connections

Practice in the interpretive mode prepares students to engage in the presentational mode:

- Students build skills in understanding content and building academic vocabulary needed for writing an argumentative essay by listening to and discussing audio reports, interpreting data and cultural trends from a visual text, and reading and discussing articles.
- Students demonstrate their ability to express their own viewpoints and support them with textual evidence by writing a thesis statement and selecting relevant evidence.
- By interacting with sources provided in this unit, students acquire cultural information to present a one-minute oral cultural comparison between their own community and a target community.

## Preparing for the AP Exam

In this unit, students encounter some multiple-choice tasks similar to what they will see on the AP Exam and presented in the same format, but not yet at the level they will see on the exam. These include literary texts, articles and charts, and audio reports and articles.

### AREAS OF CHALLENGE – MULTIPLE CHOICE

- Literary texts often prove challenging to students, particularly in regard to understanding vocabulary that make inferences based on tone, attitude, or perspective. Teachers should anticipate which vocabulary words may be challenging to students and help them define them. Presenting some background on the literary text, including its context, may also help students with comprehension. After students read a little of the text, teachers should stop and ask them to predict what may happen next or how the story may finish. This will enhance their ability to make inferences.

- Multiple-choice task models containing two sources, such as an audio report and an article, can be challenging for students; they may need specific help from the teacher identifying how the two sources are related and also in what ways they are similar and different. Teachers could introduce the use of graphic organizers to assist students in organizing information found in the two sources.

Because students find the argumentative essay and the cultural comparison tasks challenging, in this unit they complete a modified version to build skills needed to complete the full versions of these tasks in later units.

### AREAS OF CHALLENGE – FREE RESPONSE

- Students find writing an argumentative essay based on three sources to be challenging. To build skills toward this task in this unit, students write an essay based on just two sources, focusing on creating their thesis/argument and on including relevant evidence from the sources to support their argument. Teacher feedback is most helpful if it focuses solely on the essay's argument and how it is supported by evidence from the sources.
- Exam performance data indicate that students struggle to create effective cultural comparisons, so a gradual building of skills for success on this task is needed. For this unit, students develop a one-minute spoken presentation that compares a cultural aspect of a French-speaking community that they have learned about in this unit to the same cultural aspect in their own community. Students may benefit from the use of a graphic organizer such as a T-note chart or a Venn diagram to organize their thoughts for this task. Successful responses will:
  - ♦ contain an effective introduction.
  - ♦ define the two communities.
  - ♦ be well organized.
  - ♦ include a clear comparison.
  - ♦ provide details and elaboration.

## STIMULUS/TASK MODEL

## Literary Text

MODE: PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i>	1.A: Describe the literal meaning of the text.	1.A.1: Identify the main idea. 1.A.3: Retell or summarize information in narrative form.
3: <i>Interpret the content of written or audio text (words)</i>	3.A: Interpret the distinguishing features of a text.	3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.



## SUGGESTED RESOURCES

- Excerpts from pgs. 43–44 of *La fiancée des corbeaux*, 2011 by René Frégny  
*Dans cette sélection, il s'agit d'un écrivain et de son expérience dans un prison. Le roman original a été publié en France en 2011 par l'auteur René Frégny. Le personnage principal parle de ce qu'il a appris pendant les six mois qu'il était enfermé.*
- "Les fées de France" from *Les Contes du lundi* by Alphonse Daudet  
"Les fées de France"

## TEACHER TALK

- The text could be used to help students practice learning words/phrases in context. Write a few multiple-choice questions – for example, what does the author mean by "j'entre dans mes cahiers comme on pousse la grille d'un parc"?
- Daudet's collection of short stories is situated in the post-Franco Prussian war and Commune de Paris period, where language and cultural identity were in question.
- Discuss how "French fairies" are a metaphor for language, culture, and traditions.
- Preview vocabulary in the context of authentic sources; select and present key vocabulary prior to presenting the source.

# STIMULUS/TASK MODEL

## Article and Chart

MODE: PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
<b>1: Comprehend</b> <i>written, audio, audiovisual, and visual text (text, pictures, and numbers)</i>	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.2:</b> Identify supporting/relevant details. <b>1.A.3:</b> Retell or summarize information in narrative form.
	<b>1.B:</b> Describe data.	<b>1.B.1:</b> Identify and describe patterns and trends in data.
<b>3: Interpret the content of written or audio text (words)</b>	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.2:</b> Identify the purpose.
<b>4: Make meanings from words and expressions</b>	<b>4.A:</b> Determine the meaning of familiar and unfamiliar words.	<b>4.A.2:</b> Deduce meaning of unfamiliar words or expressions.

**SUGGESTED RESOURCES****Article**

- Article from RFI exploring the ten most spoken African languages  
**Les 10 langues africaines les plus parlées**

**Chart**

- Aménagement linguistique dans le monde*  
**Liste de tableaux: Les langues d'Afrique**

**TEACHER TALK**

- The article highlights non-Indo-European languages.
- This chart can engender a discussion about the multitude of countries and peoples in Africa and the multitude of languages on the continent and in each country.
- Have students identify connections between the two sources.
- Introduce graphic organizers to help students organize information found in the two sources.

## STIMULUS/TASK MODEL

## Audio Report and Article

MODE: PRINT, AUDIO, VISUAL, AND AUDIOVISUAL  
INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i>	1.A: Describe the literal meaning of the text.	1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details.
	2.A: Make cultural connections.	2.A.1: Identify and/or describe content and connections among cultural topics. 2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena.
2: <i>Make interdisciplinary and cultural connections</i>	2.B: Make connections in and across disciplines.	2.B.3: Explain how information from a text connects or relates to interdisciplinary topics or phenomena.



## SUGGESTED RESOURCES

## Audio Report and Article

- Podcast: TFL081: "Michael Pinatton, *Traverser la frontière*. Interview with Kevin Vigouroux, a young videographer born in Reunion, who grew up in Morocco and France, and moved to Senegal at the age of 10. The country became his adopted home. He now lives in Senegal and creates short films for several African NGOs. The link includes a written summary (not a transcription) of the interview. Students can read first, then listen or listen first, then read.

**Arrivé à 10 ans au Sénégal, il déclare son amour à sa terre adoptive**

## Article

- From the blog page of author René Frégni's website:  
**La passion de l'écriture au fil des mots**

## Audio

- Video Interview with author René Frégni on the YouTube channel of *La grande librairie* (8:06-9:00):  
**"René Frégni, romancier sauvée par les mots"**

## TEACHER TALK

- This podcast is nearly an hour long. Two segments are most accessible, although the entire interview is fascinating. The first (1:30–3:20) explores Vigouroux's current career. The next segment (3:20–5:58) recounts his journey.
- Have students identify connections between the two sources.
- Introduce graphic organizers to help students organize information found in the two sources.



# STIMULUS/TASK MODEL

## Argumentative Essay

MODE: WRITTEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
<b>4:</b> <i>Make meanings from words and expressions</i>	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication. <b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
<b>8:</b> <i>Communicate through written presentations</i>	<b>8.A:</b> Plan and research an issue or topic for presentational writing.	<b>8.A.1:</b> Use a process to plan written presentations. <b>8.A.2:</b> Use research strategies to gather information and evidence for inclusion in written presentations.
	<b>8.B:</b> Use appropriate writing strategies to communicate an idea in presentational writing.	<b>8.B.1:</b> Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. <b>8.B.2:</b> Use communication strategies, such as circumlocution and paraphrasing to maintain written presentations.
	<b>8.C:</b> Understand and apply appropriate and varied syntactical expressions in presentational writing.	<b>8.C.1:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations. <b>8.C.2:</b> Use a variety of grammar and syntax in written presentations. <b>8.C.3:</b> Produce simple, compound, and complex sentences in a variety of time frames in written presentations. <b>8.C.4:</b> Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations. <b>8.C.5:</b> Monitor language production; recognize errors and attempt self-correction in written presentations.
	<b>8.D:</b> Express a perspective with details and examples to illustrate an opinion or idea in presentational writing.	<b>8.D.1:</b> Explain ideas and opinions with examples in written presentations. <b>8.D.2:</b> Integrate information from sources and cite them appropriately in written presentations.

*continued on next page*



## SUGGESTED RESOURCES

## Que faut-il faire pour mieux se connaître?

- Evolution 101  
**Conseils et principes à transmettre à nos adolescents**
- Chart: INSEE (Institut national de la statistique et des études économiques)  
**“Dépenses culturelles et de loisirs en 2017”**
- Video: Advice from a young woman on keeping a journal  
**Pourquoi tenir un journal? | Habitude bien-être.**  
(00:10–1:07/3:23–5:12)

## TEACHER TALK

- Provide sentence starters to help students produce an effective thesis statement.
- Have students take notes while listening to the audio source and underline evidence in the article.

## STIMULUS/TASK MODEL

## Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: <i>Make meanings from words and expressions</i>	4.B: Use words appropriate for a given context.	<p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p>
7: <i>Communicate through spoken presentations</i>	7.A: Plan and research an issue or topic for presentational speaking.	<p>7.A.1: Use a process to plan spoken presentations.</p> <p>7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.</p>
	7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.	<p>7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.</p> <p>7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.</p> <p>7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.</p> <p>7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.</p> <p>7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.</p>
	7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.	<p>7.C.1: Use a variety of grammar and syntax in spoken presentations.</p> <p>7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.</p> <p>7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.</p>
	7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	<p>7.D.1: Explain ideas and opinions with examples in spoken presentations.</p> <p>7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.</p>

continued on next page

**SUGGESTED RESOURCES**

- Here are some questions you can ask your students to stimulate conversation:
- *Quel est le rôle de l'écriture dans ta vie? Aimes-tu écrire? Si oui, préfères-tu écrire de ce que tu observes ou de ce que tu inventes? Pourquoi? Quelle en est l'avis de tes amis?*

**TEACHER TALK**

- Any of the themes from the unit (i.e. linguistic diversity, language and identity) can be used to create a cultural-comparison prompt in the style of the exam. Encourage students to make use of specific references from what they have studied/learned in the unit and specific references to their own culture to draw similarities and differences.
- Provide a template such as a T-chart or Venn diagram to help students plan and organize their presentation.
- Show students how to provide an introduction, development of the topic, and a conclusion.

**AP FRENCH  
LANGUAGE AND CULTURE**

**UNIT 3**

**Influences  
of Beauty  
and Art**



**~19–21**

CLASS PERIODS

---

# Influences of Beauty and Art

## ↔ Developing Understanding

### ESSENTIAL QUESTIONS

- How do ideals of beauty and aesthetics influence daily life? / *En quoi les idéaux de beauté et d'esthétique influencent-ils la vie quotidienne?*
- How does art both challenge and reflect cultural perspectives? / *En quoi les arts à la fois défient-ils et reflètent-ils les perspectives culturelles?*
- How do communities value beauty and art? / *Pourquoi les communautés accordent-elles de l'importance à la beauté et aux arts?*
- How is art used to record history? / *En quoi les arts sont-ils utilisés pour témoigner de l'histoire?*

This unit explores themes related to the influences of beauty and art in French-speaking communities, which provides a meaningful context for students in which to acquire and develop a variety of linguistic and cultural concepts. The primary focus will be on the theme of **Beauty and Aesthetics**, however, teachers should incorporate the themes of Personal and Public Identities, Contemporary Life, and Families and Communities by integrating recommended contexts from these themes. For example, students could

- explore how art influences the quality of life and values in a community.
- consider the role/importance of art in French-speaking communities.
- discover how the arts capture and reflect the history of a community.
- investigate how the concept of beauty is defined within a culture.
- explore how art challenges and reflects cultural perspectives.

### Suggested Themes

### Recommended Contexts

Beauty and Aesthetics / *L'esthétique*

Architecture / *L'architecture*  
Ideals of Beauty / *Le beau*  
Performing Arts / *Les arts du spectacle*  
Music / *La musique*  
Literature / *Les arts littéraires*

Personal and Public Identities / *La quête de soi*

Language and Identity / *L'identité linguistique*  
Nationalism and Patriotism / *Le nationalisme et le patriotisme*  
Gender Identity / *La sexualité*

Contemporary Life / *La vie contemporaine*

Advertising and Marketing / *La publicité et le marketing*  
Holidays and Celebrations / *Les fêtes*  
Travel / *Les voyages*  
Leisure and Sports / *Les loisirs et le sport*

Families and Communities / *La famille et la communauté*

Citizenship / *La citoyenneté*  
Customs and Ceremonies / *Les coutumes*  
Friendship and Love / *L'amitié et l'amour*

## Building Course Skills

Students continue to build interpretive communication skills by engaging with promotional materials, literary texts, and letters of increasing complexity. Students also practice interpreting audio and visual sources by listening to conversations and viewing charts. Building on skills from previous units, students:

- identify point of view and purpose.
- infer meanings.
- summarize content.
- identify themes or morals.
- explain and compare cultural products, practices, and perspectives.

Practice in the interpretive mode prepares students to engage in the interpersonal and presentational modes.

- Reading and deconstructing letters informs students about the features of written interpersonal communication, building skills in reading and responding to emails.
- Sources provide cultural perspectives for students to incorporate in cultural comparisons.
- To prepare students to present a two-minute comparison between their community and a French-speaking community, students practice delivering an organized presentation with a thesis statement and supporting evidence.
- Students build their repertoire of transitional and cohesive expressions to make more effective comparisons.

## Preparing for the AP Exam

In this unit, students practice and receive feedback on multiple-choice questions based on promotional materials, letters, literary texts, and conversations and charts. The questions in this unit begin to approach the complexity of the AP Exam.

### AREAS OF CHALLENGE – MULTIPLE CHOICE

- Students sometimes struggle to understand vocabulary in context, especially idiomatic expressions. Teachers can provide opportunities for students to identify and explain vocabulary based on the context of a source, adding cultural background as appropriate.
- Students also struggle to identify distinguishing features of a text such as purpose, point of view, and/or intended audience. During instruction, teachers can guide students to discover these features by actively deconstructing a text in class.

- Students may also struggle when asked to explain how data from a graph, chart, or table relate to a cultural topic. They may need support in interpreting information presented graphically.
- Students may find it difficult to understand details and nuance while listening to audio and audiovisual sources. It's a good idea to frequently check students' comprehension during a listening activity. One way to do this is to pause a recording at several key points to ask students to identify specific details and inferences.

In this unit, students practice three free-response task models: email reply, conversation, and cultural comparison to develop their skills.

### AREAS OF CHALLENGE – FREE RESPONSE

- Successful responses to all free-response tasks are well organized and provide significant detail and elaboration. Teachers can support students in building these skills by providing and reviewing examples of well-organized responses from AP Central that contain robust details and elaboration.
- Students often do not effectively use cohesive devices and transitional expressions when writing or speaking. Across all free-response tasks, teachers should work with students to develop a robust variety of transitional expressions and cohesive devices that go beyond the commonly used "and," "but," and "because." Students can build a list of these expressions throughout the course, and teachers can check for their use in student work. In this unit, students complete a full, two-minute cultural comparison, so teachers can look for opportunities to help students make comparisons between French-speaking communities and their own. Teachers can remind students to connect their ideas with effective transitional expressions.
- Students often use sweeping generalizations and stereotypes when completing the cultural comparison, which can sometimes lead to ineffective and inaccurate comparisons. Teachers should guide their students to set up equal comparisons as much as possible. For example, students should compare communities of similar scope (e.g., a city to a city, a nation to a nation, a continent to a continent).

## STIMULUS/TASK MODEL

## Promotional Material

MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
<b>1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</b>	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.1:</b> Identify the main idea. <b>1.A.2:</b> Identify supporting/relevant details. <b>1.A.3:</b> Retell or summarize information in narrative form.
<b>3: Interpret the content of written or audio text (words)</b>	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.4:</b> Identify organizing and/or rhetorical structures and/or strategies.
<b>4: Make meanings from words and expressions</b>	<b>4.A:</b> Determine the meaning of familiar and unfamiliar words.	<b>4.A.2:</b> Deduce the meaning of unfamiliar words or expressions.



## SUGGESTED RESOURCES

- Invitation: Galerie Yassine à Dakar:  
**ECLATS DAFRIK**
- The Bayeux museum is a rich collection of eleventh century and contemporary art, history, and architecture:  
**Bayeux museum**
- Invitation: Elena Peinado Nevado  
*Invitation au Petit Marché de l'art*

## TEACHER TALK

- Preview vocabulary in the context of authentic sources; select and present key vocabulary prior to presenting the source.



## STIMULUS/TASK MODEL

## Literary Text

MODE: PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i>	1.A: Describe the literal meaning of the text.	1.A.1: Identify the main idea.
2: <i>Make interdisciplinary and cultural connections</i>	2.B: Make connections in and across disciplines.	2.B.1: Identify and/or describe content and connections among interdisciplinary topics.
3: <i>Interpret the content of written or audio text (words)</i>	3.A: Interpret the distinguishing features of a text.	3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.A.4: Identify organizing and/or rhetorical structures and/or strategies.
	3.B: Interpret the meaning of a text.	3.B.1: Identify and/or describe similarities and/or differences among different types of texts.



## SUGGESTED RESOURCES

- Poem by Charles Baudelaire  
"Les Fleurs du Mal"
- Novel by Victor Hugo  
Notre-Dame de Paris

## TEACHER TALK

- This well-known poem by Baudelaire, "L'invitation au voyage," exemplifies beauty and aesthetics on multiple levels, in that it is literary art and unites through synesthesia the visual, tactile, olfactory, auditory, and gustatory. This link includes the text of the poem and a literary analysis.
- In Book 3, Chapter 1 of Victor Hugo's *Notre Dame de Paris* (pp. 120–122), Hugo describes the cathedral as a hybrid between Romanesque and Gothic, interesting to artists and historians alike, less individual work of art than social art, a national historical depot, a work of centuries. Have students discuss why the cathedral would be of interest to historians and artists alike.

# STIMULUS/TASK MODEL

## Letter

MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
3: Interpret the content of written or audio text (words)	3.A: Interpret the distinguishing features of a text.	3.A.2: Identify the purpose. 3.A.4: Identify organizing and/or rhetorical structures and/or strategies.
	3.B: Interpret the meaning of a text.	3.B.2: Infer implied meanings through context.



### SUGGESTED RESOURCES

- *Les Artistes en Arts Visuels*: Institut de la statistique du Québec, Portrait statistique des conditions de pratique au Québec 2010. See p. 3.  
**Les Artistes en Arts Visuels**
- A letter, from Catherine Lawless of the press office, inviting the press to an event to mark the 1985 re-opening of the Contemporary Art Museum at the Centre Pompidou with accompanying descriptions of the museum.  
**Invitation letter to an event at the Centre Pompidou**

### TEACHER TALK

- Teach students to read closely to interpret meaning from text.

## STIMULUS/TASK MODEL

## Conversation and Chart

MODE: PRINT, AUDIO, VISUAL, AND AUDIOVISUAL  
INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
2: Make interdisciplinary and cultural connections	2.B: Make connections in and across disciplines.	<p>2.B.2: Explain how data from a graph or table illustrate interdisciplinary topics or phenomena.</p> <p>2.B.4: Infer interdisciplinary information from a text.</p>



## SUGGESTED RESOURCES

## Conversation

- Teacher or student groups could create a conversation between two people discussing going to the Centre Pompidou.
- The following link from France tv's *1 Jour 1 Question* could also be used for interpretive listening.

C'est quoi le Centre Georges Pompidou ?

## Chart

- Two infographics showing museum attendance as a function of educational attainment and a longitudinal graph showing museum attendance of segments of society along a 35-year span. Ludia Magnoni, *L'Essentiel*:  
Infographie : Qui fréquente les musées?

## TEACHER TALK

- Have students find connections between the conversation and the chart/graph.

## STIMULUS/TASK MODEL

## Email Reply

MODE: WRITTEN INTERPERSONAL COMMUNICATION

Skill Category	Skill	Learning Objective
<b>4: Make meanings from words and expressions</b>	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication. <b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
<b>6: Communicate interpersonally by writing to others</b>	<b>6.A:</b> Understand and apply appropriate communication strategies in interpersonal writing.  <b>6.B:</b> Understand and apply appropriate and varied syntactical expressions in interpersonal writing.	<b>6.A.1:</b> Initiate, maintain, and close written exchanges. <b>6.A.2:</b> Provide and obtain relevant information in written exchanges. <b>6.A.3:</b> Use a variety of grammar and syntax in written exchanges. <b>6.A.4:</b> Use register appropriate for the intended target culture audience in written exchanges. <b>6.A.5:</b> Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.  <b>6.B.1:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. <b>6.B.2:</b> Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. <b>6.B.3:</b> Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges. <b>6.B.4:</b> Monitor language production; recognize errors and attempt self-correction in written exchanges.



## SUGGESTED RESOURCES

- AP French Language and Culture, 2012, Free-Response Task 1, Email Reply:  
**Free-Response Task 1, Email Reply**
- AP French Language and Culture, 2017, Free-Response Task, Email Reply:  
**Free-Response Task 1, Email Reply**
- Teacher-created email that takes one of the sources from the activities in the unit and expands (i.e. an email to a student who may be interested in being an intern at the Bayeux museum or the Centre Pompidou).

## TEACHER TALK

- Provide examples of replies that provide supporting details and elaboration.

# STIMULUS/TASK MODEL

## Conversation

MODE: SPOKEN INTERPERSONAL COMMUNICATION

Skill Category	Skill	Learning Objective
<b>4: Make meanings from words and expressions</b>	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication. <b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
	<b>5.A:</b> Understand and apply appropriate communication strategies in interpersonal speaking.	<b>5.A.1:</b> Initiate, maintain, and close spoken exchanges. <b>5.A.2:</b> Comprehend an interlocutor's message in spoken exchanges. <b>5.A.3:</b> Provide and obtain relevant information in spoken exchanges. <b>5.A.4:</b> Use appropriate register and greeting for the intended target culture audience in spoken exchanges. <b>5.A.5:</b> Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges. <b>5.A.6:</b> Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. <b>5.A.7:</b> Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.
	<b>5.B:</b> Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.	<b>5.B.1:</b> Use a variety of grammar and syntax in spoken exchanges. <b>5.B.2:</b> Use transitional expressions and cohesive devices in spoken exchanges. <b>5.B.3:</b> Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges. <b>5.B.4:</b> Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

*continued on next page*

**SUGGESTED RESOURCES**

- Create a guided conversation and/or improvisational conversation for students to complete with minimum guidance (different opinions on a piece of art, going to a museum, two different takes on the importance of art, etc.).
- Have student pairs create a conversation in which one student calls to invite the other to the next art club meeting where participants will get to create either a painting or a sculpture.
- If any of the resources for the Promotional Material task on page 54 are used, students could have a conversation about which art the students want to see and why.

**TEACHER TALK**

- It is important that students learn to engage spontaneously with an interlocutor.
- For exam readiness, practice in guided turns is a must, but free-flowing interpersonal conversation is an even greater necessity.
- Utilize resources from the unit to create a conversation task that relates to unit themes and helps synthesize information.
- Provide students with examples of conversations with supporting details and elaboration.

# STIMULUS/TASK MODEL

## Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
<b>4: Make meanings from words and expressions</b>	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication. <b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
<b>7: Communicate through spoken presentations</b>	<b>7.A:</b> Plan and research an issue or topic for presentational speaking.	<b>7.A.1:</b> Use a process to plan spoken presentations. <b>7.A.2:</b> Use research strategies to gather information and evidence for inclusion in spoken presentations.
	<b>7.B:</b> Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.	<b>7.B.1:</b> Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. <b>7.B.2:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. <b>7.B.3:</b> Use pronunciation in spoken presentations that is comprehensible to speakers of the target language. <b>7.B.4:</b> Use effective intonation patterns, pacing, and delivery in spoken presentations. <b>7.B.5:</b> Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
	<b>7.C:</b> Use appropriate language and vocabulary for the intended audience in presentational speaking.	<b>7.C.1:</b> Use a variety of grammar and syntax in spoken presentations. <b>7.C.2:</b> Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. <b>7.C.3:</b> Monitor language production; recognize errors and attempt self-correction in spoken presentations.
	<b>7.D:</b> Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	<b>7.D.1:</b> Explain ideas and opinions with examples in spoken presentations. <b>7.D.2:</b> Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

*continued on next page*



## SUGGESTED RESOURCES

- *Quelle est l'influence des arts visuels dans ta communauté?* (Could be a summative task for the unit, which encourages students to cite what they have studied in class.)
- AP French Language and Culture, 2013, Free-Response Task 4, Cultural Comparison: *Quelle est l'attitude des gens de votre communauté en ce qui concerne l'importance des arts visuels tels que la peinture, la photographie, la sculpture et le dessin?*  
**Free-Response Task 4, Cultural Comparison**

## TEACHER TALK

- Teachers should try to make a local connection to the influence of art within their community. Check out art club, visit a gallery, invite a gallery owner/artist etc. to speak.
- Provide a graphic organizer (T-Chart or Venn Diagram) to help students plan and organize their presentation.
- Work with students to set up equal comparisons (e.g. city to a city, nation to a nation, etc.)
- Released exam content can always serve as useful classroom material and as a model for crafting customized prompts.



**AP FRENCH  
LANGUAGE AND CULTURE**

**UNIT 4**

**How  
Science and  
Technology  
Affect Our  
Lives**



**~19–21**

CLASS PERIODS

---

# How Science and Technology Affect Our Lives



## Developing Understanding

### ESSENTIAL QUESTIONS

- What factors drive innovation and discovery in the fields of science and technology? / *Quels facteurs favorisent l'innovation et la découverte dans les sciences et la technologie?*
- What role do ethics play in scientific advancement? / *Quel rôle l'éthique joue-t-elle dans l'avancement scientifique?*
- What are the social consequences of scientific or technological advancements? / *Quelles sont les conséquences des avancements scientifiques ou technologiques?*

Unit 4 explores the effects of science and technology on people's lives in French-speaking communities. This theme encourages students to work with more complex academic vocabulary and content as they continue to develop linguistic and cultural concepts from previous units. While **Science and Technology** is the primary thematic focus of the unit, it is possible to integrate the additional themes of Global Challenges, Contemporary Life, and Personal and Public Identities. For example, students could

- explore how developments in science can both create and resolve challenges in contemporary society.
- investigate how technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities.
- consider ways access to technology affects society and the quality of life.
- examine how science and technology affect the values and ethics of a community.

### Suggested Themes

### Recommended Contexts

Science and Technology /  
*La science et la technologie*

Ethical Questions / *Les choix moraux*  
Discoveries and Inventions / *Les découvertes et les inventions*  
Future Technologies / *L'avenir de la technologie*  
Current Research Topics / *La recherche et ses nouvelles frontières*

Global Challenges /  
*Les défis mondiaux*

Economic Issues / *L'économie*  
Peace and War / *La paix et la guerre*  
Human Rights / *Les droits de l'être humain*

Contemporary Life /  
*La vie contemporaine*

Professions / *Le monde du travail*  
Education / *L'éducation et l'enseignement*  
Travel / *Les voyages*

Personal and Public  
Identities / *La quête de soi*

Alienation and Assimilation / *L'aliénation et l'assimilation*  
Beliefs and Values / *Les croyances et les systèmes de valeurs*  
Language and Identity / *L'identité linguistique*

## Building Course Skills

In this unit, students comprehend and interpret information of increasing complexity as they read articles and charts and listen to audio sources. Building on skills developed in previous units, students

- identify purpose, perspectives, and point of view.
- relate a source to another stimulus.
- make connections within and across disciplines.
- identify and explain cultural products, practices, and perspectives.
- continue to develop visual literacy by identifying and describing patterns and trends in data.

Practice in the interpretive mode prepares students to engage in the presentational mode:

- Identifying main ideas, supporting details, and points of view in written and audio sources builds skills in selecting evidence for writing an argumentative essay.
- Reading and discussing articles and interpreting data from charts related to articles build students' skills in selecting evidence for writing an argumentative essay.
- Applying their cultural understanding by explaining cultural products, practices, and perspectives builds students' skills in making comparisons.

## Preparing for the AP Exam

In this unit, students complete multiple-choice questions based on instructions, articles, charts, and presentations, giving them the opportunity to practice working with varied texts and to receive feedback on their comprehension of items of increasing complexity.

### AREAS OF CHALLENGE – MULTIPLE CHOICE

- Students find listening to authentic instructions and presentations challenging: the speed of delivery by native speakers, the speaker's presentational style or dialect, and background sounds may interfere with understanding. The content itself may also be challenging. Teachers can prepare students by providing numerous opportunities to listen to a wide variety of audio sources from the French-speaking world, ideally providing key interdisciplinary vocabulary ahead of time. Teachers should teach strategies for taking notes while listening and encourage students to identify main ideas and supporting details. Students can listen to the source multiple times, with the teacher pausing occasionally to check for students' understanding.
- As previously stated in Unit 2, students find tasks with two sources challenging. Students can continue to make connections between sources using graphic organizers.

Students also complete cultural comparison and argumentative essay free-response questions. In Unit 2, students developed a thesis statement for their written argument. In Unit 4, the essay task is further scaffolded to the complexity students can expect on the AP Exam. Students are given 40 minutes to write an organized essay in response to a prompt. In their essay, students should:

- provide their own viewpoint.
- support their viewpoint by integrating evidence from all three sources.
- cite the sources appropriately.
- apply their knowledge of academic vocabulary.
- write paragraph-length discourse.
- guide the reader by using effective transitions.

### AREAS OF CHALLENGE – ARGUMENTATIVE ESSAY

- Students sometimes focus on summarizing the sources instead of integrating evidence from all the sources to support their argument. Teachers can show examples from AP Central of effective essays that successfully integrate the sources. Teachers can show ineffective sample essays to demonstrate how not integrating evidence detracts from the argument.
- Students often struggle to effectively organize their ideas. Teachers can guide students to
  - ♦ clearly state their argument in the opening paragraph.
  - ♦ develop their argument in subsequent paragraphs by integrating evidence from the sources.
  - ♦ enhance the reader's understanding by using effective transitions and cohesive devices.
  - ♦ bring the essay to an appropriate conclusion in which they do not simply restate their argument.
- Students sometimes forget to cite sources used in their essays. While using formal style guidelines is not expected on the AP Exam, students should acknowledge a source each time it is referenced, by giving the source name, author, or number (Source 1, Source 2, Source 3), or by stating the type of source (article, chart, audio).
- Students don't always proofread and revise their work, so teachers should remind students that reviewing their work for spelling, grammar, and mechanics is part of the writing process.

### Cultural Comparison:

- Students tend to focus too much on discussing one community or the other instead of making an effective comparison. It's important that students demonstrate what they have learned about the target culture. A good strategy to ensure that students discuss and compare the two communities is to have them start their presentation by talking about the target language community and then transition to their own.

# STIMULUS/TASK MODEL

# Article and Chart

MODE: PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
<b>1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</b>	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.1:</b> Identify the main idea.
	<b>1.B:</b> Describe data.	<b>1.B.1:</b> Identify and describe patterns and trends in data. <b>1.B.2:</b> Describe data from a table, chart, graph, map, or infographic.
<b>2: Make interdisciplinary and cultural connections</b>	<b>2.B:</b> Make connections in and across disciplines.	<b>2.B.2:</b> Explain how data from a graph or table illustrate interdisciplinary topics or phenomena.
		<b>2.B.4:</b> Infer interdisciplinary information from a text.
<b>3: Interpret the content of written or audio text (words)</b>	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.



## SUGGESTED RESOURCES

### Article

- "Téléphone portable avantage inconvenient impact environnemental," *picbleu.fr*  
Téléphone portable avantage Inconvenient impact environnemental

### Chart

- "DAS Débit Absorption Spécifique Radiations portable et santé," chart 2, *picbleu.fr*,  
DAS Débit Absorption Spécifique Radiations portable et santé

### Article and Chart

- Impact of technology and development of technology on the African continent
- Each of the two articles below includes an accompanying infographic.  
"La soif de technologie des jeunes Africains" Jonathan Kalan, *Afrique Renouveau*, May 2013  
"Technologie: Le grand boom de la téléphonie mobile en Afrique" Makhtar, *SeneNews*, August 6, 2013

## TEACHER TALK

- It is important to have students demonstrate understanding of text and chart and to make connections.
- Teachers might show the chart independently to elicit ideas, to ask students to verbalize the conclusions they draw before reading the article.
- Introduce graphic organizers to help students organize information found in the two sources.

## STIMULUS/TASK MODEL

## Interview

MODE: AUDIO, VISUAL, AND AUDIOVISUAL  
INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
<b>2: Make interdisciplinary and cultural connections</b>	<b>2.B:</b> Make connections in and across disciplines.	<b>2.B.1:</b> Identify and/or describe content and connections among interdisciplinary topics.
<b>3: Interpret the content of written or audio text</b>	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.



## SUGGESTED RESOURCES

- Video: *Télé-loisirs*, June 14, 2015  
"Top 5 applis pour écouter gratuitement de la musique"
- Interview with sociologist Dominique Cardon, *Toute l'Europe*, December 7, 2015  
"Internet favorise-t-il la démocratie européenne?"

## TEACHER TALK

- For the first source, pairs/groups create a chart to compare/contrast the phone apps.
- In the second source, the interview lasts just under 5 minutes. However teachers can address one or more of the four interview questions found at (0:06, 1:07, 2:05, and 3:25).
- Provide students with multiple opportunities to listen to a text and provide graphic organizers as needed.
- Preview critical vocabulary prior to having students listen.

## STIMULUS/TASK MODEL

## Instructions

MODE: AUDIO, VISUAL, AND AUDIOVISUAL  
INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
<b>1:</b> <i>Comprehend written, audio, audiovisual, and visual text</i>	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.3:</b> Retell or summarize information in narrative form.
<b>3:</b> <i>Interpret the content of written or audio text</i>	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.2:</b> Identify the purpose.
<b>4:</b> <i>Make meanings from words and expressions</i>	<b>4.A:</b> Determine the meaning of familiar and unfamiliar words.	<b>4.A.2:</b> Deduce the meaning of unfamiliar words or expressions.



## SUGGESTED RESOURCES

- *Instructions for how to dry out a cell phone that has fallen in the water*  
Smartphone tombé dans l'eau : que faire ? Voici les gestes qui sauvent !

## TEACHER TALK

- Have students listen first without the video or watch first without sound and then ask them to react/summarize before playing audio and video together.
- Provide students with multiple opportunities to listen to a text and provide graphic organizers as needed.
- Preview critical vocabulary prior to having students listen.

## STIMULUS/TASK MODEL

# Presentation

MODE: AUDIO, VISUAL, AND AUDIOVISUAL  
INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
<b>3:</b> <i>Interpret the content of written or audio text</i>	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.1:</b> Identify the intended audience. <b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
<b>4:</b> <i>Make meanings from words and expressions</i>	<b>4.A:</b> Determine the meaning of familiar and unfamiliar words.	<b>4.A.2:</b> Deduce the meaning of unfamiliar words or expressions.



### SUGGESTED RESOURCES

- Video: *Inria.fr*, February 9, 2017  
"Présentation - centre de recherche Inria Bordeaux - Sud-Ouest"
- *Inria* - Visualiser l'activité cérébrale avec des interfaces cerveau-ordinateur (Jérémy Frey)  
"Visualiser l'activité cérébrale avec des interfaces cerveau-ordinateur"

### TEACHER TALK

- First source: low-text video presentation. (Ideal for use as students supply vocabulary and expressions they are learning, moving from interpretive to interpersonal and presentational modes)
- Second source: fairly dense, vocabulary-laden presentation, requiring video for better student comprehension.
- Provide students with multiple opportunities to listen to a text and provide graphic organizers as needed.
- Preview critical vocabulary prior to having students listen.

## STIMULUS/TASK MODEL

## Argumentative Essay

MODE: WRITTEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: <i>Make meanings from words and expressions</i>	4.B: Use words appropriate for a given context.	4.B.1: Use a variety of vocabulary in written and spoken communication.
		4.B.2: Explain and use idiomatic and culturally authentic expressions.
8: <i>Communicate through written presentations</i>	8.A: Plan and research an issue or topic for presentational writing.	8.A.1: Use a process to plan written presentations.
		8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations.
	8.B: Use appropriate writing strategies to communicate an idea in presentational writing.	8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion.
		8.B.2: Use communication strategies, such as circumlocution and paraphrasing to maintain written presentations.
	8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.	8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.
		8.C.2: Use a variety of grammar and syntax in written presentations.
		8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.
		8.C.4: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.
	8.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational writing.	8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations.
		8.D.1: Explain ideas and opinions with examples in written presentations.
		8.D.2: Integrate information from sources and cite them appropriately in written presentations.

*continued on next page*





## SUGGESTED RESOURCES

### Topic

- Evolution of technology and its impact

**Prompt** "Devrait-on limiter l'emploi de la technologie chez les jeunes?"

- Article: *Coup de Pouce*, October 6, 2014  
"Oui, la techno change nos vies!"
- Graph: Michel Cartier, *Le 21<sup>e</sup> siècle*  
Infographie: les étapes d'Internet 1, 2 et 3

### Topic

- Social media

**Prompt** Quels sont les avantages d'Instagram?

- Article: Tess Annest, *Glamour*, June 3, 2018  
"Instagram: Comment fonctionne l'algorithme?"
- Article by Rudy Viard, Webmarketing conseils, May 16, 2018  
"Les Chiffres d'Instagram"
- Video: Emmanuel Chila, [www.wayfa.fr](http://www.wayfa.fr), November 15, 2016  
"Stories, hashtags, contenus: les clés du succès d'Instagram"

## TEACHER TALK

- Teach students to integrate evidence from the sources and not simply summarize the source's content.
- Make sure students cite the sources appropriately.

## STIMULUS/TASK MODEL

## Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
<b>4: Make meanings from words and expressions</b>	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication. <b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
	<b>7: Communicate through spoken presentations</b>	<b>7.A:</b> Plan and research an issue or topic for presentational speaking. <b>7.A.1:</b> Use a process to plan spoken presentations. <b>7.A.2:</b> Use research strategies to gather information and evidence for inclusion in spoken presentations.
	<b>7.B:</b> Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.	<b>7.B.1:</b> Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. <b>7.B.2:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. <b>7.B.3:</b> Use pronunciation in spoken presentations that is comprehensible to speakers of the target language. <b>7.B.4:</b> Use effective intonation patterns, pacing, and delivery in spoken presentations. <b>7.B.5:</b> Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
	<b>7.C:</b> Use appropriate language and vocabulary for the intended audience in presentational speaking.	<b>7.C.1:</b> Use a variety of grammar and syntax in spoken presentations. <b>7.C.2:</b> Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. <b>7.C.3:</b> Monitor language production; recognize errors and attempt self-correction in spoken presentations.
	<b>7.D:</b> Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	<b>7.D.1:</b> Explain ideas and opinions with examples in spoken presentations. <b>7.D.2:</b> Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

*continued on next page*



## SUGGESTED RESOURCES

- AP French Language and Culture, 2014, Free-Response Task 4, Cultural Comparison: "*Comment est-ce que les innovations scientifiques récentes ont touché la vie des gens dans votre communauté?*"  
**Free-Response Task 4, Cultural Comparison**

## TEACHER TALK

- Provide a graphic organizer (T-Chart or Venn Diagram) to help students incorporate cultural information from a target language community as well as their own.

**AP FRENCH  
LANGUAGE AND CULTURE**

**UNIT 5**

**Factors  
That Impact  
the Quality  
of Life**



**~19–21**  
CLASS PERIODS

---

# Factors That Impact the Quality of Life



## Developing Understanding

### ESSENTIAL QUESTIONS

- How do aspects of everyday life influence and relate to the quality of life? / *En quoi les aspects de la vie quotidienne affectent-ils et se rapportent-ils à la qualité de vie?*
- How does where one lives impact the quality of life? / *En quoi le lieu où l'on vit influence-t-il la qualité de vie?*
- What influences one's interpretation and perceptions of the quality of life? / *Qu'est-ce qui influence l'interprétation et les perceptions de la qualité de vie?*

This unit explores themes related to the quality of life in French-speaking communities, which provides a meaningful context for students in which to work on increasingly nuanced linguistic and cultural concepts as they expand their academic vocabulary. While the unit's primary thematic focus is **Contemporary Life**, the themes of Global Challenges, Science and Technology, and Beauty and Aesthetics may also be incorporated. For example, students could:

- explore how one's social status influences one's quality of life.
- investigate how cultural perspectives and traditions relate to the quality of life.
- consider how access to education, health care, justice, food, and water impact the quality of life.
- explore how geography influences the quality of life.

### Suggested Themes

### Recommended Contexts

Contemporary Life /  
*La vie contemporaine*

Education / *L'éducation et l'enseignement*  
Rites of Passage / *Les rites de passage*  
Housing and Shelter / *Le logement*  
Professions / *Le monde du travail*

Global Challenges /  
*Les défis mondiaux*

Human Rights / *Les droits de l'être humain*  
Nutrition and Food Safety / *L'alimentation*  
Economic Issues / *L'économie*

Science and Technology /  
*La science et la technologie*

Professions / *Le monde du travail*  
Education / *L'éducation et l'enseignement*  
Travel / *Les voyages*

Beauty and Aesthetics /  
*L'esthétique*

Ideals of Beauty / *Le beau*  
Literature / *Les arts littéraires*  
Contributions to World Artistic Heritage / *La patrimoine*

## Building Course Skills

Students read literary texts and interpret information in interviews, instructions, and conversations. Building on skills developed in previous units, students

- identify point of view, purpose, perspectives, and intended audience.
- summarize content.
- identify theme or moral.
- infer meanings based on context.
- connect content to interdisciplinary themes.

Students engage in the interpersonal and presentational modes in the following ways:

- They apply appropriate register, elaboration, and communication strategies to interpersonal speaking and writing.
- They apply skills and vocabulary gained from reading and deconstructing authentic sources while writing and speaking.
- They continue to build their repertoire of transitions and cohesive devices to enhance their presentational speaking.
- They deliver organized spoken presentations with a thesis statement and supporting evidence.

## Preparing for the AP Exam

In this unit, students complete multiple-choice questions with literary texts, interviews, instructions, and conversations and charts. These questions closely align to the level of complexity students can expect on the AP Exam.

### AREAS OF CHALLENGE – MULTIPLE CHOICE

- Students may have difficulty differentiating among speakers while listening to interviews. Therefore, it is important for teachers to offer many examples of recorded interviews. Students should listen to sources with interviews multiple times in order to clearly distinguish the different speakers. After listening, teachers can provide excerpts and ask students to identify each speaker.
- Students often neglect to read the advance organizers that precede each source. These organizers provide context and essential information about the sources that follow, so teachers need to encourage their students to read them.

Students also complete the conversation, email, and cultural comparison free-response questions, which align to the format students will see on the AP Exam.

### AREAS OF CHALLENGE – FREE RESPONSE

- In the conversation task, students do not always follow what they are directed to do in the provided outline. When they do not follow directions, they are in danger of going off task and will not be able to receive a high score. Teachers need to make sure students read and adhere to the outline.
- During the conversation, students should not stop if they realize they misunderstood one of the turns, but rather continue to do their best and listen carefully to the next prompt from the interlocutor.
- Students should not overuse memorized stock phrases. For example, “What a good question,” “Let me think for a minute,” and “Just a second” may be appropriate to use occasionally, but such phrases should not be relied on for each turn in the conversation. Students should be encouraged to use the full 20 seconds to respond.
- In both the conversation and the email tasks, students need to pay attention to register and avoid shifting registers during their responses.
- For both speaking tasks, students should monitor their language production and be encouraged to self-correct if they realize that they have made a mistake. They are not penalized for doing so on the exam.
- For all tasks in this unit, students need to continue to focus on providing details and elaboration.
- Teachers should provide examples of effective student responses to conversations, emails, and cultural comparisons from AP Central as models for students.

## STIMULUS/TASK MODEL

## Literary Text

MODE: INTERPRETIVE COMMUNICATION – PRINT SOURCES

Skill Category	Skill	Learning Objective
2: <i>Make interdisciplinary and cultural connections</i>	2.A: Make cultural connections.	2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena.
3: <i>Interpret the content of written or audio text (words)</i>	3.A: Interpret the distinguishing features of a text.	3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.A.4: Identify organizing and/or rhetorical structures and/or strategies.
	3.B: Interpret the meaning of a text.	3.B.2: Infer implied meanings through context.



## SUGGESTED RESOURCES

- A Sufi parable on the path to happiness. *bonheurlpourtout.com*.  
"La cithare du bonheur"
- Moliere's *Le Malade imaginaire*:  
Le Malade imaginaire, Act III, Scene 10  
Le Malade Imaginaire, Act III, Scene 3

## TEACHER TALK

- For the Moliere work, have students write an email from Argon to his brother Beralde about the benefits of seeing a doctor regularly and why this helps improve his quality of life.
- Actively guide students to examine a work to determine distinguishing features and make inferences.

## STIMULUS/TASK MODEL

# Conversation and Chart

MODE: PRINT, AUDIO, VISUAL, AND AUDIOVISUAL  
INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
<b>1: Comprehend</b> <i>written, audio, audiovisual, and visual text</i>	<b>1.B:</b> Describe data.	<b>1.B.2:</b> Describe data from a table, chart, graph, map, or infographic.
<b>2: Make</b> <i>interdisciplinary and cultural connections</i>	<b>2.A:</b> Make cultural connections.	<b>2.A. 2:</b> Explain how data from a graph or table illustrates cultural topics or phenomena.
	<b>2.B:</b> Make connections in and across disciplines.	<b>2.B. 1:</b> Identify and/or describe content and connections among interdisciplinary topics.
<b>3: Interpret the</b> <i>content of written or audio text (words)</i>	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.2:</b> Identify the purpose. <b>3.A. 3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	<b>3.B:</b> Interpret the meaning of a text.	<b>3.B. 1:</b> Identify and/or describe similarities and/or differences among different types of texts.



### SUGGESTED RESOURCES

#### Conversation

- Video: *France Bienvenue*, January 27, 2017  
"La vie à Paris"

#### Chart

- An article featuring a wealth of charts representing responses to survey questions of Parisians on quality of life, advantages and disadvantages of living in the capital. Emmanuel Charonnat, *CB Expert*, October 23, 2017:  
"Les Parisiens aiment Paris, mais veulent la quitter"

#### Conversation

- To accompany the chart below, teachers can develop a conversation between two teenagers talking to each other about how little sleep they get.

#### Chart

- How many hours should one sleep in order to succeed? Article and chart, *Alloprofparents.ca*, November 10, 2017:  
"Bien dormir pour mieux réussir à l'école"

### TEACHER TALK

- Have students read the advance organizers that accompany the texts.



## STIMULUS/TASK MODEL

## Interview

MODE: AUDIO, VISUAL, AND AUDIOVISUAL  
INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
3: Interpret the content of written or audio text (words)	3.A: Interpret the distinguishing features of a text.	3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.



## SUGGESTED RESOURCES

- An article discussing an ad campaign designed to lure Montreal residents to Gaspésie, "*La Gaspésie séduit Montréal*." Videos from the campaign are featured. Grenier, May 17, 2018: "*La Gaspésie séduit Montréal*"
- Video Interview: Sleep and the best way to wake yourself, to have a better day. *francetvinfo.fr*, March 16, 2018: "*Sommeil: comment passer une bonne nuit?*"

## TEACHER TALK

- For the first source listed, all the videos in this article are appropriate for Interpretive communication. The first three last a little over 1 minute, and the second three are reduced, extracted clips.
- Provide students with multiple opportunities to listen to a text and provide graphic organizers as needed.
- Work with students to identify the speaker(s) of an audio source.

# STIMULUS/TASK MODEL

## Instructions

MODE: AUDIO, VISUAL, AND AUDIOVISUAL  
INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
<b>2: Make interdisciplinary and cultural connections</b>	<b>2.A:</b> Make cultural connections.	<b>2.A.1:</b> Identify and/or describe content and connections among cultural topics.
<b>3: Interpret the content of written or audio text (words)</b>	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
<b>4: Make meanings from words and expressions</b>	<b>4.A:</b> Determine the meaning of familiar and unfamiliar words.	<b>4.A.2:</b> Deduce the meaning of unfamiliar words or expressions.



### SUGGESTED RESOURCES

- An Ivorian chef brings African ingredients and recipes to Paris. *France 24*, July 28, 2015: **Chef africain, Loïc Dabé veut rendre la cuisine africaine sexy et accessible au plus grand nombre**
- Another recipe highlighting interpretive reading. *Senecuisine*, February 17, 2017: **"MAFÉ : recette africaine"**
- Video: Why and how to get a good night's sleep. *Doctissimo*, March 18, 2013: **"Ça vous change la vie - Bien dormir"**

### TEACHER TALK

- Provide students with multiple opportunities to listen to a text and provide graphic organizers as needed.
- Provide students with opportunities to read the advance organizer for a stimulus material.

## STIMULUS/TASK MODEL

## Email Reply

MODE: WRITTEN INTERPERSONAL COMMUNICATION

Skill Category	Skill	Learning Objective
<b>4: Make meanings from words and expressions</b>	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication. <b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
<b>6: Communicate interpersonally by writing to others</b>	<b>6.A:</b> Understand and apply appropriate communication strategies in interpersonal writing.  <b>6.B:</b> Understand and apply appropriate and varied syntactical expressions in interpersonal writing.	<b>6.A.1:</b> Initiate, maintain, and close written exchanges. <b>6.A.2:</b> Provide and obtain relevant information in written exchanges. <b>6.A.3:</b> Use a variety of grammar and syntax in written exchanges. <b>6.A.4:</b> Use register appropriate for the intended target culture audience in written exchanges. <b>6.A.5:</b> Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.  <b>6.B.1:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. <b>6.B.2:</b> Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. <b>6.B.3:</b> Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges. <b>6.B.4:</b> Monitor language production; recognize errors and attempt self-correction in written exchanges.



## SUGGESTED RESOURCES

- AP French Language and Culture, 2014, Free-Response Task 1, Email Reply  
**Free-Response Task 1, Email Reply**
- Article from *La Lettre du Dr. Willem*, March 20, 2017: "Mes plantes préférées pour bien dormir"

## TEACHER TALK

- Teacher-created emails could touch on the themes of this unit (inquiring about preferences: city versus country living, food, and quality of life, etc.).
- Present examples of replies that provide supporting details and elaboration.
- Have students monitor their use of register during responses.

## STIMULUS/TASK MODEL

# Conversation

MODE: SPOKEN INTERPERSONAL COMMUNICATION

Skill Category	Skill	Learning Objective
<b>4: Make meanings from words and expressions</b>	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication. <b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
<b>5: Communicate interpersonally by speaking with others</b>	<b>5.A:</b> Understand and apply appropriate communication strategies in interpersonal speaking.	<b>5.A.1:</b> Initiate, maintain, and close spoken exchanges. <b>5.A.2:</b> Comprehend an interlocutor's message in spoken exchanges. <b>5.A.3:</b> Provide and obtain relevant information in spoken exchanges. <b>5.A.4:</b> Use appropriate register and greeting for the intended target culture audience in spoken exchanges. <b>5.A.5:</b> Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges. <b>5.A.6:</b> Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges. <b>5.A.7:</b> Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.
	<b>5.B:</b> Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.	<b>5.B.1:</b> Use a variety of grammar and syntax in spoken exchanges. <b>5.B.2:</b> Use transitional expressions and cohesive devices in spoken exchanges. <b>5.B.3:</b> Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges. <b>5.B.4:</b> Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

*continued on next page*

**SUGGESTED RESOURCES**

- AP French Language and Culture, 2013, Free-Response Task 3, Conversation  
**Free-Response Task 3, Conversation**
- Another possible conversation scenario is for a student to receive a call from a friend who is worried because he has missed several days of school and wants help finding out what assignments he's missing. The friend indicates he has a cold because he's been too busy and not getting enough sleep and asks for advice on how to have a better life balance.

**TEACHER TALK**

- Consistent practice with impromptu interpersonal speaking wherein students must respond to interlocutors is essential.
- Provide students with strategies for working with the conversation outline.

# STIMULUS/TASK MODEL

## Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
<b>4: Make meanings from words and expressions</b>	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication. <b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
<b>7: Communicate through spoken presentations</b>	<b>7.A:</b> Plan and research an issue or topic for presentational speaking.	<b>7.A.1:</b> Use a process to plan spoken presentations. <b>7.A.2:</b> Use research strategies to gather information and evidence for inclusion in spoken presentations.
	<b>7.B:</b> Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.	<b>7.B.1:</b> Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion. <b>7.B.2:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations. <b>7.B.3:</b> Use pronunciation in spoken presentations that is comprehensible to speakers of the target language. <b>7.B.4:</b> Use effective intonation patterns, pacing, and delivery in spoken presentations. <b>7.B.5:</b> Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
	<b>7.C:</b> Use appropriate language and vocabulary for the intended audience in presentational speaking.	<b>7.C.1:</b> Use a variety of grammar and syntax in spoken presentations. <b>7.C.2:</b> Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations. <b>7.C.3:</b> Monitor language production; recognize errors and attempt self-correction in spoken presentations.
	<b>7.D:</b> Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	<b>7.D.1:</b> Explain ideas and opinions with examples in spoken presentations. <b>7.D.2:</b> Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

*continued on next page*



## SUGGESTED RESOURCES

- Article from Quebec about overworked students and their lack of sleep. Compares school start times in Quebec and in the U.S. *Le Devoir*, Jean-François Bouthillette, February 29, 2016: "Les adolescents en décalage horaire"

## TEACHER TALK

- Create a prompt asking students to compare in detail aspects of the target culture and their own. This can relate to any of the themes of the unit (i.e. importance of daily life to quality of life) and/or can begin to branch out, to get students to synthesize from their studies throughout the year, beyond this one unit of study.
- As the year progresses, time constraints should be used so that students become more accustomed to the four minutes allotted for brainstorming and organization and the maximal use of the two minutes of presentational speaking.
- Students could work in groups to generate a T-chart comparing their school with one in Quebec or elsewhere in the francophone world and then present as a group without writing out a script.

**AP FRENCH  
LANGUAGE AND CULTURE**

**UNIT 6**

**Environmental,  
Political,  
and Societal  
Challenges**



**~19–21**

CLASS PERIODS

---



# Environmental, Political, and Societal Challenges

## ESSENTIAL QUESTIONS

- How do environmental, political, and societal challenges positively and negatively impact communities? / *En quoi les défis environnementaux, politiques et sociaux ont-ils un impact positif et négatif sur les communautés?*
- What role do individuals play in identifying and potentially solving complex societal issues? / *Quel rôle l'individu joue-t-il en identifiant et éventuellement en résolvant des problèmes complexes de société?*
- How do challenging issues affect a society's culture? / *En quoi les enjeux difficiles affectent-ils la culture d'une société?*



## Developing Understanding

This final unit explores themes related to how complex issues and phenomena affect people's lives in French-speaking communities. Engaging with the primary theme of **Global Challenges** encourages students to use more sophisticated vocabulary and sentence structure as they continue to refine their knowledge of linguistic and cultural concepts. The unit also connects to the themes of Contemporary Life, Science and Technology, and Families and Communities. For example, students could

- investigate how economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities.
- explore how individuals can positively or negatively influence the world around them.
- suggest possible solutions that address contemporary global challenges.

### Suggested Themes

### Recommended Contexts

Global Challenges /  
*Les défis mondiaux*

Environmental Issues / *L'environnement*  
Health Issues / *La santé*  
Nutrition and Food Safety / *L'alimentation*  
Peace and War / *La paix et la guerre*  
Economic Issues / *L'économie*

Contemporary Life /  
*La vie contemporaine*

Education / *L'éducation et l'enseignement*  
Holidays and Celebrations / *Les fêtes*  
Housing and Shelter / *Le logement*

Science and Technology /  
*La science et la technologie*

Ethical Questions / *Les choix moraux*  
Discoveries and Inventions / *Les découvertes et les inventions*  
Social Impact of Technology / *La technologie et ses effets sur la société*

Families and Communities /  
*La famille et la communauté*

Age and Class / *Les rapports sociaux*  
Customs and Ceremonies / *Les coutumes*  
Family Structures / *La famille*

## Building Course Skills

At this point in the course, students are preparing for the exam in earnest; reading articles, viewing charts, and listening to audio reports and presentations of increasing length and complexity, and building on skills from previous units. During the unit, students engage with all four skill categories in the interpretive mode to comprehend text, make connections, interpret text, and make meanings.

In Units 2 and 4, students developed skills for creating effective argumentative essays, and in Unit 6 they will write an essay using three sources, similar to the one that they will be asked to complete on the exam. Writing the essay is supported by the work students perform in this unit's interpretive mode activities, such as:

- listening to and discussing audio reports and presentations, which prepares students to engage with the audio source associated with the argumentative essay.
- identifying main ideas, supporting details, and other distinguishing features in articles, which builds skills for students in selecting evidence for an argumentative essay.
- viewing charts related to articles, which builds students' skills in interpreting data and cultural trends related to the visuals associated with the argumentative essay.

Students continue to refine their skills in presenting effective cultural comparisons. They will demonstrate their understanding of culture as learned in this unit by comparing one cultural aspect of French-speaking communities with that aspect in their own community.

## Preparing for the AP Exam

In this final unit, students complete multiple-choice questions in the interpretive mode, using articles and charts, audio reports and articles, and presentations. Many skills acquired through the multiple-choice questions are transferable to other interpretive-mode exam task models.

### AREAS OF CHALLENGE – MULTIPLE CHOICE

- The article and chart task model has the most multiple-choice items on the exam, and students find working with two sources challenging. Students need to deeply engage with the content of both sources, so teachers can help by working with students to unpack all the information provided in the two sources and guide students' understanding with leading questions. Students could also engage with the sources by using a think-pair-share activity.

- Students also find both the audio report and article task model difficult because there are two sources. Teachers should guide students in making connections and understanding the content of both sources and also remind students to take good notes as they listen to the audio report.

Students demonstrate presentational writing and speaking skills by completing full argumentative essay and cultural comparison free-response questions. They apply their understanding of academic vocabulary in both written and oral presentations and enhance clarity by using effective transitions. Many skills developed in the presentational mode are transferable to the interpersonal communication tasks on the AP Exam.

### AREAS OF CHALLENGE – FREE RESPONSE

For the essay task, students need to remember to:

- provide a thesis statement that clearly defines their argument.
- integrate relevant evidence from all three sources in support of their argument.
- leave time to review and revise their work, paying careful attention to mechanics. Teachers can provide a checklist of basic punctuation, spelling, and grammatical issues.
- write legibly so that the reader does not have to interpret their handwriting.

For the cultural comparison task:

- students sometimes do not state a clear thesis as a basis for their presentation. Students need to establish a strong thesis for their cultural comparison and ensure that they address a cultural aspect in both their community and a French-speaking community.
- many students do not respond fully to the prompt of the cultural comparison but rather give generalities about the topic. Teachers can remind students to read the prompt carefully and make sure to address the role, influence, attitude, perspective, or significance of the topic.
- Students need to pay careful attention to the pace of their delivery, so that they can deliver a maximum amount of information in two minutes.
- Students should resist the temptation to write out their cultural comparison before delivering it. Instead, teachers can encourage students to write down key words or ideas that they want to include in their presentation.

# STIMULUS/TASK MODEL

# Article and Chart

MODE: PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: <i>Comprehend written, audio, audiovisual and visual text</i>	1.B: Describe data.	1.B.2: Describe data from a table, chart, graph, map, or infographic.
2: <i>Make interdisciplinary and cultural connections</i>	2.A: Make cultural connections.	2.A. 4: Infer cultural information from a text.
	2.B: Make connections in and across disciplines.	2.B. 3: Explain how information from a text connects or relates to interdisciplinary topics or phenomena.
4: <i>Make meanings from words and expressions</i>	4.A: Determine the meaning of familiar and unfamiliar words.	4.A.2: Deduce the meaning of unfamiliar words or expressions.



## SUGGESTED RESOURCES

### Article and Chart

- This article includes two infographics on the effect of rising sea levels across the planet.  
*Futura-Sciences*, Marie-Céline Ray, June 3, 2017  
"COP 21 : la hausse du niveau de la mer menacé les populations"

### Article and Chart

- This link about how to recycle light bulbs etc. in Martinique has quite a lot of narrative and could be used as Article and Chart together. Groupe Seen, Martinique Recyclage:  
"La collecte des lampes usagées par votre collecteur agréé"

## TEACHER TALK

- Have students make inferences based on the content of the sources.

## STIMULUS/TASK MODEL

## Audio Report and Article

MODE: PRINT, AUDIO, VISUAL, AND AUDIOVISUAL  
INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
<b>1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</b>	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.1:</b> Identify the main idea. <b>1.A.3:</b> Retell or summarize information in narrative form.
<b>2: Make interdisciplinary and cultural connections</b>	<b>2.A:</b> Make cultural connections.	<b>2.A.3:</b> Explain how information from a text connects or relates to the target cultural topics or phenomena.
<b>3: Interpret the content of written or audio text</b>	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	<b>3.B:</b> Interpret the meaning of a text.	<b>3.B.2:</b> Infer implied meanings through context.

*continued on next page*

**SUGGESTED RESOURCES**

The following resources are about the 12th annual "Match Against Poverty," an effort by UNDP goodwill ambassadors.

- Article: Programme des Nations Unies pour le développement, February 12, 2015  
"Ronaldo et Zidane affronteront l'ASSE Saint-Etienne en faveur de la réponse à la crise Ebola"
- Video: Programme des Nations Unies pour le développement, April 8, 2015  
"Ronaldo et Zidane affronteront l'ASSE Saint-Etienne en faveur de la réponse à la crise Ebola"
- Video interview: Programme des Nations Unies pour le développement, March 25, 2015  
"'Le partage fait partie de ma vie' - Interview exclusive de Zidane"

The following article and audio report are about deforestation in Africa.

- Article: *le360afrique.com*, Mamourour Sonomou, April 26, 2017  
"Guinée: Le gaz butane pour stopper la déforestation"
- Audio clips: *Studio Hirondelle Guinée*; Kadiatou Bah, Aïssatou Barry, Demba Touré, Lancinet Sidibé, Tristan Miquel  
*Studio Hirondelle Guinée*

**TEACHER TALK**

- Students could complete a Venn diagram with the center listing common points.
- Students could work in pairs to construct emails or letters as a follow-up communication with the individuals interviewed in the sources.
- Have students identify connections between the two sources.
- Have students take notes as they listen to the audio.

## STIMULUS/TASK MODEL

# Presentation

MODE: AUDIO, VISUAL, AND AUDIOVISUAL  
INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
<b>1: Comprehend</b> <i>written, audio, audiovisual, and visual text</i>	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.2:</b> Identify supporting/relevant details.
<b>2: Make</b> <i>interdisciplinary and cultural connections</i>	<b>2.A:</b> Make cultural connections.	<b>2.A.3:</b> Explain how information from a text connects or relates to the target cultural topics or phenomena.
<b>3: Interpret the</b> <i>content of written or audio text</i>	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. <b>3.A.4:</b> Identify organizing and/or rhetorical structures and/or strategies
	<b>3.B:</b> Interpret the meaning of a text.	<b>3.B.2:</b> Infer implied meanings through context.



### SUGGESTED RESOURCES

- Video report: *France 2*, May 12, 2017  
"Le projet d'un jeune Néerlandais pour dépolluer les océans"
- Video report: Presentation by Cyrielle Hariel, *Europe 1*, September 12, 2017  
"Boyan Slat veut nettoyer les océans en utilisant la force des courants marins"

### TEACHER TALK

- Provide students with multiple opportunities to listen to a text and provide graphic organizers as needed.
- Provide students with opportunities to make inferences after listening to a source.

## STIMULUS/TASK MODEL

## Argumentative Essay

MODE: WRITTEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: <i>Make meanings from words and expressions</i>	4.B: Use words appropriate for a given context.	4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain and use idiomatic and culturally authentic expressions.
8: <i>Communicate through written presentations</i>	8.A: Plan and research an issue or topic for presentational writing.	8.A.1: Use a process to plan written presentations. 8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations.
	8.B: Use appropriate writing strategies to communicate an idea in presentational writing.	8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion. 8.B.2: Use communication strategies, such as circumlocution and paraphrasing to maintain written presentations.
	8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.	8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations. 8.C.2: Use a variety of grammar and syntax in written presentations. 8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations. 8.C.4: Use standard conventions of the written language (e.g. capitalization, orthography, accents, punctuation) in written presentations. 8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations.
	8.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational writing.	8.D.1: Explain ideas and opinions with examples in written presentations. 8.D.2: Integrate information from sources and cite them appropriately in written presentations.

*continued on next page*



## SUGGESTED RESOURCES

- A teacher-created question that touches on one of the essential questions of this unit using the resources presented. (i.e. *"Que peut faire l'individu, face aux problèmes mondiaux?"*)
- AP French Language and Culture, 2013, Free-Response Task 2, Persuasive Essay: *"Faut-il arrêter de manger de la viande et devenir végétarien pour être en bonne santé?"*
- AP French Language and Culture, 2015, Free-Response Task 2, Persuasive Essay: *"Doit-on permettre l'usage des OGM (organismes génétiquement modifiés) dans la production alimentaire?"*

### Topic: Solar energy

Prompt: Faut-il promouvoir le solaire pour bâtir l'énergie de demain?

Print information: "Découvrir le solaire," Hélios Eco Energy

Article: "L'énergie solaire dans le monde : actualité et débats," Géoconfluences, March 27, 2018

Video article: "L'Énergie solaire et les panneaux photovoltaïques," Matière Grise, August 1, 2017

## TEACHER TALK

- In preparation for the exam, the presentational writing task requires comprehension and synthesis of resources that have NOT already been studied and discussed in class.
- Teach students to review and revise their work, paying attention to mechanics.
- Make sure students cite the sources appropriately.



# STIMULUS/TASK MODEL

# Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
<b>4: Make meanings from words and expressions</b>	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication.
		<b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
<b>7: Communicate through spoken presentations</b>	<b>7.A:</b> Plan and research an issue or topic for presentational speaking.	<b>7.A.1:</b> Use a process to plan spoken presentations.
		<b>7.A.2:</b> Use research strategies to gather information and evidence for inclusion in spoken presentations.
	<b>7.B:</b> Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.	<b>7.B.1:</b> Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
		<b>7.B.2:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.
		<b>7.B.3:</b> Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
		<b>7.B.4:</b> Use effective intonation patterns, pacing, and delivery in spoken presentations.
		<b>7.B.5:</b> Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
	<b>7.C:</b> Use appropriate language and vocabulary for the intended audience in presentational speaking.	<b>7.C.1:</b> Use a variety of grammar and syntax in spoken presentations.
		<b>7.C.2:</b> Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.
		<b>7.C.3:</b> Monitor language production; recognize errors and attempt self-correction in spoken presentations.
	<b>7.D:</b> Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	<b>7.D.1:</b> Explain ideas and opinions with examples in spoken presentations.
		<b>7.D.2:</b> Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

continued on next page



## SUGGESTED RESOURCES

- *Quelle est l'attitude des gens en Martinique aux problématiques environnementales?*
- *Comparez et contrastez les solutions aux problématiques environnementales entre la Martinique et la France.*
- AP French Language and Culture, 2016, Free-Response Task 4, Cultural Comparison: "*Quelle place est-ce que le recyclage occupe dans votre communauté?*"
- AP French Language and Culture, 2017, Free-Response Task 4, Cultural Comparison: "*Comment est-ce que l'accès aux soins médicaux (hôpitaux, assurances, médicaments, etc.) a affecté la vie des gens de votre communauté?*"

## TEACHER TALK

- In preparation for the exam, the presentational speaking task requires going beyond what was just studied and discussed in class. Students can discuss the questions in small groups and then come together to discuss as a class.
- Make sure students pay attention to the verb used in the prompt so they are sure to address the role, influence, attitude, perspective or significance as stated in the prompt.

AP FRENCH LANGUAGE AND CULTURE

---

# Achievement Level Descriptions

# Introduction

---

*The degree to which student performance meets the learning objectives in each skill category is articulated in the Achievement Level Descriptions, which define how well students at each level perform. Due to the interrelated nature of the modes of communication, all the achievement level descriptions work in concert with one another and should be considered holistically. While references to levels 1–5 cannot precisely predict a student’s ultimate score on the AP Exam, AP teachers can use this information to develop better insight into individual student performance and adjust their curriculum and instruction accordingly.*

The AP French Language and Culture course and exam target a range of student performance so that all students can experience success in some or most skills. The Achievement Level Descriptions (ALDs) provide detailed expectations for performance in each skill at each level so both students and teachers can understand what typical performance is required for skills at each different level. Teachers and students can use them to develop strategies for moving to the next level of performance. It is important to remember that students’ ability to function in each skill may be different; for example, a student may perform at an ALD skill level of 4 in interpretive communication but may be at the 3 level in interpersonal communication.

Across the spectrum of the course’s skills, we have also defined each skill in the range of three skill levels:

- **E:** Emerging. Students are generally performing at ALD level 2.
- **P:** Proficient. Students are generally performing in the range of ALD levels 3-4.
- **A:** Advanced. Students are generally performing in the range of ALD levels 4-5.

This graphic shows the progression of ALDs in relation to their E/P/A designation:





# Achievement Level Descriptions

## Interpretive Mode

### Comprehend Text **1**

Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)

#### SKILLS

**1.A** Describe the literal meaning of the text

**1.B** Describe data

STUDENT RECEIVING  
A SCORE OF 1

STUDENT RECEIVING  
A SCORE OF 2  
EMERGING

STUDENT RECEIVING  
A SCORE OF 3  
PROFICIENT

STUDENT RECEIVING  
A SCORE OF 4  
ADVANCED

STUDENT RECEIVING  
A SCORE OF 5

#### COMPREHENSION OF CONTENT

identifies main ideas and details when the correct answer is stated directly (nearly verbatim) in the text

identifies a few main ideas and details on familiar topics

identifies several main ideas and details on familiar topics

identifies most main ideas and some significant details on a range of topics

identifies main ideas and significant details on a range of topics

seldom responds accurately to basic information questions (Who, What, When, Where-type questions)

sometimes responds accurately to basic information questions (Who, What, When, Where-type questions)

responds accurately to basic information questions (Who, What, When, Where-type questions)

responds accurately to basic information questions (Who, What, When, Where, Why-type questions)

responds accurately to basic information questions (Who, What, When, Where, Why-type questions)

*continued on next page*

## Interpretive Mode

### ***Make Connections*** <sup>2</sup>

Make interdisciplinary and cultural connections

#### **SKILLS**

**2.A** Make cultural connections

**2.B** Make connections in and across disciplines

**STUDENT RECEIVING  
A SCORE OF 1**

**STUDENT RECEIVING  
A SCORE OF 2**  
EMERGING

**STUDENT RECEIVING  
A SCORE OF 3**  
PROFICIENT

**STUDENT RECEIVING  
A SCORE OF 4**  
ADVANCED

**STUDENT RECEIVING  
A SCORE OF 5**

#### **CULTURAL AND INTERDISCIPLINARY CONNECTIONS**

shows little or no awareness of cultural products and practices of the target culture(s)

identifies a few common cultural products and practices of the target culture(s)

identifies some of the cultural products and practices of the target culture(s) and may identify a few common perspectives of the target culture(s) with inaccuracies

identifies the products and practices and some perspectives of the target culture(s)

identifies many of the relationships among products, practices, and perspectives of the target culture(s)

demonstrates minimal understanding of basic content of familiar interdisciplinary topics present in the resource

demonstrates limited understanding of basic content of familiar interdisciplinary topics present in the resource

demonstrates an understanding of basic content of familiar interdisciplinary topics in the resource

demonstrates an understanding of some content of familiar interdisciplinary topics presented in the resource

demonstrates an understanding of most content of familiar interdisciplinary topics presented in the resource

generally unable to identify or compare geographic, historical, artistic, social, or political features of target culture communities

minimally able to identify and compare geographic, historical, artistic, social, or political features of target culture communities

identifies and compares a few geographic, historical, artistic, social, or political features of target culture communities

compares and contrasts some geographic, artistic, social, or political features of target culture communities.

compares and contrasts a variety of geographic, artistic, social, or political features of target culture communities



# Achievement Level Descriptions

## Interpretive Mode

### Interpret Text <sup>3</sup>

Interpret the content of written or audio text (words)

#### SKILLS

- 3.A Interpret the distinguishing features of a text
- 3.B Interpret the meaning of a text

STUDENT RECEIVING  
A SCORE OF 1

STUDENT RECEIVING  
A SCORE OF 2

STUDENT RECEIVING  
A SCORE OF 3

STUDENT RECEIVING  
A SCORE OF 4

STUDENT RECEIVING  
A SCORE OF 5

EMERGING

PROFICIENT

ADVANCED

#### COMMUNICATION STRATEGIES FOR CRITICAL READING, LISTENING, AND VIEWING

identifies distinguishing features of the text only when the correct answer is stated directly (nearly verbatim) in the text

identifies few distinguishing features of the text (e.g., type of resource, intended audience, purpose)

identifies some of the distinguishing features of the text (e.g., type of resource, intended audience, purpose)

identifies several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose)

identifies most of the significant distinguishing features of the text (e.g., type of resource, intended audience, purpose)

rarely responds to questions that require inferring implied meanings

occasionally responds to questions that require inferring implied meanings

responds to a limited number of questions that require inferring implied meanings

responds to some questions that require inferring implied meanings

differentiates facts from opinions by accurately answering most questions that require inferring implied meanings

### Make Meaning <sup>4</sup>

Make meanings from words and expressions

#### SKILL

- 4.A Determine the meaning of familiar and unfamiliar words

STUDENT RECEIVING  
A SCORE OF 1

STUDENT RECEIVING  
A SCORE OF 2

STUDENT RECEIVING  
A SCORE OF 3

STUDENT RECEIVING  
A SCORE OF 4

STUDENT RECEIVING  
A SCORE OF 5

EMERGING

PROFICIENT

ADVANCED

#### VOCABULARY

is seldom able to use context to deduce the meaning of unfamiliar vocabulary

is occasionally able to use context to deduce the meaning of unfamiliar vocabulary

is sometimes able to use context to deduce the meaning of unfamiliar vocabulary

is often able to use context to deduce the meaning of some unfamiliar vocabulary

is usually able to use context to deduce the meaning of unfamiliar words and usually infer implied meanings

comprehends basic vocabulary limited to familiar thematic word groups, made up mostly of memorized phrases

comprehends a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions

comprehends a variety of vocabulary from familiar thematic word groups, including some idiomatic expressions

comprehends most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics

comprehends a wide range of vocabulary, including culturally appropriate and some idiomatic expressions related to familiar or studied topics and some unfamiliar topics





# Achievement Level Descriptions

## Interpersonal Mode

### *Speak to Others* <sup>5</sup>

Communicate interpersonally by speaking with others

### *Make Meaning* <sup>4</sup>

Make meanings from words and expression

#### SKILLS

**5.A** Understand and apply appropriate communication strategies in interpersonal speaking

**5.B** Understand and apply appropriate and varied syntactical expressions in interpersonal speaking

**4.B** Use words appropriate for a given context

STUDENT RECEIVING  
A SCORE OF 1

STUDENT RECEIVING  
A SCORE OF 2

STUDENT RECEIVING  
A SCORE OF 3

STUDENT RECEIVING  
A SCORE OF 4

STUDENT RECEIVING  
A SCORE OF 5

EMERGING

PROFICIENT

ADVANCED

#### COMMUNICATION STRATEGIES

minimally able to initiate, maintain, or close conversations on topics of personal interest; communication requires interpretation

initiate and close conversations on topics of personal interest and maintain them by making basic statements; communication often requires interpretation

initiate, maintain, and close conversations on familiar topics; communication may require interpretation

initiate, maintain, and close conversations on familiar topics; communication rarely requires interpretation

initiate, maintain, and close conversations on familiar topics; communication requires little or no interpretation

minimally able to respond to questions and statements on topics of personal interest

responds to questions and statements on topics of personal interest

understands and responds to questions and statements on familiar topics

understands and responds to questions and statements on familiar topics with some elaboration and detail

understands and responds to questions on familiar topics with frequent elaboration and detail

generally unable to interact in a culturally appropriate manner

little ability to interact in a culturally appropriate manner

sometimes interacts in a culturally appropriate manner

usually interacts in a culturally appropriate manner and may understand and use culturally appropriate expressions and gestures

understands and usually uses culturally appropriate expressions and gestures

generally unable to seek clarification

may seek clarification by asking for basic information or repetition

occasionally uses communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) when interacting on familiar topics and

uses some communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) to maintain communication

uses a variety of communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) as necessary to maintain communication

rarely recognizes errors and generally unable to successfully self-correct

seldom recognizes errors, and attempts at self-correction are usually unsuccessful

may recognize errors; attempts at correction are occasionally successful

recognizes some errors and often self-corrects successfully

recognizes most errors and usually self-corrects successfully

*continued on next page*



## Interpersonal Mode

### *Speak to Others* **5**

Communicate interpersonally by speaking with others

### *Make Meaning* **4**

Make meanings from words and expression

#### SKILLS

**5.A** Understand and apply appropriate communication strategies in interpersonal speaking

**5.B** Understand and apply appropriate and varied syntactical expressions in interpersonal speaking

**4.B** Use words appropriate for a given context

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2	STUDENT RECEIVING A SCORE OF 3	STUDENT RECEIVING A SCORE OF 4	STUDENT RECEIVING A SCORE OF 5
	EMERGING	PROFICIENT	ADVANCED	

#### COMMUNICATION STRATEGIES

expression of opinions limited to isolated words or phrases	expression of opinions limited to expressing likes and dislikes	able to state opinions on topics of personal interest	able to state opinions on familiar topics with limited ability to support them	states opinions and demonstrates some ability to support opinions on topics of personal interest
---	---	---	--	--

#### VOCABULARY

understands and uses a limited range of basic vocabulary from familiar thematic word groups	understands and uses a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few culturally appropriate and idiomatic expressions	understands and uses vocabulary from familiar thematic word groups, including occasionally some culturally appropriate and idiomatic expressions related to topics of personal interest	understands and uses vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest	understands and uses vocabulary, including culturally appropriate idiomatic expressions on a variety of familiar topics, including some beyond those of personal interest
seldom able to use context to deduce the meaning of unfamiliar words	occasionally able to use context to deduce the meaning of unfamiliar words	sometimes able to use context to deduce the meaning of unfamiliar words	often able to use context to deduce the meaning of unfamiliar words	usually able to use context to deduce the meaning of unfamiliar words



# Achievement Level Descriptions

## Interpersonal Mode

### *Speak to Others* <sup>5</sup>

Communicate interpersonally by speaking with others

### *Make Meaning* <sup>4</sup>

Make meanings from words and expression

#### SKILLS

**5.A** Understand and apply appropriate communication strategies in interpersonal speaking

**5.B** Understand and apply appropriate and varied syntactical expressions in interpersonal speaking

**4.B** Use words appropriate for a given context

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2	STUDENT RECEIVING A SCORE OF 3	STUDENT RECEIVING A SCORE OF 4	STUDENT RECEIVING A SCORE OF 5
EMERGING → PROFICIENT → ADVANCED				
<b>LANGUAGE CONTROL</b>				
is barely understandable in speech with frequent or significant errors that impede comprehensibility	is partially understandable in speech with errors that force interpretation and impede comprehensibility	is generally understandable in speech with errors that may impede comprehensibility	is fully understandable in speech with several errors that do not impede comprehensibility	is fully understandable in speech with ease and clarity of expression; occasional errors do not impede comprehensibility
demonstrates little or no control of grammar, syntax, and usage	demonstrates limited control of grammar, syntax, and usage	demonstrates some control of grammar, syntax, and usage	demonstrates general control of grammar, syntax, and usage	demonstrates control of grammar, syntax, and usage
uses simple, often memorized sentences and phrases	uses simple sentences and phrases	uses simple and a few compound sentences	uses simple, compound, and a few complex sentences	uses a variety of simple and compound sentences and some complex sentences
demonstrates little or no control of time frames	demonstrates some accuracy in present time and little or no accuracy in other time frames	is mostly accurate in present time and demonstrates limited accuracy in other time frames	is mostly accurate in present time with some accuracy in other time frames	narrates and describes in the present, past, and future time frames with general accuracy
demonstrates little or no control of register	demonstrates minimal awareness of register, using mainly the familiar register	demonstrates an inconsistent use of appropriate register; shifts between formal and informal register occur	usually demonstrates use of appropriate register, except for some occasional shifts between formal and informal register	usually demonstrates use of appropriate register, with consistent use, despite a few occasional shifts between formal and informal register

*continued on next page*

## Interpersonal Mode

### *Speak to Others* **5**

Communicate interpersonally by speaking with others

### *Make Meaning* **4**

Make meanings from words and expression

#### SKILLS

**5.A** Understand and apply appropriate communication strategies in interpersonal speaking

**5.B** Understand and apply appropriate and varied syntactical expressions in interpersonal speaking

**4.B** Use words appropriate for a given context

#### STUDENT RECEIVING A SCORE OF 1

#### STUDENT RECEIVING A SCORE OF 2 EMERGING

#### STUDENT RECEIVING A SCORE OF 3 PROFICIENT

#### STUDENT RECEIVING A SCORE OF 4 ADVANCED

#### STUDENT RECEIVING A SCORE OF 5

#### LANGUAGE CONTROL

pronunciation and intonation are difficult to understand, even with someone accustomed to interacting with language learners

pronunciation and intonation are mostly comprehensible to someone accustomed to interacting with language learners; errors impede comprehensibility

pronunciation and intonation are comprehensible to someone accustomed to interacting with language learners; errors may occasionally impede comprehensibility

pronunciation and intonation, pacing, and delivery are mostly comprehensible to someone accustomed to interacting with language learners; errors do not impede comprehensibility

pronunciation and intonation, pacing, and delivery are comprehensible to someone unaccustomed to interacting with language learners

#### CULTURAL AND INTERDISCIPLINARY CONNECTIONS

shows little or no awareness of cultural products and practices of the target culture(s)

identifies a few common cultural products and practices of the target culture(s)

identifies some products and practices of the target culture(s) and may identify a few common perspectives of the target culture(s) with inaccuracies

identifies and describes with some details the products and practices of the target culture(s) and may identify some perspectives of the target culture(s) with some inaccuracies

identifies the relationship among products, practices, and perspectives of the target culture(s) and compares them with his/her own culture

generally unable to identify or compare geographic, artistic, social, or political features of target culture communities

minimally able to identify or compare geographic, artistic, social, or political features of target culture communities

identifies and compares a few geographic, artistic, social, or political features of target culture communities

compares and contrasts some geographic, artistic, social, or political features of target culture communities

compares and contrasts a variety of geographic, artistic, social, or political features of target culture communities



# Achievement Level Descriptions

## Interpersonal Mode

### Write to Others 4

Communicate interpersonally by writing to others

### Make Meaning 4

Make meanings from words and expression

#### SKILLS

4.A Understand and apply appropriate communication strategies in interpersonal writing

4.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing

4.B Use words appropriate for a given context

#### STUDENT RECEIVING A SCORE OF 1

#### STUDENT RECEIVING A SCORE OF 2

EMERGING

#### STUDENT RECEIVING A SCORE OF 3

PROFICIENT

#### STUDENT RECEIVING A SCORE OF 4

ADVANCED

#### STUDENT RECEIVING A SCORE OF 5

#### COMMUNICATION STRATEGIES

minimally able to initiate, maintain, or close written exchanges on topics of personal interest; communication requires interpretation

initiates, maintains, and closes written exchanges on topics of personal interest by making basic statements; communication often requires interpretation

initiates, maintains, and closes written exchanges on familiar topics; communication may require interpretation

initiates, maintains, and closes written exchanges in formal and informal communications, although control of culturally appropriate conventions is inconsistent

initiates, maintains, and closes written exchanges in formal and informal communications with good control of culturally appropriate conventions

generally unable to respond to questions and statements on topics of personal interest

responds to questions and statements on topics of personal interest

understands and responds to questions and statements on familiar topics

understands and responds to questions and statements on familiar topics with some elaboration and detail

understands and responds to questions on familiar topics with frequent elaboration and detail

generally unable to interact in a culturally appropriate manner

little ability to interact in a culturally appropriate manner

sometimes interacts in a culturally appropriate manner

usually interacts in a culturally appropriate manner and may use culturally appropriate expressions

understands and usually uses culturally appropriate expressions

generally unable to seek clarification

may seek clarification by asking for basic information or repetition

occasionally uses communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) when interacting on familiar topics and

use communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) to maintain communication

use a variety of communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) as necessary to maintain communication

rarely recognizes errors and generally unable to successfully self-correct

seldom recognizes errors, and attempts at self-editing usually fail

may recognize errors; attempts at self-editing are occasionally successful

recognizes some errors and self-corrects

recognizes most errors and usually self-corrects successfully

continued on next page

## Interpersonal Mode

### Write to Others 6

Communicate interpersonally by writing to others

### Make Meaning 4

Make meanings from words and expression

#### SKILLS

6.A Understand and apply appropriate communication strategies in interpersonal writing

6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing

4.B Use words appropriate for a given context

STUDENT RECEIVING  
A SCORE OF 1

STUDENT RECEIVING  
A SCORE OF 2  
EMERGING

STUDENT RECEIVING  
A SCORE OF 3  
PROFICIENT

STUDENT RECEIVING  
A SCORE OF 4  
ADVANCED

STUDENT RECEIVING  
A SCORE OF 5

#### COMMUNICATION STRATEGIES

expression of opinions  
limited to isolated  
words or phrases

expression of opinions  
limited to expressing  
likes and dislikes

able to state opinions  
on topics of personal  
interest

able to state opinions  
on familiar topics  
with limited ability to  
support them

states opinions and  
demonstrates some  
ability to support  
opinions on topics of  
personal interest

#### VOCABULARY

understands and uses  
a limited range of basic  
vocabulary from familiar  
thematic word groups

understands and uses  
a limited range of  
vocabulary from familiar  
thematic word groups,  
including memorized  
phrases and a few  
culturally appropriate  
and idiomatic  
expressions

understands and uses  
vocabulary from familiar  
thematic word groups,  
including occasionally  
some culturally  
appropriate and  
idiomatic expressions  
related to topics of  
personal interest

understands and  
uses vocabulary on  
a variety of familiar  
topics, including some  
culturally appropriate  
and idiomatic  
expressions related  
to topics of personal  
interest

understands and uses  
vocabulary, including  
culturally appropriate  
idiomatic expressions  
on a variety of familiar  
topics, including  
some beyond those of  
personal interest

seldom able to use  
context to deduce the  
meaning of unfamiliar  
words

occasionally able to use  
context to deduce the  
meaning of unfamiliar  
words

sometimes able to use  
context to deduce the  
meaning of unfamiliar  
words

often able to use  
context to deduce the  
meaning of unfamiliar  
words

usually able to use  
context to deduce the  
meaning of unfamiliar  
words



# Achievement Level Descriptions

## Interpersonal Mode

### Write to Others <sup>6</sup>

Communicate interpersonally by writing to others

### Make Meaning <sup>4</sup>

Make meanings from words and expression

#### SKILLS

**6.A** Understand and apply appropriate communication strategies in interpersonal writing

**6.B** Understand and apply appropriate and varied syntactical expressions in interpersonal writing

**4.B** Use words appropriate for a given context

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 EMERGING	STUDENT RECEIVING A SCORE OF 3 PROFICIENT	STUDENT RECEIVING A SCORE OF 4 ADVANCED	STUDENT RECEIVING A SCORE OF 5
<b>LANGUAGE CONTROL</b>				
is barely understandable in writing with frequent or significant errors that impede comprehensibility	is partially understandable in writing with errors that force interpretation and impede comprehensibility	is generally understandable in writing with errors that may impede comprehensibility	is fully understandable in writing with several errors that do not impede comprehensibility	is fully understandable in writing with ease and clarity of expression; occasional errors do not impede comprehensibility
demonstrates little or no control of grammar, syntax, and usage	demonstrates limited control of grammar, syntax, and usage	demonstrates some control of grammar, syntax, and usage	demonstrates general control of grammar, syntax, and usage	demonstrates control of grammar, syntax, and usage
uses simple, often memorized sentences and phrases	uses simple sentences and phrases	uses simple and a few compound sentences	uses simple, compound, and a few complex sentences	uses a variety of simple and compound sentences and some complex sentences
demonstrates little or no control of time frames	demonstrates some accuracy in present time and little or no accuracy in other time frames	is mostly accurate in present time and demonstrates limited accuracy in other time frames	is mostly accurate in present time with some accuracy in other time frames	narrates and describes in the present, past, and future time frames with general accuracy
demonstrates little or no control of register	demonstrates minimal awareness of register, using mainly the familiar register	demonstrates an inconsistent use of appropriate register; shifts between formal and informal register occur	usually demonstrates use of appropriate register, except for some occasional shifts between formal and informal register	usually demonstrates use of appropriate register, with consistent use, despite a few occasional shifts between formal and informal register
writing generally shows no use of standard conventions of the written language	writing shows little use of standard conventions of the written language	shows inconsistent use of standard conventions of the written language that sometimes interferes with meaning	writing is generally consistent in the use of standard conventions of the written language	writing is marked by consistent use of standard conventions of the written language

continued on next page



## Interpersonal Mode

### Write to Others 6

Communicate interpersonally by writing to others

### Make Meaning 4

Make meanings from words and expression

#### SKILLS

6.A Understand and apply appropriate communication strategies in interpersonal writing

6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing

4.B Use words appropriate for a given context

STUDENT RECEIVING  
A SCORE OF 1

STUDENT RECEIVING  
A SCORE OF 2  
EMERGING

STUDENT RECEIVING  
A SCORE OF 3  
PROFICIENT

STUDENT RECEIVING  
A SCORE OF 4  
ADVANCED

STUDENT RECEIVING  
A SCORE OF 5

#### CULTURAL AND INTERDISCIPLINARY CONNECTIONS

shows little or no awareness of cultural products and practices of the target culture(s)

identifies a few common cultural products and practices of the target culture(s)

identifies some products and practices of the target culture(s) and may identify a few common perspectives of the target culture(s) with inaccuracies

identifies and describes with some details the products and practices of the target culture(s) and may identify some perspectives of the target culture(s) with some inaccuracies

identifies the relationship among products, practices, and perspectives of the target culture(s) and compares them with his/her own culture

generally unable to identify or compare geographic, artistic, social, or political features of target culture communities

minimally able to identify or compare geographic, artistic, social, or political features of target culture communities

identifies and compares a few geographic, artistic, social, or political features of target culture communities

compares and contrasts some geographic, artistic, social, or political features of target culture communities

compares and contrasts a variety of geographic, artistic, social, or political features of target culture communities



# Achievement Level Descriptions

## Presentation Mode

### Present Orally<sup>7</sup>

Communicate through spoken presentations

### Make Meaning<sup>4</sup>

Make meanings from words and expression

#### SKILLS

**7.A** Plan and research an issue or topic for presentational speaking

**7.B** Use appropriate vocal and visual strategies to communicate an idea in presentational speaking

**7.C** Use appropriate language and vocabulary for the intended audience in presentational speaking

**7.D** Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking

**4.B** Use words appropriate for a given context

STUDENT RECEIVING  
A SCORE OF 1

STUDENT RECEIVING  
A SCORE OF 2

STUDENT RECEIVING  
A SCORE OF 3

STUDENT RECEIVING  
A SCORE OF 4

STUDENT RECEIVING  
A SCORE OF 5

EMERGING

PROFICIENT

ADVANCED

#### COMMUNICATION STRATEGIES

offers little or no treatment of the topic in oral presentations, consisting mostly of repetition of the prompt or information from the source materials; may not refer to any of the source materials provided

offers an inadequate treatment of the topic in oral presentations, consisting mostly of statements with no development; may use inaccurate examples or make inaccurate references to source materials provided, or may not refer to all source materials provided

offers an adequate treatment of the topic in oral presentations, including a few supporting details and references to all source materials provided

offers an effective treatment of the topic in oral presentations, including some supporting details and mostly relevant examples, and references to all source materials provided

offers a thorough and effective treatment of the topic in oral presentations, including supporting details and relevant examples, and references to all source materials provided

demonstrates little or no organization in spoken responses and a lack of transitional and cohesive devices

demonstrates inadequate organization in spoken responses, and ineffective use of transitional elements or cohesive devices

demonstrates some organization in spoken responses, including a few basic transitional elements or cohesive devices

demonstrates organization in spoken responses, including some effective use of transitional elements or cohesive devices

demonstrates effective organization in spoken responses, including effective use of transitional elements or cohesive devices

uses occasional sentences and memorized words and phrases to express personal opinions, describe, and narrate on topics of personal interest

uses strings of sentences to express personal opinions, describe, and narrate on topics of personal interest

uses strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics

uses mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics

uses paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics

*continued on next page*



## Presentational Mode

### **Present Orally** 7

Communicate through spoken presentations

### **Make Meaning** 4

Make meanings from words and expression

#### **SKILLS**

**7.A** Plan and research an issue or topic for presentational speaking

**7.B** Use appropriate vocal and visual strategies to communicate an idea in presentational speaking

**7.C** Use appropriate language and vocabulary for the intended audience in presentational speaking

**7.D** Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking

**4.B** Use words appropriate for a given context

**STUDENT RECEIVING  
A SCORE OF 1**

**STUDENT RECEIVING  
A SCORE OF 2**  
EMERGING

**STUDENT RECEIVING  
A SCORE OF 3**  
PROFICIENT

**STUDENT RECEIVING  
A SCORE OF 4**  
ADVANCED

**STUDENT RECEIVING  
A SCORE OF 5**

#### **COMMUNICATION STRATEGIES**

generally unable to develop ideas and lacks structural organization

shows little evidence of development of ideas, and structural organization may be lacking

shows evidence of some development of ideas and basic structural organization (introduction, argument, and conclusion)

shows some evidence of ideas that are developed and supported with examples

develops ideas by showing evidence of synthesis and interpretation of background information

rarely recognizes errors and generally unable to successfully self-correct

seldom recognizes errors, and attempts at self-correction usually fail.

employs limited communication strategies, such as repetition and emphasis; self-correction is occasionally successful

may employ some communication strategies appropriately, such as paraphrasing and clarification; self-correction is often successful

employs a variety of strategies to clarify and elaborate content of presentation; self-correction is mostly successful

#### **VOCABULARY**

uses a limited range of basic vocabulary from familiar word groups

uses a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few culturally appropriate and idiomatic expressions

uses vocabulary from familiar thematic word groups, including occasionally some culturally appropriate and idiomatic expressions

uses vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest

uses vocabulary on a variety of familiar topics, including some beyond those of personal interest; uses some culturally appropriate vocabulary and idiomatic expressions



# Achievement Level Descriptions

## Presentational Mode

### Present Orally<sup>7</sup>

Communicate through spoken presentations

### Make Meaning<sup>4</sup>

Make meanings from words and expression

#### SKILLS

**7.A** Plan and research an issue or topic for presentational speaking

**7.B** Use appropriate vocal and visual strategies to communicate an idea in presentational speaking

**7.C** Use appropriate language and vocabulary for the intended audience in presentational speaking

**7.D** Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking

**4.B** Use words appropriate for a given context

STUDENT RECEIVING  
A SCORE OF 1

STUDENT RECEIVING  
A SCORE OF 2

STUDENT RECEIVING  
A SCORE OF 3

STUDENT RECEIVING  
A SCORE OF 4

STUDENT RECEIVING  
A SCORE OF 5

EMERGING

PROFICIENT

ADVANCED

#### LANGUAGE CONTROL

is barely understandable in speech with frequent or significant errors that impede comprehensibility

is partially understandable in speech with errors that force interpretation and impede comprehensibility

is generally understandable in speech with errors that may impede comprehensibility

is fully understandable in speech with several errors that do not impede comprehensibility

is fully understandable in speech with ease and clarity of expression; occasional errors do not impede comprehensibility

demonstrates little or no control of grammar, syntax, and usage

demonstrates limited control of grammar, syntax, and usage

demonstrates some control of grammar, syntax, and usage

demonstrates general control of grammar, syntax, and usage

demonstrates control of grammar, syntax, and usage

uses simple, often memorized sentences and phrases

uses simple sentences and phrases

uses simple and a few compound sentences

uses simple, compound, and a few complex sentences

uses a variety of simple and compound sentences and some complex sentences

demonstrates little or no control of time frames

demonstrates some accuracy in present time and little or no accuracy in other time frames

is mostly accurate in present time and demonstrates limited accuracy in other time frames

is most accurate in present time with some accuracy in other time frames

narrates and describes in the present, past, and future time frames with general accuracy

demonstrates little or no control of register

demonstrates minimal awareness of register, using mainly the familiar register

demonstrates an inconsistent use of appropriate register; shifts between formal and informal register occur

usually demonstrates use of appropriate register, except for some occasional shifts between formal and informal register

usually demonstrates use of appropriate register, with consistent use, despite a few occasional shifts between formal and informal register

*continued on next page*

## Presentation Mode

### **Present Orally** 7

Communicate through spoken presentations

### **Make Meaning** 4

Make meanings from words and expression

#### SKILLS

7.A Plan and research an issue or topic for presentational speaking

7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking

7.C Use appropriate language and vocabulary for the intended audience in presentational speaking

7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking

4.B Use words appropriate for a given context

#### STUDENT RECEIVING A SCORE OF 1

#### STUDENT RECEIVING A SCORE OF 2

#### STUDENT RECEIVING A SCORE OF 3

#### STUDENT RECEIVING A SCORE OF 4

#### STUDENT RECEIVING A SCORE OF 5

EMERGING

PROFICIENT

ADVANCED

#### LANGUAGE CONTROL

pronunciation and intonation are difficult to understand, even with someone accustomed to interacting with language learners

pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility

pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors may occasionally impede comprehensibility

pronunciation, intonation, pacing, and delivery are mostly comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility

pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners

#### CULTURAL AND INTERDISCIPLINARY CONNECTIONS

shows little or no awareness of cultural products and practices of the target culture(s)

identifies a few common cultural products or practices of the target culture(s)

identifies some cultural products and practices of the target culture(s) and may identify a few common perspectives of the target culture(s) with inaccuracies

identifies and describes, with some details, the products and practices of the target culture(s); may identify some perspectives of the target culture(s) with some inaccuracies

identifies with some elaboration, the relationship among products, practices, and perspectives of the target culture(s)

demonstrates minimal understanding of basic content of familiar interdisciplinary topics present in source materials

demonstrates limited understanding of some content of familiar interdisciplinary topics presented in source materials

demonstrates some understanding of some content of familiar interdisciplinary topics presented in source materials

demonstrates an understanding of much of the content of familiar interdisciplinary topics presented in source materials

demonstrates an understanding of most content of familiar interdisciplinary topics presented in source materials

generally unable to identify or compare geographic, historical, artistic, social, or political features of target culture communities

minimally able to identify or compare geographic, historical, artistic, social, or political features of target culture communities

identifies and compares a few geographic, historical, artistic, social, or political features of target culture communities

compares and contrasts some geographic, artistic, social, or political features of target culture communities

compares and contrasts a variety of geographic, artistic, social, or political features of target culture communities



# Achievement Level Descriptions

## Presentational Mode

### **Present in Writing** <sup>8</sup>

Communicate through written presentations

### **Make Meaning** <sup>4</sup>

Make meanings from words and expression

#### SKILLS

**8.A** Plan and research an issue or topic for presentational writing

**8.B** Use appropriate writing strategies to communicate an idea in presentational writing

**8.C** Understand and apply appropriate and varied syntactical expressions in presentational writing

**8.D** Express a perspective with details and examples to illustrate an opinion or idea for written presentations

**4.B** Use words appropriate for a given context

**STUDENT RECEIVING  
A SCORE OF 1**

**STUDENT RECEIVING  
A SCORE OF 2**

**STUDENT RECEIVING  
A SCORE OF 3**

**STUDENT RECEIVING  
A SCORE OF 4**

**STUDENT RECEIVING  
A SCORE OF 5**

EMERGING

PROFICIENT

ADVANCED

#### COMMUNICATION STRATEGIES

offers little or no treatment of the topic in written presentations, consisting mostly of repetition of the prompt or information from the source materials; may not refer to any of the source materials provided

offers an inadequate treatment of the topic in written presentations, consisting mostly of statements with no development; may use inaccurate examples or make inaccurate references to source materials provided, or may not refer to all source materials provided

offers an adequate treatment of the topic in written presentations, including a few supporting details and references to all source materials provided

offers an effective treatment of the topic in written presentations, including some supporting details and mostly relevant examples, and references to all source materials provided

offers a thorough and effective treatment of the topic in written presentations, including supporting details and relevant examples, and references to all source materials provided

demonstrates little or no organization in written responses and lack of transitional and cohesive devices

demonstrates inadequate organization in written responses, and ineffective use of transitional elements or cohesive devices

demonstrates some organization in written responses, including a few basic transitional elements or cohesive devices

demonstrates organization in written responses, including some effective use of transitional elements or cohesive devices

demonstrates effective organization in written responses, including effective use of transitional elements or cohesive devices

uses occasional sentences and memorized words and phrases to express personal opinions, describe, and narrate on topics of personal interest; may copy content from sources

uses strings of sentences to express personal opinions, describe, and narrate on topics of personal interest; summarizes supporting the presentation

uses strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics; summarizes content from sources to support their presentation

uses mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics; summarizes multiple sources with limited integration of content to support their presentation

uses paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics; integrates content from multiple sources to support their presentation

*continued on next page*

## Presentational Mode

### *Present in Writing* **8**

Communicate through written presentations

### *Make Meaning* **4**

Make meanings from words and expression

#### SKILLS

**8.A** Plan and research an issue or topic for presentational writing

**8.B** Use appropriate writing strategies to communicate an idea in presentational writing

**8.C** Understand and apply appropriate and varied syntactical expressions in presentational writing

**8.D** Express a perspective with details and examples to illustrate an opinion or idea for written presentations

**4.B** Use words appropriate for a given context

STUDENT RECEIVING  
A SCORE OF 1

STUDENT RECEIVING  
A SCORE OF 2  
EMERGING

STUDENT RECEIVING  
A SCORE OF 3  
PROFICIENT

STUDENT RECEIVING  
A SCORE OF 4  
ADVANCED

STUDENT RECEIVING  
A SCORE OF 5

#### COMMUNICATION STRATEGIES

generally unable to use communication strategies to clarify meaning; rarely recognizes errors and generally unable to successfully self-correct

uses limited presentational strategies to clarify meaning; efforts at self-editing usually fail

may use some communication strategies appropriately, such as paraphrasing and clarification; self-editing is occasionally successful

uses some communication strategies appropriately, such as paraphrasing and clarification; self-editing is often successful

uses a variety of strategies to clarify and elaborate the content of the presentation; self-correction is mostly successful

#### VOCABULARY

uses a limited range of basic vocabulary from familiar word groups

uses vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions

uses vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions

uses vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest

uses vocabulary on a variety of familiar topics, including some beyond those of personal interest; uses some culturally appropriate vocabulary and idiomatic expressions



# Achievement Level Descriptions

## Presentational Mode

### *Present in Writing* <sup>8</sup>

Communicate through written presentations

### *Make Meaning* <sup>4</sup>

Make meanings from words and expression

#### SKILLS

**8.A** Plan and research an issue or topic for presentational writing

**8.B** Use appropriate writing strategies to communicate an idea in presentational writing

**8.C** Understand and apply appropriate and varied syntactical expressions in presentational writing

**8.D** Express a perspective with details and examples to illustrate an opinion or idea in written presentations

**4.B** Use words appropriate for a given context

STUDENT RECEIVING  
A SCORE OF 1

STUDENT RECEIVING  
A SCORE OF 2  
EMERGING

STUDENT RECEIVING  
A SCORE OF 3  
PROFICIENT

STUDENT RECEIVING  
A SCORE OF 4  
ADVANCED

STUDENT RECEIVING  
A SCORE OF 5

#### LANGUAGE CONTROL

is barely understandable in writing with frequent or significant errors that impede comprehensibility

is partially understandable in writing with errors that force interpretation and impede comprehensibility

is generally understandable in writing with errors that may impede comprehensibility

is fully understandable in writing with several errors that do not impede comprehensibility

is fully understandable in writing with ease and clarity of expression; occasional errors do not impede comprehensibility

demonstrates little or no control of grammar, syntax, and usage

demonstrates limited control of grammar, syntax, and usage

demonstrates some control of grammar, syntax, and usage

demonstrates general control of grammar, syntax, and usage

demonstrates control of grammar, syntax, and usage

uses simple, often memorized sentences and phrases

uses simple sentences and phrases

uses simple and a few compound sentences

uses simple, compound, and a few complex sentences

uses a variety of simple and compound sentences and some complex sentences

demonstrates little or no control of time frames

demonstrates some accuracy in present time and little or no accuracy in other time frames

is mostly accurate in present time and demonstrates limited accuracy in other time frames

is mostly accurate in present time with some accuracy in other time frames

narrates and describes in the present, past, and future time frames with general accuracy

demonstrates little or no control of register

demonstrates minimal awareness of register, using mainly the familiar register

demonstrates an inconsistent use of appropriate register; shifts between formal and informal register occur

usually demonstrates use of appropriate register, except for some occasional shifts between formal and informal register

usually demonstrates use of appropriate register, with consistent use, despite a few occasional shifts between formal and informal register

*continued on next page*



## Presentational Mode

### **Present in Writing** 8

Communicate through written presentations

### **Make Meaning** 4

Make meanings from words and expression

#### SKILLS

8.A Plan and research an issue or topic for presentational writing

8.B Use appropriate writing strategies to communicate an idea in presentational writing

8.C Understand and apply appropriate and varied syntactical expressions in presentational writing

8.D Express a perspective with details and examples to illustrate an opinion or idea in written presentations

4.B Use words appropriate for a given context

STUDENT RECEIVING  
A SCORE OF 1

STUDENT RECEIVING  
A SCORE OF 2  
EMERGING

STUDENT RECEIVING  
A SCORE OF 3  
PROFICIENT

STUDENT RECEIVING  
A SCORE OF 4  
ADVANCED

STUDENT RECEIVING  
A SCORE OF 5

#### LANGUAGE CONTROL

writing generally shows no use of standard conventions of the written language

writing shows little use of standard conventions of the written language

use of standard conventions of the written language is inconsistent, which may cause confusion for the reader

demonstrates generally consistent use of standard conventions of the written language; errors do not impede comprehensibility

consistent use of standard conventions of the written language; errors do not impede comprehensibility

#### CULTURAL AND INTERDISCIPLINARY CONNECTIONS

shows little or no awareness of cultural products and practices of the target culture(s)

identifies a few common cultural products and practices of the target culture(s)

identifies some products and practices of the target culture(s) and may identify a few common perspectives of the target culture(s) with inaccuracies.

identifies and describes with some details the products and practices of the target culture(s) and may identify some perspectives of the target culture(s) with some inaccuracies

identifies the relationship among products, practices, and perspectives of the target culture(s)

demonstrates minimal understanding of basic content of familiar interdisciplinary topics present in the source materials

demonstrates limited understanding of some content of familiar interdisciplinary topics in source materials

demonstrates some understanding of some content of familiar interdisciplinary topics presented in source materials

demonstrates an understanding of much of the content of familiar interdisciplinary topics presented in source materials

demonstrates an understanding of most of the content of familiar interdisciplinary topics presented in source materials

generally unable to identify or compare geographic, historical, artistic, social, or political features of target culture communities

minimally able to identify and compare geographic, historical, artistic, social, or political features of target culture communities

identifies and compares a few geographic, historical, artistic, social, or political features of target culture communities

compares and contrasts some geographic, artistic, social, or political features of target culture communities

compares and contrasts a variety of geographic, artistic, social, or political features of target culture communities

AP FRENCH LANGUAGE AND CULTURE

---

# Instructional Approaches



# Selecting and Using Course Materials

---

There are several textbooks designed for AP French Language and Culture. Some provide ways to organize the course, as well as instructional and assessment strategies, while others specifically focus on preparing students for the exam.

As the course develops real-world communicative and cultural competencies, it is critical to integrate a variety of authentic materials into instruction and assessment. Authentic materials are texts or resources designed for native speakers of the language and not created for the language classroom. Such authentic materials include, but are not limited to:

- websites
- newspapers, magazines, and other printed sources
- short stories
- blogs and other social media
- podcasts
- music
- videos: films, advertisements, news programs, TV shows
- radio broadcasts

Teachers can gain insights on teaching French and network with other French educators by joining the American Association of Teachers of French (AATF). There are state chapters of this organization. [frenchteachers.org](http://frenchteachers.org)

The American Council on the Teaching of Foreign Languages (ACTFL) is the largest organization of world language educators in the United States. ACTFL's standards and approach to instruction, performance, and assessment are foundational to AP world language and culture courses and exams. [actfl.org](http://actfl.org)

ACTFL offers many documents that inform instruction and assessment:

- **World-Readiness Standards for Learning Languages** This document provides “a roadmap to guide learners to develop competence to

communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world.”

The five goal areas (Communication, Culture, Connections, Comparisons, Communities) of language constitute the standards for language acquisition. This document is foundational for AP world language and culture courses.

- **Performance Descriptors for Language Learners** This document defines and describes the levels of language performance (Novice, Intermediate, Advanced) in each of the modes of communication that result from explicit instruction in a classroom setting. It explains the difference between proficiency and performance. AP world language courses base expectations for performance on this document.
- **ACTFL Proficiency Guidelines 2012** This site defines and describes the levels of proficiency in speaking, writing, listening, and reading that result from language learned within and beyond the classroom.
- **NCSSFL-ACTFL Can-Do Statements** This document guides language learners to identify, set learning goals, and chart their progress toward language and intercultural proficiency. The statements are organized according to the modes of communication. This resource helps students and teachers establish reasonable goals for progress.
- **The Language Educator** This publication for ACTFL members (four issues per year) provides educators of all languages and at all levels with a single, comprehensive source of news and information.
- **Foreign Language Annals** This official refereed journal of current scholarly research in languages is published by ACTFL and available to ACTFL members.

# Instructional Strategies

The AP French Language and Culture course framework outlines the concepts and skills students must master to be successful on the AP Exam. To address those concepts and skills effectively, teachers should incorporate a variety of instructional approaches and best practices into their daily lessons and activities. Teachers can help students develop mastery of these

skills by engaging them in learning activities that allow them to apply their understanding of course concepts. Teachers may consider the following strategies as they plan instruction. In the skills tables that follow these instructional strategies, we provide some selected strategies to show how they might be used to develop specific skills.

## Receptive Skills: *Interpretive Mode (making meaning of written, print, visual, audiovisual, and audio texts)*

Strategy	Definition	Purpose	Sample Activity
<b>Activating Prior Knowledge</b>	Providing an opportunity for students to think about what they already know about a concept, place, person, culture and so on, and share their knowledge with a wider audience.	To prepare students to encounter new concepts, places, persons, cultures and so on, prior to reading a text.	Provide an advance organizer of guiding questions, a graphic organizer, or other visual.
<b>Chalk Talk</b>	Providing an opportunity for students to respond to a question about a text or an excerpt of a text in writing on the board.	To build skills in responding spontaneously and to provide an opportunity for all students to participate in the written discussion.	Post a question related to a text and have students write their reactions on the board. Students can respond to the question and to one another.
<b>Change of Perspective</b>	Providing an opportunity for students to retell a story from the perspective of a different character.	To have students retell/paraphrase a story and use its structures and vocabulary in a creative way.	Retell <i>Little Red Riding Hood</i> from the wolf's perspective.
<b>Chunking the Text</b>	Breaking the text into smaller, manageable units of sense (e.g., words, sentences, paragraphs, whole text) by numbering, separating phrases, drawing boxes, and so on.	To reduce the intimidation factor when encountering long words, sentences, or whole texts; to increase comprehension of difficult or challenging text.	Break apart a text into several sections for students to examine section by section.
<b>Close Reading</b>	Accessing small chunks of text to read, reread, mark and annotate key passages—word for word, sentence by sentence, and line by line.	To develop comprehensive understanding by engaging in one or more focused readings of a text.	Model how to ask questions when engaging with a text and how to annotate it.

*continued on next page*

**Receptive Skills: Interpretive Mode (making meaning of written, print, visual, audiovisual, and audio texts) (cont'd)**

Strategy	Definition	Purpose	Sample Activity
<b><i>Descriptive Outlining</i></b>	Analyzing the content, development, organization, and impact of a text or audio source by dividing it into functional chunks and describing what each chunk is saying and doing.	To better understand how a text is put together and how it conveys its message.	Students create an outline of a text or audio source by dividing it into chunks and describing the function or purpose of each chunk in conveying the message.
<b><i>Discovering Vocabulary in Context</i></b>	Reading a passage, noting unfamiliar words, discovering meaning of unfamiliar words using context clues, dictionaries and/or thesauruses, and replacing unfamiliar words with familiar ones.	To facilitate a close reading of text, the use of resources, an understanding of synonyms, and increased comprehension of text.	Use contextual clues and language resources to understand words and idiomatic expressions.
<b><i>Double-Entry Journal</i></b>	Creating a two-column journal (also called Dialectical Journal) with a student-selected passage in one column and the student's response in the second column (e.g., asking questions of the text, forming personal responses, interpreting the text, reflecting on the process of making meaning of the text).	To respond to a specific passage with comments, questions or insights to foster active involvement with a text and to facilitate increased comprehension.	Assign this journal once per week to encourage students to read and comprehend texts on their own.
<b><i>Graphic Organizers</i></b>	Using a visual representation for the organization of information.	To build comprehension and facilitate discussion by representing information in visual form.	Use a graphic organizer such as a T-chart, Venn diagram, concept map, Wordle, KWL chart, flowchart, ladder, timeline, story map, etc., to help students process information and organize ideas.
<b><i>Gridding</i></b>	Providing categories of information for students to check off or fill in as they listen.	To guide students as they listen and have them do active listening.	Provide a grid with categories for students to use as they listen to public service, transportation, or school announcements.

*continued on next page*

**Receptive Skills: *Interpretive Mode* (making meaning of written, print, visual, audiovisual, and audio texts) (cont'd)**

Strategy	Definition	Purpose	Sample Activity
<b><i>Guided Reading</i></b>	Identifying a series of strategies to guide students through challenging text (e.g., make predictions, mark the text, skim the text).	To help students learn to use multiple strategies to make meaning from a challenging text.	Provide a short passage for students to read; ask them to skim first and state their immediate impressions of the main idea. Have them reread and mark evidence of the main idea and supporting details in the text. Finally, have them predict what will happen next.
<b><i>Hashtag Summary</i></b>	Chunking a text into sections; then, after reading each section, providing a # followed by a key word(s) or phrase that summarizes that section of text; the hashtag summaries then are reviewed to determine relationships among the sections.	To facilitate increased comprehension of texts through carefully chosen, concise language; to begin recognizing relationships among sections of text; to encourage students to use their own modes of language to comprehend texts.	Provide a text that has been chunked into sections, have students read in pairs and identify the hashtag for each chunk, and then discuss the relationships among sections based on their hashtags.
<b><i>How Reliable Is This Source?</i></b>	Evaluating the bias, credibility, and reliability of a source.	To help students select reliable and credible sources for evidence to support their arguments.	Define the terms "bias," "credible," and "reliable," and provide examples of sources that are considered reliable and others that are not.
<b><i>Interactive Word Wall</i></b>	Creating an interactive visual display of vocabulary words that serves as a constant reminder of words and groups of words as they are introduced, used, and mastered over the course of a year.	To provide a print-rich environment, reinforcement of learned words, a reference for reading and writing, and an ever-present tool for building word knowledge and awareness.	Dedicate a section of the classroom to posting useful words and/or phrases such as interrogatives, transitional expressions, etc.
<b><i>Interpreting Visual Data</i></b>	Building students' skills to understand and apply data presented in a variety of visual formats, such as charts, graphs, tables, maps and infographics.	To develop student skills in decoding information presented visually.	Teach students common vocabulary found in charts and graphs such as percent, rate, increase, decrease, range, change, etc. Provide a variety of charts, tables, etc. in every unit to ensure increasing familiarity with data presented visually.

*continued on next page*

**Receptive Skills: Interpretive Mode (making meaning of written, print, visual, audiovisual, and audio texts) (cont'd)**

Strategy	Definition	Purpose	Sample Activity
<b>Jigsaw</b>	Reading different texts or passages from a single text, students take on the role of “experts,” sharing information from that reading. Students share with a specific group and then return to their initial group to share their new knowledge.	To summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) without having each student read the text in its entirety.	Divide students into groups and assign a text or section of a text to each group, who then become the “experts” on that section of the text. Once students have become familiar with their text, the members of that group teach their text to others.
<b>Manipulatives</b>	Using a kinesthetic approach to making meaning in which students are asked to assemble parts of a whole as a way of understanding the text.	To provide a tactile and visual means of examining text to encourage multiple ways of understanding text.	Provide a text cut into sections and have students place them in the most logical order.
<b>Marking the Text</b>	Selecting text by highlighting, underlining, and/or annotating for specific components, such as main idea, claim, transitional expressions, and cohesive devices.	To focus reading for specific purposes, such as author’s purpose, and to organize information from selections; to facilitate reexamination of a text.	Use different highlighter colors to emphasize different aspects of a text (e.g., transitional expressions, main idea, claim, evidence to support the claim).
<b>Metacognitive Markers</b>	Responding to text with a system of cueing marks, in which students use a ? for questions about the text, an ! for reactions related to the text, an * for comments about the text, and underlining to signal key ideas.	To track responses to texts and use those responses as a point of departure for talking or writing about texts.	Use a system of symbols (?, !, *, etc.) to have students engage with a text.
<b>Notetaking</b>	Creating a record of information while listening to a speaker or while reading a text.	To facilitate active listening and/or reading, to record and organize ideas that assist in processing information.	Have students use Cornell notes, T-notes, key words, or key ideas to take notes.
<b>Predicting</b>	Making guesses about the content of a text by examining titles, visuals, captions, headings/sub-headings, and/or thinking ahead about ideas that may be presented, based on evidence in the text.	To help students become actively involved, interested, and mentally prepared to understand ideas.	Have students predict what a text will be about by looking at the title and visual.

*continued on next page*

**Receptive Skills: Interpretive Mode (making meaning of written, print, visual, audiovisual, and audio texts) (cont'd)**

Strategy	Definition	Purpose	Sample Activity
<b>Previewing</b>	Examining a text's structure, features, layout, visuals, and so on, prior to reading.	To gain familiarity with the text, make connections to the text, and extend prior knowledge to set a purpose for reading.	Explain and provide examples to illustrate how various types of texts are commonly structured, such as recipes, advertisements, articles, charts, graphs, tables, infographics, etc.
<b>QHT</b>	Expanding prior knowledge of vocabulary words by marking words with a Q, H, or T (Q signals words students do not know; H signals words students have heard and might be able to identify; T signals words students know well enough to teach to their peers).	To allow students to build on their prior knowledge of words, to provide a forum for peer teaching and learning of new words, and to serve as a prereading exercise to aid in comprehension.	When reading or listening, ask students to identify unfamiliar words, words they think they might know, and words they own. Use the identified words to foster comprehension of the text and vocabulary acquisition.
<b>Questioning the Text</b>	Developing literal, inferential, and universal questions about a text.	To engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text.	Each student writes one literal, one inferential, and one universal question to ask others about a text.
<b>Read Aloud</b>	Reading aloud in class while pausing to check for understanding.	To actively engage students in reading, to check where they may be struggling, and to clarify potential misunderstandings.	Read a text aloud to a class and pause occasionally to check for understanding.
<b>Sentence Unpacking</b>	Analyzing how the language of a sentence works by chunking the sentence into functional sections and describing what those sections do.	To understand the functions and effects of different language choices.	Select an opening line from a text and break it down into component parts.
<b>Sequencing a Text</b>	Dividing a text into sections and having students reassemble the text in order.	To have students demonstrate understanding of a text, to encourage logical thinking, to have students demonstrate sequencing.	Provide a text cut into sections and have students place them in the most logical order.

*continued on next page*

**Receptive Skills: Interpretive Mode (making meaning of written, print, visual, audiovisual, and audio texts) (cont'd)**

Strategy	Definition	Purpose	Sample Activity
<b>Skimming/Scanning</b>	Skimming by rapid or superficial reading of a text to form an overall impression or to obtain a general understanding of the material; scanning focuses on key words, phrases, or specific details, and provides speedy recognition of information.	To quickly form an overall impression prior to an in-depth study of a text; to answer specific questions or quickly locate targeted information or detail in a text.	Give students a limited amount of time to skim or scan a text, and have them identify text type, purpose, main idea, etc., as appropriate.
<b>SOAPSTone*</b>	Analyzing text by discussing and identifying <i>Speaker, Occasion, Audience, Purpose, Subject, and Tone.</i>	To use a process to identify and understand aspects of a text.	Provide a graphic organizer listing speaker, occasion, audience, purpose, subject, and tone and have students complete it as they read. Use a completed organizer as a basis to discuss the text in class.
<b>Summarizing/Paraphrasing</b>	Restating in one's own words the main idea or essential information expressed in a text, whether it be narration, dialogue, or informational text.	To facilitate comprehension and recall of a text.	Provide a text or audio and have students retell the content in their own words, or have them summarize the content.
<b>Think Aloud</b>	Talking through a difficult passage or task by using a form of metacognition whereby the reader expresses how he/she has made sense of the text.	To reflect on how readers make meaning of challenging texts.	Model aloud how you make meaning of a text as you read. In other words, share the questions you ask yourself when you engage with a difficult text.
<b>Vocabulary Notebook</b>	Using a designated format such as a notebook, journal, or personal list to maintain an ongoing list of vocabulary words, definitions, and connection to academic study.	To facilitate and sustain a systematic process of vocabulary development.	Maintain a notebook of vocabulary items encountered over the course of the academic year.
<b>What's Next?</b>	Predicting what would happen next at the end of a story.	Students provide a continuation or alternate ending to a story.	After reading a short story, students continue the story or provide a different ending written in the style of the author.

*continued on next page*

## Productive Skills: *Writing and Speaking Strategies*

Strategy	Definition	Purpose	Sample Activity
<b><i>Adding (Revision)</i></b>	Also called Plus 1– Making conscious choices to enhance or elaborate a text by adding additional words, phrases, sentences, or ideas.	To refine and clarify the writer's or speaker's thoughts during revision and/or drafting.	Students examine a writing or speaking sample and suggest ways to provide additional elaboration.
<b><i>Deleting (Revision)</i></b>	Providing clarity and cohesiveness for a text by eliminating words, phrases, sentences or ideas.	To refine and clarify the writer's or speaker's thoughts during revision and/or drafting.	Students examine a writing or speaking sample and suggest ways to be more succinct.
<b><i>Ask the Expert (or Students as Experts)</i></b>	Students are assigned as "experts" on concepts or skills they have mastered; groups rotate through the expert stations to learn about concepts or skills they have not yet mastered.	Provides opportunities for students to share their knowledge and learn from one another. Gives opportunities for students to engage in interpersonal and presentational speaking.	Students present on a topic related to the unit that they have researched.
<b><i>Brainstorming</i></b>	Using a flexible but deliberate process of articulating multiple ideas in a short period of time.	To generate ideas, concepts or key words that provide a focus and/or establish organization as part of the prewriting or revision process.	Generate a list of ideas related to a topic. Generate a semantic map or mind map related to a topic.
<b><i>Checklists</i></b>	Using a checklist of things to consider or remember to do while students write.	For focused self- or peer-evaluation.	Use a checklist for writing an essay, including the following elements: thesis statement, development of topic, conclusion, organization/flow of ideas, proofreading pass to correct for conventions of written language, etc. Or: provide a checklist of all the elements of each exam task model when students practice.
<b><i>Circumlocution</i></b>	Students keep talking or writing even when they are lacking vocabulary by using strategies to "talk around" what they're missing.	To keep students using the target language and to help them maintain communication despite gaps in vocabulary.	Play \$100,000 Pyramid, a game that builds skills in circumlocution. One student describes items to their team members to identify. The game is won by the team that accumulates the most points.

*continued on next page*



## Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
<b><i>Debate</i></b>	Engaging in an informal or formal argumentation of an issue.	To provide students with an opportunity to collect and orally present evidence and reasoning for arguments on a proposition or issue. To have students think deeply about multiple perspectives. To have students engage in presentational and spontaneous interpersonal speaking.	Have students read a selected text on a controversial topic. Assign a position for each student to defend. Students debate from their assigned perspective and then switch sides and debate from the opposite viewpoint.
<b><i>Drafting</i></b>	Composing a text in its initial form.	To incorporate brainstormed or initial ideas into a written format.	Draft emails, letters, essays, original stories, etc., as a way to gather and organize initial ideas and seek feedback.
<b><i>Fishbowl (Inner/Outer Circles)</i></b>	Discussing specific topics within groups; some students will form the inner circle and model appropriate discussion techniques, while an outer circle of students will listen, respond, and evaluate. Could be a text-based discussion or not.	To provide students with an opportunity to engage in a formal discussion and to experience roles both as participant and active listener; students also have the responsibility of supporting their opinions and responses.	Provide students with a text (print or audio) on a controversial topic related to the unit and provide questions for discussion. Group students into an inner circle and an outer circle. The inner circle actively discusses the issue using the questions, while the outer circle listens; later, the entire group summarizes the discussion.
<b><i>Five Square</i></b>	Four Square with a fifth option in the center of the room. Divide the room into answer options and allow students to stand in the area representing their answer. The fifth area is the center of the room.	To practice answering multiple-choice questions and providing rationales, including textual evidence for answers.	Give students a passage from a multiple-choice test. They work in groups to answer the questions and then go to their answer "corners." Each answer group provides a rationale for their answer. If someone from the group goes to a different corner, they defend their choice to deviate from the group.

*continued on next page*

## Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
<b><i>Generating Questions</i></b>	Clarifying and developing ideas by asking questions of the draft; may be part of self-editing or peer editing.	To clarify and develop ideas in a draft; used during drafting and as part of writer response.	Questions for students to ask while reviewing a draft: <ul style="list-style-type: none"> <li>▪ Did I respond appropriately to the prompt?</li> <li>▪ Did I provide all the required information?</li> <li>▪ How well have I controlled grammar and verb tenses?</li> <li>▪ Is my work well-organized?</li> <li>▪ What other details could I add?</li> </ul>
<b><i>Gradual Release Writing or Speaking</i></b>	Project an essay prompt. The whole class brainstorms on what the prompt is asking and initial ways to respond to the prompt. Small group/paired writing of an outline to answer the prompt. Individual preparation of one body paragraph. Then, students come back with partners/group to discuss and assess their paragraphs. Finally, students individually write finished essays.	To teach students how to deconstruct the prompt, find supporting evidence and organize their essays.	Take an AP writing prompt and go through the process with students. This can be used to help students deconstruct any prompt.
<b><i>Graphic Organizers</i></b>	Representing ideas and information visually (e.g., Venn diagrams, flowcharts, cluster maps).	To provide a visual system for organizing multiple ideas, details, and/or textual support to be included in a piece of writing.	Use a graphic organizer such as a T-chart, Venn diagram, concept map, Wordle, KWL chart, flowchart, ladder, timeline, story map, etc., to help students process information and organize ideas.
<b><i>Guided Writing</i></b>	Modeling the writing that students are expected to produce, the teacher guides students through the organization, generation of ideas, and revision of texts before students are asked to write.	To demonstrate the process of writing by modeling the construction, revision, and/or process of crafting texts.	Have students engage in collaborative paragraph reconstruction by working with a partner or in a small group. Students should consider the organization of ideas, elaboration of ideas, transitions, vocabulary, grammar and syntax, and writing conventions.

*continued on next page*

## Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
<b><i>Inner and Outer Circles</i></b>	Providing the opportunity for students to speak spontaneously with many people.	To develop students' skills in spontaneous speaking and active listening.	Have students form an inner and an outer circle facing one another. Each student asks the person in front of them three to five prepared questions related to a topic in the unit, and then both circles rotate. This continues until students end up with their original partners.
<b><i>Marking the Draft</i></b>	Interacting with the draft version of a piece of writing by highlighting, underlining, color coding, and annotating to indicate revision ideas.	To encourage focused, reflective thinking about revising drafts.	Students can complete this task with a partner.
<b><i>Oral Reading</i></b>	Reading aloud one's own text or the texts of others (e.g., echo reading, choral reading, paired readings).	To share one's own work or the work of others; to build fluency and increase confidence in presenting to a group.	Have students share their own stories, personal narratives, and poems by reading them aloud.
<b><i>Outlining a Presentation</i></b>	Using a system of numerals and letters to identify topics and supporting details and to ensure an appropriate balance of ideas.	To generate ideas, concepts, and/or key words that provide a focus and/or establish organization prior to writing an initial draft and/or during the revision process.	Outlining can be used for planning both oral and written presentations.
<b><i>Presentation Strategies</i></b>	Using verbal and non-verbal strategies in spoken presentations to connect with the audience.	To make effective spoken presentations and to fully engage the audience.	Review the verbal and non-verbal strategies for effective spoken presentations, then watch some clips of famous people presenting and have students identify which strategies they are using to engage the audience. Encourage students to incorporate at least one of these strategies into their next presentation.

*continued on next page*

## Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
<b>Quickwrite or Quicktalk</b>	Writing or talking for a short, specific amount of time about a designated topic related to a text.	To quickly generate multiple ideas that can be turned into longer pieces of writing at a later time (may be considered as part of the drafting process). Gets students used to writing and speaking spontaneously.	Quickwrite: Give students a topic and let them write about it for five minutes maximum.  Quicktalk: Give students a topic and let them speak about it to a partner or a small group for 30–60 seconds.
<b>Revisiting Prior Work</b>	Looking through a collection of previously completed work to identify successes and challenges that may have been encountered with particular formats, conventions, style, word choice, and so on.	To build on prior experience in preparation for a new piece of writing and/or to revise a previous piece of writing. This is a good strategy for improving essay writing.	Have students review prior argumentative essays as they begin to draft a new one.
<b>Role Play</b>	Students assume a role and engage in a conversation with another person.	To encourage creativity and spontaneity in speaking.	Students role-play to represent the conversation that two characters in a story have the next time they meet.  Students select a conversation prompt out of a hat and conduct a role-play.
<b>Scoring Guidelines Application</b>	Examine student writing samples using AP assessment scoring guidelines.	To build student understanding of how they are assessed on the AP Exam.	Use student samples and the scoring guidelines posted on AP Central.
<b>Self-Editing/ Peer-Editing</b>	Students work with a partner to examine each other's work to identify content, organization, and mechanics that can be improved.	To provide a systematic process for revising and editing a written text.	Provide a checklist of targeted items or issues that students should look for when reviewing a peer's work.

*continued on next page*

## Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
<b><i>Speed Dating</i></b>	Students interview several partners regarding their views on a given topic.	To provide practice in interpersonal speaking.	Generate a list of interview questions on a topic related to the unit for students to use. Students begin with a partner, interview them using the questions for one minute (time can be varied) and then they move to a new partner. Debrief at the end to find common responses.
<b><i>Sketching</i></b>	Drawing or sketching ideas, including sketching a scene or creating a storyboard to demonstrate comprehension and to generate spontaneous speaking.	To generate and/or clarify ideas by visualizing them; may be part of prewriting, then using visuals for retelling the story.	Storyboard: Have students listen to a story and sketch the scenes. Afterwards, have them use their completed storyboards to spontaneously retell the story.
<b><i>Small-Group Scoring</i></b>	Working in small groups, students use the scoring rubrics to score sample essays and provide a rationale/explanation for their score.	To recognize the differences in high scoring/ low scoring essays and to use the strengths in revising their own writing.	Use a variety of prompts and released sample essays to work on for small-group scoring.
<b><i>Socratic Seminar</i></b>	Having a focused discussion of an essential question, topic, or selected text in which students ask questions of each other; questions initiate a conversation that continues with a series of responses and additional questions.	To help students formulate questions that address issues (in lieu of simply stating their opinions) to facilitate their own discussion and arrive at a new understanding; students also have the responsibility of supporting their opinions and responses using specific textual evidence.	Students read a text on a controversial topic and develop questions about the topic. In a circle, they ask their questions and others respond, giving their opinions and supporting them through evidence from the text.
<b><i>Substituting</i></b>	Replacing original words or phrases in a text with new words or phrases without changing the meaning.	To build vocabulary through the use of synonyms.	In pairs, give students a short text with various words underlined and have them replace those words with synonyms.

*continued on next page*

## Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
<b><i>Think-Pair-Share</i></b>	Considering and thinking about a topic or question and then writing what has been learned; pairing with a peer or a small group to share ideas; sharing ideas and discussion with a larger group.	To construct meaning about a topic or question; to test thinking in relation to the ideas of others; to prepare for a discussion with a larger group.	Provide a text and a question about the text. Students read the text, then provide an answer to the question. They then share their responses with a partner or with a small group. Finally, they share their group's answers with the class.
<b><i>Two-Minute Speech</i></b>	Giving a spontaneous two-minute speech on a topic.	To build students' confidence and abilities in spontaneous speaking.	Generate a variety of speech topics related to the unit of study or of general interest to adolescents. Students select a topic and then have five minutes to prepare their talk, using a single note card with only key words and key phrases, if needed.

# Developing Course Skills

Throughout the AP French Language and Culture course, students develop skills that are fundamental to the learning of a language and culture and to communicating effectively across the three modes of communication. Since these disciplinary practices course skills represent the complex language and communication skills that adept language-learners need to develop, students will benefit from multiple opportunities to develop and practice these skills in a scaffolded manner. Teachers and students can also refer to the Achievement Level Descriptions on p. 105 to determine how well they are performing a given skill and what students need to demonstrate to improve to the next level.

## Skill Category 1: Comprehend Written, Audio, Audiovisual, and Visual Text

The comprehension of texts is essential to learning a language and culture because it represents foundational input that is necessary to produce language. Much of the course content is delivered through print, written, visual, audiovisual, and audio texts; therefore, students must be able to engage with and comprehend information conveyed in a wide variety of interdisciplinary texts.

Comprehending text requires students to be skilled at decoding unfamiliar language, understand vocabulary in context, and use contextual clues when dealing with challenging text. Teachers can encourage students to persevere and practice, and they can address issues by the careful selection of texts and by designing appropriately scaffolded instruction.

Below are some suggested strategies for instruction.

### Skill Category 1: *Comprehend written, audio, audiovisual, and visual text*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
1.A: <i>Describe the literal meaning of the text</i>	What is the main idea and what are the most important supporting details?	Provide a flyer for a cultural event and ask students to identify the main idea and list the most important details.	Marking the Text
1.B: <i>Describe data</i>	What patterns do you see in the data?	Provide a graph about leisure activities and ask students to identify trends by age group.	Interpreting Visual Data

## Skill Category 2: Make Interdisciplinary and Cultural Connections

One of the “5Cs” (Communication, Culture, Connections, Comparisons, and Communities) that is foundational to ACTFL’s standards for language learning is “connections,” that is, making connections among interdisciplinary and/or cultural topics. In AP world language classrooms, the content is interdisciplinary and culturally oriented by nature, and what is studied is related to other disciplines that go well beyond the language classroom.

Teachers can work with students to develop their ability to make cultural connections by helping them to recognize and understand cultural references in texts. When working with interdisciplinary texts teachers can provide opportunities for students to

make connections with prior learning. They can help students understand the context of a text and teach strategies for students to use context to understand the text. Teachers can also keep students’ interests in mind as they choose texts and materials to work with, as students are more likely to persevere with a text that engages them. It’s a good idea to actively encourage students to make cross-disciplinary and cultural connections by using activating strategies, such as advance organizers or guiding questions. Consistent exposure to interdisciplinary and cultural topics will build confidence and competence in the skill of making connections during the course.

Below are some suggested strategies for instruction.

### Skill Category 2: Make interdisciplinary and cultural connections

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
<b>2.A: Make cultural connections</b>	What does the source reveal about the target culture?	Provide a text that describes a cultural event and guide students to determine what can be inferred about the culture, based on the event.	Descriptive Outline
<b>2.B: Make connections in and across disciplines</b>	What do you learn about another discipline from this source?	Provide a text that offers new learning in an academic discipline and guide them to understand it through contextual clues, cognates, vocabulary in context, interpreting any visuals, and guiding questions.	Skimming/Scanning or Chunking the Text



### Skill Category 3: Interpret the Content of Written or Audio Text

Interpreting a text goes beyond comprehending its literal meaning. It requires students to identify distinguishing textual features (purpose, audience, point of view, style, theme, moral, tone), infer implied meanings, and identify and understand cultural nuances. Students also need to recognize relationships between texts.

In interpreting content, students will need to employ the same skills they use for comprehending and making interdisciplinary or cultural connections—

decoding unfamiliar language, working on understanding vocabulary in context, using contextual clues, and persevering with challenging text. Teachers can help students by selecting texts that incrementally introduce challenging content, designing appropriately scaffolded instruction and providing well-crafted guiding questions that will lead students to discover the more abstract elements of a text.

Below are some suggested strategies for instruction.

#### Skill Category 3: *Interpret the content of written or audio texts*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
<b>3.A:</b> <i>Interpret the distinguishing features of a text</i>	For whom was the text created and why?	Provide an audio source and guide students to identify the intended audience, the purpose, and point of view through guiding questions.	Close Reading or Close Listening
<b>3.B:</b> <i>Interpret the meaning of a text</i>	What is implied by the text?	Select a text that contains inferences. Demonstrate close/critical reading techniques (asking deep questions, annotating the text to indicate evidence, interpreting vocabulary in context) to show students how to have “a conversation with the text” that will allow them to interpret it.	Hashtag Summary

## Skill Category 4: Make Meanings from Words and Expressions

Making meaning from unfamiliar words or expressions is essential to demonstrating comprehension of any text. While students do not have to understand every word to understand a text, they need to become adept at decoding unfamiliar vocabulary by using context clues that appear. Students need encouragement to persist and take risks when engaging with a source. This may mean withholding correction as students make a few errors when they encounter unfamiliar words or expressions.

Teachers can encourage students' growth in making meanings from words and expressions through consistent practice with texts that contain unknown vocabulary and have rich examples of idiomatic and cultural expressions. Teachers can guide students to decode words by looking at prefixes, suffixes, word stems, and radicals; as well as looking for context clues, word derivations, and cultural concepts.

Below are some suggested strategies for instruction.

### Skill Category 4: *Make meanings from words and expressions*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
<b>4.A:</b> <i>Determine the meaning of familiar and unfamiliar words</i>	How can you determine what this word means?	By using a think aloud, model for students how to determine the meaning of unfamiliar vocabulary in a text by using contextual clues, word derivation, decoding the parts of the word, and/or cultural concepts.	Think Aloud
<b>4.B:</b> <i>Use words appropriate for a given context</i>	Is the vocabulary you're using colloquial or academic?	After students have produced a written text, have them replace words or phrases they have used with synonyms of a more academic nature. Students may use a dictionary, thesaurus, or other sources.	Substituting

## Skill Category 5: Communicate Interpersonally by Speaking with Others

Learning to speak with others constitutes the main reason students enroll in language and culture courses. Spontaneous speech is one of the most difficult skills for students to achieve. Therefore, it is critical to provide students with multiple and ongoing opportunities to speak with each other.

The more students practice this skill, the more likely students will produce language that is comprehensible to native speakers of the target language. Students need opportunities to speak the language in authentic

situations in order to progress beyond using memorized words and phrases. They need to work on communicating messages effectively, practice listening to the spoken language to increase comprehension, and become comfortable speaking spontaneously.

Teachers can establish a classroom culture in which students feel comfortable taking risks, providing timely and directed feedback that encourages students to continue to practice for improvement.

Below are some suggested strategies for instruction.

### Skill Category 5: *Communicate interpersonally by speaking with others*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
<b>5.A:</b> <i>Understand and apply appropriate communication strategies in interpersonal speaking</i>	How can you continue a conversation if you do not know a specific word?	Describe an object without using the actual name of the object.	Circumlocution
<b>5.B:</b> <i>Understand and apply appropriate and varied syntactical expressions in interpersonal speaking</i>	What transitional words and cohesive devices can be used to link sentences for longer conversations?	Listen to a conversation and have students identify transitional words and cohesive devices.	Close Listening

## Skill Category 6: Communicate Interpersonally by Writing to Others

Being able to communicate with others through writing constitutes another main reason why students enroll in language and culture courses. Written interpersonal communication is an important real-life skill to develop within the language classroom. Therefore, it is critical to provide students with multiple and ongoing opportunities to write to others in both the formal and informal registers.

The more students practice writing texts, notes, emails, and letters, the more likely they will produce written language that is comprehensible to native speakers of the target language.

In order to communicate successfully in the interpersonal mode, students need to practice:

- building their vocabulary
- communicating their message using accurate grammatical and syntactic structures

- comprehending the incoming message
- using the appropriate register
- providing relevant and sufficient information, elaboration, and details
- developing an organized, cohesive message

Teachers can help students by actively teaching all aspects of successful interpersonal writing, breaking down the writing task into a step-by-step process, and providing timely and directed feedback that encourages students to continue to practice for improvement.

Below are some suggested strategies for instruction.

### Skill Category 6: *Communicate interpersonally by writing to others*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
<b>6.A:</b> <i>Understand and apply appropriate communication strategies in interpersonal writing</i>	Have you selected the correct register and used it consistently?	Analyze written interpersonal communications with an eye on how register is addressed and to review all the aspects involved in register.	Self-Editing/ Peer-Editing
<b>6.B:</b> <i>Understand and apply appropriate and varied syntactical expressions in interpersonal writing</i>	Have you proofread your message to correct errors in grammar and syntax as well as spelling, accents, and punctuation?	After students have written a message, provide an editing checklist and have them work with a partner to peer-edit one another's work.	Self-Editing/ Peer-Editing

## Skill Category 7: Communicate Through Spoken Presentations

Presenting information orally is an important way that students demonstrate their ability to communicate effectively in the language. Spoken presentations can be challenging to students, as they need to communicate ideas related to a variety of interdisciplinary and cultural topics in an organized and engaging manner. Many students find speaking in front of a group to be challenging and stressful. They are apprehensive about making mistakes and effectively communicating their message. The ability to carefully plan and outline key ideas and main points is critical so that students will present information without relying on memorizing or reading their presentations. Therefore, teachers should give students multiple and ongoing opportunities to give oral presentations.

In order to be successful in their oral presentations, students need to

- employ vocabulary and grammatical and syntactical structures to effectively convey their thoughts
- organize their information to deliver an effective presentation
- use strong transitional expressions and cohesive devices that guide the listener's understanding

Students should also be encouraged to take risks, as they will likely make errors in their presentations. By practicing these skills regularly, students will become more comfortable and confident in presenting orally. Students should receive feedback that helps them improve not only the content and accuracy of their presentation but also their confidence in their presentational skills. As the year progresses, they will acquire more interdisciplinary vocabulary and more complex language structures to support longer and more sophisticated oral presentations.

Below are some suggested strategies for instruction.

### Skill Category 7: *Communicate through spoken presentations*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
<b>7.A:</b> <i>Plan and research an issue or topic for presentational speaking</i>	Have you organized the main ideas and supporting details for your presentation?	Teacher provides a graphic organizer or template to help students plan their presentations.	Outlining a Graphic Organizers
<b>7.B:</b> <i>Use appropriate vocal and visual strategies to communicate an idea in presentational speaking</i>	How have you made your presentation engaging for your audience?	In class, brainstorm a list of effective presentation techniques. Then watch some online presentations and observe what makes each presentation effective or not.	Presentation Strategies
<b>7.C:</b> <i>Use appropriate language and vocabulary for the intended audience in presentational speaking</i>	Have you included effective transitional expressions and cohesive devices to guide your audience through your presentation?	Teachers can post transitional expressions on a word wall in the classroom and consistently direct students to them.	Word Wall
<b>7.D:</b> <i>Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking</i>	Have you clearly expressed your opinions and supported them with details and examples?	Teachers can provide formulas for expressing and defending opinions and have students practice using them by asking them to quickly state and justify their opinions on a variety of topics.	Debate

## Skill Category 8: Communicate Through Written Presentations

Presenting information in writing is an important way that students demonstrate their ability to communicate effectively in the language. Presentational writing can be challenging to students, as it is among the more academic areas of language production, in which students are often required to effectively express and explain complex ideas and support them with evidence from sources. The ability to conduct research, evaluate sources, and then extract relevant information from sources is an important part of creating effective written presentations. Therefore, it is critical to provide students with multiple and ongoing opportunities to present their ideas in written form.

In order to be successful in their written presentations, students need to:

- employ academic vocabulary
- use effective grammatical and syntactical structures
- develop organizational skills
- effectively use transitional expressions and cohesive devices to guide the reader's understanding
- include relevant evidence from sources

Teachers can help students by actively teaching a writing process, showing them how to create a step-by-step plan to produce a written presentation that is well organized and has a logical flow. Students must also take the time to proofread their work to correct errors in organization, grammar, syntax, and mechanics.

In addition, students need to know how to find, evaluate, and cite sources and how to use sources to gain academic and discipline-specific vocabulary. Teachers can provide targeted feedback on grammatical and syntactical errors to improve the comprehensibility of students' work; however, this should be in addition to providing directive feedback on ways students can improve the strength of their argument. There are numerous sample essays on AP Central that teachers can access.

The more students practice these skills, the more likely it is that they will become effective in communicating their ideas in writing. With practice and feedback, they will acquire the academic vocabulary, organizational skills, and appropriate conventions of written language to create written presentations.

Below are some suggested strategies for instruction.

### Skill Category 8: *Communicate through written presentations*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
<b>8.A:</b> <i>Plan and research an issue or topic for presentational writing</i>	How do you gather information to prepare a presentation?	Teacher leads a discussion on what makes a source reliable. Students search for reliable sources on a specific topic.	How Reliable Is This Source?
<b>8.B:</b> <i>Use appropriate writing strategies to communicate an idea in presentational writing</i>	How do you develop an organized presentation?	Students complete a graphic organizer for organizing an essay.	Using a Graphic Organizer or Outlining

*continued on next page*

**Skill Category 8: Communicate through written presentations (cont'd)**

<b>Skills</b>	<b>Key Questions</b>	<b>Sample Activity</b>	<b>Sample Instructional Strategies</b>
<b>8.C:</b> <i>Understand and apply appropriate and varied syntactical expressions in presentational writing</i>	How do you incorporate a variety of sentence types in a presentation?	Students review a draft of their writing and determine ways to enhance or elaborate a text by adding additional words, phrases, sentences, or ideas.	Self-Editing/ Peer-Editing
<b>8.D:</b> <i>Express a perspective with details and examples to illustrate an opinion or idea in written presentations</i>	How do you support your ideas in a presentation?	Students incorporate evidence using researched reliable sources to support their ideas.	Close Reading