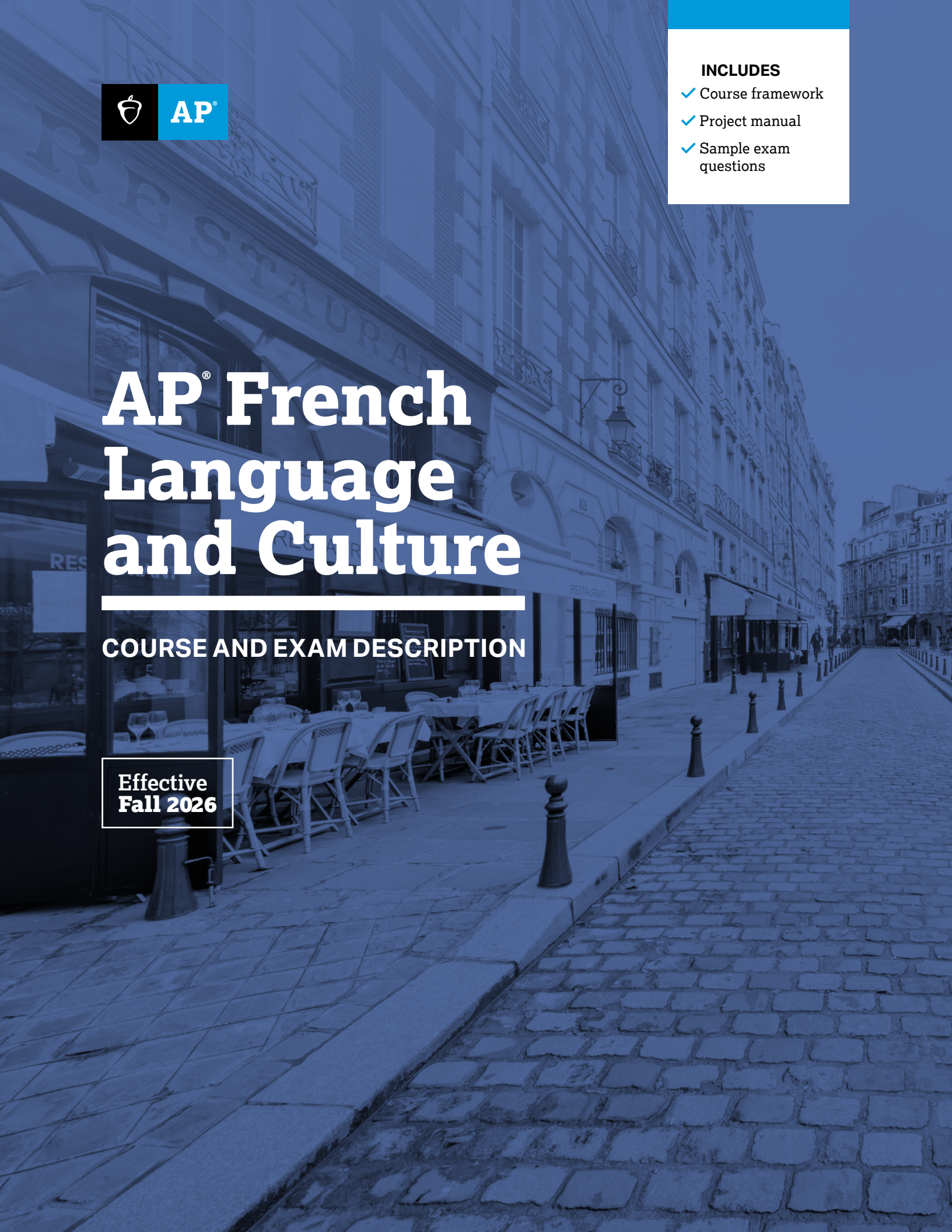
Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey

Course Name: AP French Language & Culture

Born On: August, 2020
Current Revision: August, 2026
Board Approval: 10/26/26



INCLUDES

- Course framework
- Project manual
- Sample exam questions

AP® French Language and Culture

COURSE AND EXAM DESCRIPTION

Effective
Fall 2026

AP® French Language and Culture

COURSE AND EXAM DESCRIPTION

Effective
Fall 2026

AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY

Please visit AP Central to determine whether a more recent course and exam description is available.

What AP® Stands For

Thousands of Advanced Placement teachers have contributed to the principles articulated here. These principles are not new; they are, rather, a reminder of how AP already works in classrooms nationwide. The following principles are designed to ensure that teachers' expertise is respected, required course content is understood, and that students are academically challenged and free to make up their own minds.

1. AP stands for clarity and transparency. Teachers and students deserve clear expectations. The Advanced Placement Program makes public its course frameworks and sample assessments. Confusion about what is permitted in the classroom disrupts teachers and students as they navigate demanding work.
2. AP is an unflinching encounter with evidence. AP courses enable students to develop as independent thinkers and to draw their own conclusions. Evidence and the scientific method are the starting place for conversations in AP courses.
3. AP opposes censorship. AP is animated by a deep respect for the intellectual freedom of teachers and students alike. If a school bans required topics from their AP courses, the AP Program removes the AP designation from that course and its inclusion in the AP Course Ledger provided to colleges and universities. For example, the concepts of evolution are at the heart of college biology, and a course that neglects such concepts does not pass muster as AP Biology.
4. AP opposes indoctrination. AP students are expected to analyze different perspectives from their own, and no points on an AP Exam are awarded for agreement with any specific viewpoint. AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students' abilities to assess the credibility of sources, draw conclusions, and make up their own minds.

   As the AP English Literature course description states: "AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole."
5. AP courses foster an open-minded approach to the histories and cultures of different peoples. The study of different nationalities, cultures, religions, races, and ethnicities is essential within a variety of academic disciplines. AP courses ground such studies in primary sources so that students can evaluate experiences and evidence for themselves.
6. Every AP student who engages with evidence is listened to and respected. Students are encouraged to evaluate arguments but not one another. AP classrooms respect diversity in backgrounds, experiences, and viewpoints. The perspectives and contributions of the full range of AP students are sought and considered. Respectful debate of ideas is cultivated and protected; personal attacks have no place in AP.
7. AP is a choice for parents and students. Parents and students freely choose to enroll in AP courses. Course descriptions are available online for parents and students to inform their choice. Parents do not define which college-level topics are suitable within AP courses; AP course and exam materials are crafted by committees of professors and other expert educators in each field. AP courses and exams are then further validated by the American Council on Education and studies that confirm the use of AP scores for college credits by thousands of colleges and universities nationwide.

The AP Program encourages educators to review these principles with parents and students so they know what to expect in an AP course. Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

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About AP

The Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in more than 40 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores—more than 3,300 institutions worldwide annually receive AP scores.

AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses, selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers' time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able to provide teachers and students with free formative assessments—Progress Checks—that teachers can assign throughout the year to measure student progress as they acquire content knowledge and develop skills.

Enrolling Students: Access, Opportunity, and Readiness

The AP Program welcomes all students willing to challenge themselves with college-level coursework and career preparation. We strongly encourage educators to invite students into AP classes, including students from ethnic, racial, socioeconomic, geographic, or other groups not broadly participating in a school's AP program. We believe that readiness for AP is attainable, and that educators can expand readiness by opening access to Pre-AP course work. We commit to support educators and communities in their efforts to make AP courses widely available, advancing students in their plans for college and careers.

Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course "Advanced Placement" or "AP." Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

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The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit the **AP Course Audit** website for more information to support the preparation and submission of materials for the AP Course Audit.

How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP Test Development Committee members is available on **AP Central®**.

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement or college credit.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points students must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- Performance that researchers have found to be predictive of an AP student succeeding when placed into a subsequent higher-level college course.
- The number of points college faculty indicate, after reviewing each AP question, that they expect is necessary to achieve each AP grade level.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A–, B+, B
3	Qualified	B–, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

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While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, use the search engine available on the **AP Credit Policy Search** page.

BECOMING AN AP READER

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college educators—make improvements to the way they teach or score because of their experience at the AP Reading.
- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers, and thus are better able to assess their students' work in the classroom.
- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.
- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check the **AP Reader** site for details.
- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

How to Apply

Visit the **Become an AP Reader** site for eligibility requirements and to start the application process.

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AP Resources and Supports

By completing a simple class selection process at the start of the school year, teachers and students receive access to a robust set of classroom resources.

AP Classroom

AP Classroom is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and students, offering opportunities to give and get meaningful feedback on student progress.



UNIT GUIDES

Appearing in this publication and on AP Classroom, these planning guides outline all required course content and skills, organized into commonly taught units. Each unit guide suggests a sequence and pacing of content, scaffolds skill instruction across units, organizes content into topics, and provides tips on taking the AP Exam.



PROGRESS CHECKS

Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information.



REPORTS

Reports provides teachers with a one-stop shop for student results on all assignment types, including Progress Checks. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.



QUESTION BANK

The Question Bank is a searchable library of all AP questions that teachers use to build custom practice for their students. Teachers can create and assign assessments with formative topic questions or questions from practice or released AP Exams.

Class Section Setup and Enrollment

- Teachers and students sign in to or create their College Board accounts.
- Teachers confirm that they have added the course they teach to their AP Course Audit account and have had it approved by their school's administrator.
- Teachers or AP coordinators, depending on who the school has decided is responsible, set up class sections so students can access AP resources and have exams ordered on their behalf.
- Students join class sections with a join code provided by their teacher or AP coordinator.
- Students will be asked for additional information upon joining their first class section.

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Instructional Model

Integrating AP resources throughout the course can help students develop skills and conceptual understandings. The instructional model outlined below shows possible ways to incorporate AP resources into the classroom.



Plan

Teachers may consider the following approaches as they plan their instruction before teaching each unit.

- Review the overview at the start of each **unit guide** to identify essential questions, conceptual understandings, and skills for each unit.
- Use the **recommended instructional contexts** in each unit to identify related topics that build toward a common understanding, and then plan appropriate pacing for students.
- Identify useful strategies in the **Teacher Talk** sections to help teach the concepts and skills.
- Review the **Project Manual** at the end of this publication and on **AP Classroom** to understand the required project components and help facilitate students' preparation for and completion of the course project.



Teach

When teaching, supporting resources could be used to build students' conceptual understanding and their mastery of skills.

- Use the overview pages in the **unit guides** to identify the important instructional contexts and content.
- Integrate the content with a skill, considering any appropriate scaffolding.



Assess

Teachers can measure student understanding of the content and skills covered in the unit and provide actionable feedback to students.

- While teaching each unit, use **AP Classroom** to assign students **Topic Questions** as a way to continuously check student understanding and provide just-in-time feedback.
- At the end of each unit, use **AP Classroom** to assign students **Progress Checks**, as homework or an in-class task.
- Provide question-level feedback to students through answer rationales; provide formative feedback using **Reports**.
- Create additional practice opportunities using the **Question Bank** and assign them through **AP Classroom**.

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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 interpretation of meaning, communicative abilities, research strategies, and cultural understanding. The AP French Language and Culture course strives to not overemphasize grammatical accuracy at the expense of communication. To best engage with culturally relevant, real-world tasks, the course is taught entirely in the target language.

The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. Drawing on the ACTFL *World-Readiness Standards for Learning Languages*, the course develops students' awareness and appreciation of cultural products, practices, and perspectives, which are defined as:

- Cultural products are tangible and intangible artifacts of a culture such as clothing, tools, food, monuments, artwork, and stories.
- Cultural practices are patterns of social behaviors and interactions of a culture such as how people greet each other, socialize, or celebrate holidays.
- Cultural perspectives are underlying cultural values, beliefs, and attitudes that inform a culture's products and practices.

To deepen their understanding of these content areas and skills, students will embark on an individual course project. Students will be provided a cultural situation and a series of sources to use as part of their investigation into cultural products, practices, and perspectives. This will culminate in an exam day Project Presentation and simulated Project Q&A.

College Course Equivalent

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

Prerequisites

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

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AP FRENCH LANGUAGE AND CULTURE

Course Framework


FRANÇAIS

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 students 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—as defined in the ACTFL *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*. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of French language and culture.

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 understanding. Students learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function, which should be addressed according to how they serve the communicative task and not as an end goal unto themselves. Students apply skills of practice, inquiry, reflection, cultural understanding, and communication when investigating and addressing real-world contexts and situations. To best facilitate the study of language and culture, the course is taught in the target language.

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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 and/or placement.

The course framework includes the following essential components:

1 SKILLS

At the core of the AP French Language and Culture course are skills identifying what students should know and be able to do to succeed in the course. Students develop and apply the described skills on a regular basis over the span of the course. Additionally, each skill has learning objectives associated with it; these are more specific capabilities that comprise the broader skill.

2 UNITS

The course is comprised of six thematic units that help teachers integrate language, content, and culture into a series of lessons and activities. Within each unit are recommended instructional 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 OF COMMUNICATION

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 text, audio, and images, including visualizations of data; 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 TYPES

Each unit in the course features several of the multiple-choice and free-response question task types 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 types include different formats of cultural and interdisciplinary sources: text, audio, and images, including visualizations of data, that engage students.

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.

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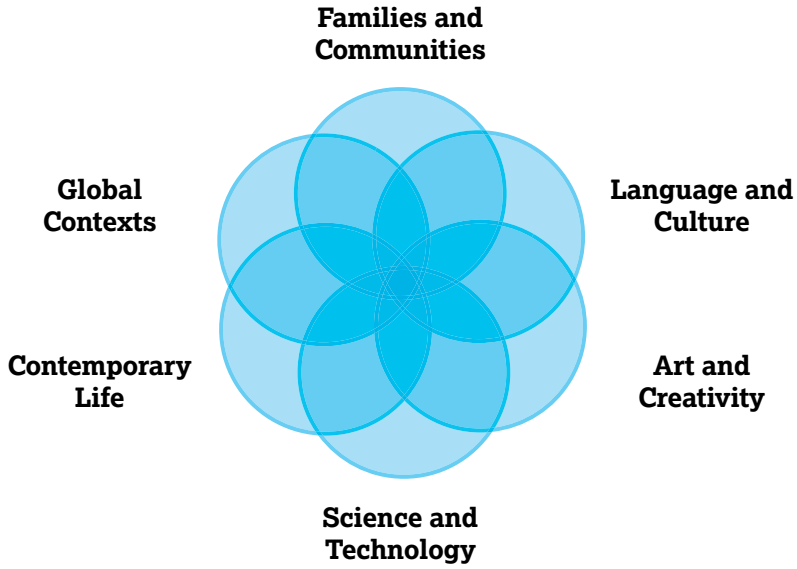
Course Skills

Skill Category 1	Skill Category 2	Skill Category 3
Interpretive Communication 1 Comprehend written texts, audio, and visualizations of data.	**Interpersonal and Presentational Communication** 2 Speak and write in interpersonal and presentational contexts.	**Cultural Understanding** 3 Demonstrate cultural understanding.
SKILLS		
1.A Recognize explicit meaning.	2.A Use language that aligns with the communicative purpose and context.	3.A Make connections within and across cultures.
1.B Interpret meaning.	2.B Make communication comprehensible for the intended audience.	
1.C Synthesize and infer meaning.	2.C Share ideas, information, and opinions about familiar and researched topics.	
	2.D Apply organizational and rhetorical strategies.	

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Units

To provide context and content for students to develop their skills in the modes of communication, the course takes a thematic approach. There are six course units: Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life, and Global Contexts.



Each unit presents a primary theme that connects to several recommended instructional contexts. Teaching to multiple recommended contexts in each unit ensures a rich curriculum, as students will examine each context from a variety of perspectives. This allows students to experience the study of language and culture in a variety of authentic and engaging ways and teachers to consider the interests and needs of their students when designing instruction. While teachers may organize the course thematically in any way they choose, following the recommended course design in the units described below ensures that all the concepts presented in the units are addressed multiple times in a scaffolded manner.

Recommended Instructional Contexts

Families and Communities
- Community Activities
- Family Relationships
- Social Interactions and Relationships
- Urban and Rural Communities

Language and Culture
- Customs and Celebrations
- Linguistics
- French in the World

Art and Creativity
- Architecture
- Artistic Heritage
- Beauty and Aesthetics
- Fashion and Design
- Literature
- Visual and Performing Arts

Science and Technology
- Innovations and Emerging Technologies
- Personal Technology and Communication
- Science in Everyday Life
- Societal Impacts of Science and Technology

Contemporary Life
- Education and Career
- Entertainment and Media
- Food and Health
- Pop Culture
- Sports and Leisure
- Travel and Tourism

Global Contexts
- Global Communication
- Natural World
- History
- Policy and Planning
- Transportation

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ESSENTIAL QUESTIONS

Related to the thematic units are essential questions designed to spark curiosity and encourage students to investigate and express different views on real-world issues, make connections to other disciplines, and compare aspects of the target culture(s) to their own. Essential questions also lend themselves well to interdisciplinary inquiry, asking students to apply skills and perspectives across content areas. Examples of essential questions appear in the unit guide openers.

Modes of Communication

As students work with the course thematic units and consider essential questions, they do so while engaging in the three modes of communication—Interpretive, Interpersonal, and Presentational. The development of skills in each of these modes forms the core of the units, as students build skills in listening, reading, speaking, and writing tasks of increasing levels of complexity. Students are expected to build skills in the following areas:

- Interpretive Communication of text, audio, and images, including visualizations of data
- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Spoken Presentational Communication
- Written Presentational Communication

Task Types

As students work with the modes of communication, they practice various task types that familiarize them with what will be on the exam while helping them build linguistic skills and cultural competencies. The order of the following task types is not representative of the exam. For more detailed information on exam order, please see the **Exam Overview** section.

Task Type	Mode of Communication	Source Format
Audio and Chart	Interpretive	Audio and image
Audio Report	Interpretive	Audio
Instructional Guidance	Interpretive	Audio
Interview	Interpretive	Audio
Presentation	Interpretive	Audio
Article	Interpretive	Text
Article and Chart	Interpretive	Text and image
Literary Text	Interpretive	Text
Promotional Material	Interpretive	Text and image
Argumentative Essay	Presentational – written	Audio, text, and image
Project Presentation	Presentational – spoken	Text and image
Project Q&A	Interpersonal – spoken	Audio

More complex free-response questions, including Argumentative Essay, Project Presentation, and Project Q&A, are taught incrementally so students develop skills over time and through practice before engaging with a whole question.

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AP FRENCH LANGUAGE AND CULTURE

Unit Guides

Introduction

This course is organized into six thematic units, each offering a context in which to explore a variety of language and cultural concepts in the Interpretive, Interpersonal, and Presentational Communication modes. Each unit helps teachers integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts.

Skill Categories and Learning Objectives

The course is divided into three skill categories with underlying learning objectives. Skill Category 1 is associated with the Interpretive mode, in which students interact with culturally authentic and interdisciplinary text, audio, and images, including visualizations of data. Skill Category 2 is associated with both the Interpersonal and Presentational modes, in which students use the target language to communicate about a range of topics. Skill Category 3 covers all three modes of communication, and students engage with a variety of sources and present their ideas in the target language.

The course skills and learning objectives describe what a student should be able to do while engaging with and speaking about sources in the target language. They form the basis of the questions on the AP French Language and Culture Exam. While communicating in the target language requires students to utilize many of the course skills in concert, each unit guide focuses on specific learning objectives to build students' proficiency as they progress through the course. Throughout the units, each learning objective is addressed at least twice.

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This unit structure, with scaffolded learning objectives, provides one possible sequence teachers can adopt or modify rather than having to build from scratch. An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP Exam. However, AP teachers are free to adopt a sequence of thematic units and learning objectives that best suits their needs.

The table that follows shows all three skill categories with their associated skills and the learning objectives that help students develop those skills.

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Course Skills and Learning Objectives

Skill Category 1	Skill Category 2	Skill Category 3
Interpretive Communication 1	**Interpersonal and Presentational Communication 2**	**Cultural Understanding 3**
Comprehend written texts, audio, and visualizations of data.	Speak and write in interpersonal and presentational contexts.	Demonstrate cultural understanding.

#.A SKILLS

#.A.1: Learning Objectives

1.A Recognize explicit meaning.

1.A.1: Identify supporting or relevant details.

1.A.2: Identify data points, patterns, and trends.

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

2.A.1: Use a variety of grammatical structures.

2.A.2: Use a variety of vocabulary.

2.A.3: Use idiomatic and culturally relevant expressions.

2.A.4: Adopt an appropriate register for the intended audience and situation.

3.A Make connections within and across cultures.

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

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

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

1.B Interpret meaning.

1.B.1: Determine the main idea, theme, or purpose.

1.B.2: Determine the intended audience.

1.B.3: Determine the point(s) of view, perspective(s), tone, or attitude.

1.B.4: Identify organizing and/or rhetorical structures and/or strategies.

1.B.5: Determine the meaning of words and phrases using textual cues.

2.B Make communication comprehensible for the intended audience.

2.B.1: Use communication strategies such as circumlocution and paraphrasing.

2.B.2: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

2.B.3: Use pronunciation that is comprehensible to a variety of speakers of the target language.

2.B.4: Use an appropriate rate of speech and effective intonation patterns.

2.B.5: Use standard conventions of written language (e.g., capitalization, orthography, accents, punctuation).

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Course Skills and Learning Objectives *(cont'd)*

Skill Category 1	Skill Category 2	Skill Category 3
Interpretive Communication 1	**Interpersonal and Presentational Communication** 2	**Cultural Understanding** 3
Comprehend written texts, audio, and visualizations of data.	Speak and write in interpersonal and presentational contexts.	Demonstrate cultural understanding.

SKILLS

1.C Synthesize and infer meaning.

1.C.1: Connect information within or across sources.

1.C.2: Synthesize meaning to draw logical conclusions.

1.C.3: Infer implied meaning through context.

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

2.C.1: Express ideas, preferences, and opinions.

2.C.2: Use research strategies to gather information and evidence.

2.C.3: Use examples to provide advice or information and to explain opinions or emotions.

2.C.4: Integrate information from multiple sources to develop and support a position or perspective.

2.C.5: Reference and cite sources appropriately.

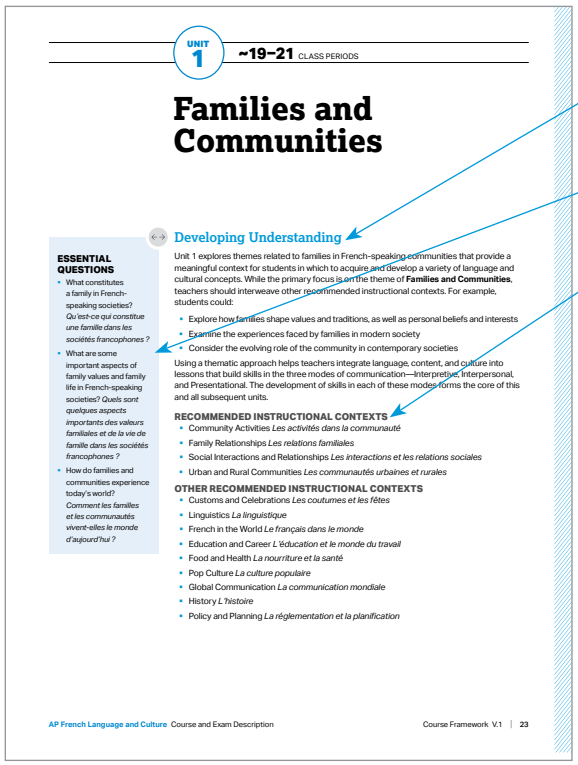
2.D Apply organizational and rhetorical strategies.

2.D.1: Apply an appropriate organizational structure.

2.D.2: Use a variety of cohesive devices (e.g., relative pronouns, pronoun referents, conjunctions, transitions) to effectively convey and connect ideas.

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Using the Unit Guides



UNIT 1 ~19–21 CLASS PERIODS

Families and Communities

ESSENTIAL QUESTIONS

- What constitutes a family in French-speaking societies? *Qu'est-ce qui constitue une famille dans les sociétés francophones ?*
- What are some important aspects of family values and family life in French-speaking societies? *Quels sont quelques aspects importants des valeurs familiales et de la vie de famille dans les sociétés francophones ?*
- How do families and communities experience today's world? *Comment les familles et les communautés vivent-elles le monde d'aujourd'hui ?*

Developing Understanding

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 is on the theme of **Families and Communities**, teachers should interweave other recommended instructional contexts. For example, students could:

- Explore how families shape values and traditions, as well as personal beliefs and interests
- Examine the experiences faced by families in modern society
- Consider the evolving role of the community in contemporary societies

Using a thematic approach helps teachers 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.

RECOMMENDED INSTRUCTIONAL CONTEXTS

- Community Activities *Les activités dans la communauté*
- Family Relationships *Les relations familiales*
- Social Interactions and Relationships *Les interactions et les relations sociales*
- Urban and Rural Communities *Les communautés urbaines et rurales*

OTHER RECOMMENDED INSTRUCTIONAL CONTEXTS

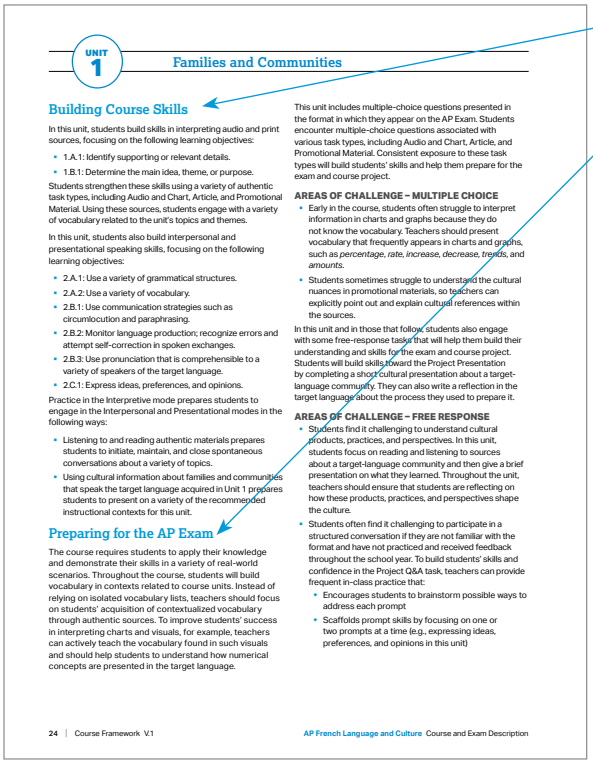
- Customs and Celebrations *Les coutumes et les fêtes*
- Linguistics *La linguistique*
- French in the World *Le français dans le monde*
- Education and Career *L'éducation et le monde du travail*
- Food and Health *La nourriture et la santé*
- Pop Culture *La culture populaire*
- Global Communication *La communication mondiale*
- History *L'histoire*
- Policy and Planning *La réglementation et la planification*

UNIT OPENERS

Developing Understanding provides an overview that contextualizes and situates the unit within the scope of the course.

The **essential questions** are thought-provoking questions that motivate students and inspire inquiry.

Recommended instructional contexts provide possible topics that could be addressed in the units to help students build language and cultural skills.



UNIT 1 Families and Communities

Building Course Skills

In this unit, students build skills in interpreting audio and print sources, focusing on the following learning objectives:

- 1.A.1: Identify supporting or relevant details.
- 1.B.1: Determine the main idea, theme, or purpose.

Students strengthen these skills using a variety of authentic task types, including Audio and Chart, Article, and Promotional Material. Using these sources, students engage with a variety of vocabulary related to the unit's topics and themes.

In this unit, students also build interpersonal and presentational speaking skills, focusing on the following learning objectives:

- 2.A.1: Use a variety of grammatical structures.
- 2.A.2: Use a variety of vocabulary.
- 2.B.1: Use communication strategies such as circumlocution and paraphrasing.
- 2.B.2: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.
- 2.B.3: Use pronunciation that is comprehensible to a variety of speakers of the target language.
- 2.C.1: Express ideas, preferences, and opinions.

Practice in the Interpretive mode prepares students to engage in the Interpersonal and Presentational modes in the following ways:

- Listening to and reading authentic materials prepares students to initiate, maintain, and close spontaneous conversations about a variety of topics.
- Using cultural information about families and communities that speak the target language acquired in Unit 1 prepares students to present on a variety of the recommended instructional contexts for this unit.

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 will build vocabulary in contexts related to course units. Instead of relying on isolated vocabulary lists, teachers should focus on students' acquisition of contextualized vocabulary through authentic sources. To improve students' success in interpreting charts and visuals, for example, teachers can actively teach the vocabulary found in such visuals and should help students to understand how numerical concepts are presented in the target language.

This unit includes multiple-choice questions presented in the format in which they appear on the AP Exam. Students encounter multiple-choice questions associated with various task types, including Audio and Chart, Article, and Promotional Material. Consistent exposure to these task types will build students' skills and help them prepare for the exam and course project.

AREAS OF CHALLENGE – MULTIPLE CHOICE

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

In this unit and in those that follow, students also engage with some free-response tasks that will help them build their understanding and skills for the exam and course project. Students will build skills toward the Project Presentation by completing a short cultural presentation about a target-language community. They can also write a reflection in the target language about the process they used to prepare it.

AREAS OF CHALLENGE – FREE RESPONSE

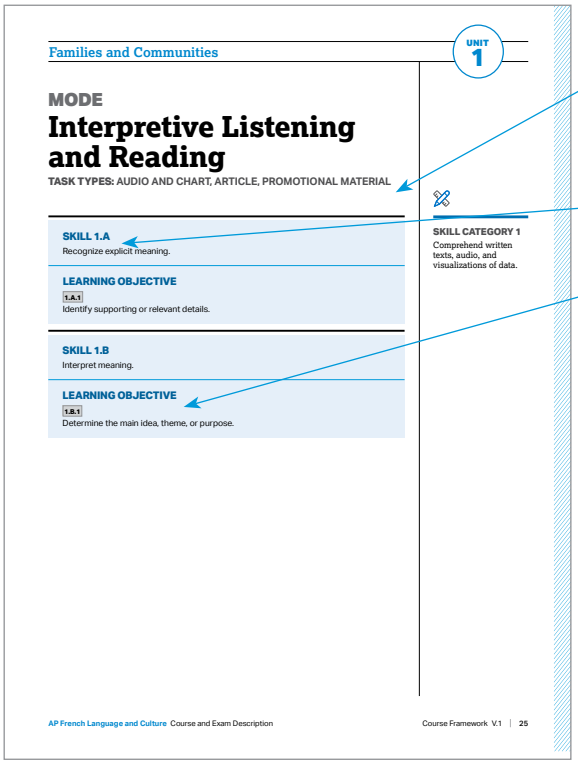
- Students find it challenging to understand cultural products, practices, and perspectives. In this unit, students focus on reading and listening to sources about a target-language community and then give a brief presentation on what they learned. Throughout the unit, teachers should ensure that students are reflecting on how these products, practices, and perspectives shape the culture.
- Students often find it challenging to participate in a structured conversation 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 the Project Q&A task, teachers can provide frequent in-class practice that:
  - Encourages students to brainstorm possible ways to address each prompt
  - Scaffolds prompt skills by focusing on one or two prompts at a time (e.g., expressing ideas, preferences, and opinions in this unit)

Building Course Skills describes specific skills that are appropriate to focus on in the unit.

Preparing for the AP Exam provides helpful tips and common student misunderstandings identified from prior exam data.

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Using the Unit Guides

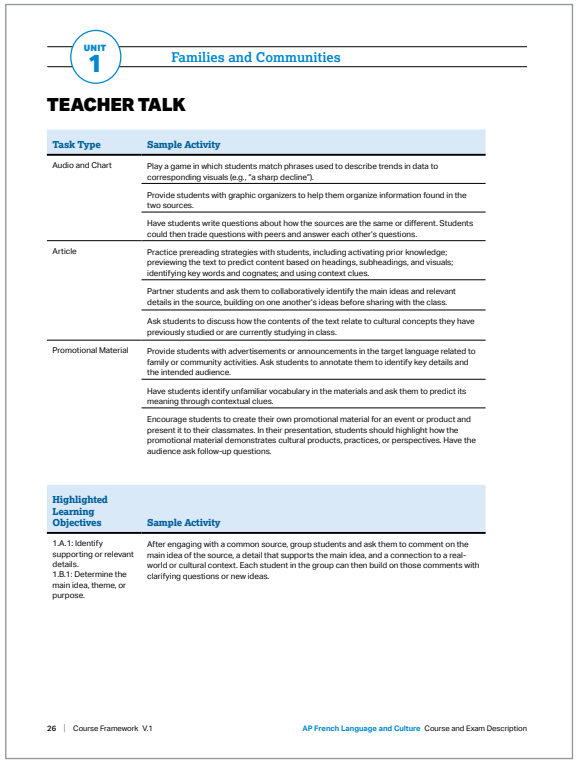


MODE PAGES

Task types in each of the three modes can be practiced in class and throughout the course to familiarize students with expectations for the exam while building language skills and cultural competencies.

The **skills** note the course skills that are paired with the learning objectives for that topic.

Learning objectives define what a student needs to be able to do with content knowledge to progress through the course. These objectives outline expectations of student abilities across the Interpretive, Interpersonal, and Presentational modes of communication.



Teacher Talk offers selected instructional strategies, proven best practices, and helpful tips for working with specific task types and learning objectives.

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AP FRENCH
LANGUAGE AND CULTURE

UNIT 1

Families and Communities



~19–21
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Checks** for this unit.

Whether assigned as homework or completed in class, the **Progress Checks** provide each student with immediate feedback related to this unit's content and skills.

Progress Check 1

Multiple-choice: ~15 questions

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UNIT 1 ~19–21 CLASS PERIODS

Families and Communities

ESSENTIAL QUESTIONS

- What constitutes a family in French-speaking societies? *Qu'est-ce qui constitue une famille dans les sociétés francophones ?*
- What are some important aspects of family values and family life in French-speaking societies? *Quels sont quelques aspects importants des valeurs familiales et de la vie de famille dans les sociétés francophones ?*
- How do families and communities experience today's world? *Comment les familles et les communautés vivent-elles le monde d'aujourd'hui ?*

Developing Understanding

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 is on the theme of **Families and Communities**, teachers should interweave other recommended instructional contexts. For example, students could:

- Explore how families shape values and traditions, as well as personal beliefs and interests
- Examine the experiences faced by families in modern society
- Consider the evolving role of the community in contemporary societies

Using a thematic approach helps teachers 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.

RECOMMENDED INSTRUCTIONAL CONTEXTS

- Community Activities *Les activités dans la communauté*
- Family Relationships *Les relations familiales*
- Social Interactions and Relationships *Les interactions et les relations sociales*
- Urban and Rural Communities *Les communautés urbaines et rurales*

OTHER RECOMMENDED INSTRUCTIONAL CONTEXTS

- Customs and Celebrations *Les coutumes et les fêtes*
- Linguistics *La linguistique*
- French in the World *Le français dans le monde*
- Education and Career *L'éducation et le monde du travail*
- Food and Health *La nourriture et la santé*
- Pop Culture *La culture populaire*
- Global Communication *La communication mondiale*
- History *L'histoire*
- Policy and Planning *La réglementation et la planification*

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UNIT 1

Families and Communities

Building Course Skills

In this unit, students build skills in interpreting audio and print sources, focusing on the following learning objectives:

- 1.A.1: Identify supporting or relevant details.
- 1.B.1: Determine the main idea, theme, or purpose.

Students strengthen these skills using a variety of authentic task types, including Audio and Chart, Article, and Promotional Material. Using these sources, students engage with a variety of vocabulary related to the unit's topics and themes.

In this unit, students also build interpersonal and presentational speaking skills, focusing on the following learning objectives:

- 2.A.1: Use a variety of grammatical structures.
- 2.A.2: Use a variety of vocabulary.
- 2.B.1: Use communication strategies such as circumlocution and paraphrasing.
- 2.B.2: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.
- 2.B.3: Use pronunciation that is comprehensible to a variety of speakers of the target language.
- 2.C.1: Express ideas, preferences, and opinions.

Practice in the Interpretive mode prepares students to engage in the Interpersonal and Presentational modes in the following ways:

- Listening to and reading authentic materials prepares students to initiate, maintain, and close spontaneous conversations about a variety of topics.
- Using cultural information about families and communities that speak the target language acquired in Unit 1 prepares students to present on a variety of the recommended instructional contexts for this unit.

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 will build vocabulary in contexts related to course units. Instead of relying on isolated vocabulary lists, teachers should focus on students' acquisition of contextualized vocabulary through authentic sources. To improve students' success in interpreting charts and visuals, for example, teachers can actively teach the vocabulary found in such visuals and should help students to understand how numerical concepts are presented in the target language.

This unit includes multiple-choice questions presented in the format in which they appear on the AP Exam. Students encounter multiple-choice questions associated with various task types, including Audio and Chart, Article, and Promotional Material. Consistent exposure to these task types will build students' skills and help them prepare for the exam and course project.

AREAS OF CHALLENGE – MULTIPLE CHOICE

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

In this unit and in those that follow, students also engage with some free-response tasks that will help them build their understanding and skills for the exam and course project. Students will build skills toward the Project Presentation by completing a short cultural presentation about a target-language community. They can also write a reflection in the target language about the process they used to prepare it.

AREAS OF CHALLENGE – FREE RESPONSE

- Students find it challenging to understand cultural products, practices, and perspectives. In this unit, students focus on reading and listening to sources about a target-language community and then give a brief presentation on what they learned. Throughout the unit, teachers should ensure that students are reflecting on how these products, practices, and perspectives shape the culture.
- Students often find it challenging to participate in a structured conversation 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 the Project Q&A task, teachers can provide frequent in-class practice that:
  - Encourages students to brainstorm possible ways to address each prompt
  - Scaffolds prompt skills by focusing on one or two prompts at a time (e.g., expressing ideas, preferences, and opinions in this unit)

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MODE
Interpretive Listening and Reading

TASK TYPES: AUDIO AND CHART, ARTICLE, PROMOTIONAL MATERIAL



SKILL CATEGORY 1
Comprehend written texts, audio, and visualizations of data.

SKILL 1.A
Recognize explicit meaning.

LEARNING OBJECTIVE
1.A.1
Identify supporting or relevant details.

SKILL 1.B
Interpret meaning.

LEARNING OBJECTIVE
1.B.1
Determine the main idea, theme, or purpose.

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TEACHER TALK

Task Type	Sample Activity
Audio and Chart	Play a game in which students match phrases used to describe trends in data to corresponding visuals (e.g., "a sharp decline").
	Provide students with graphic organizers to help them organize information found in the two sources.
	Have students write questions about how the sources are the same or different. Students could then trade questions with peers and answer each other's questions.
Article	Practice prereading strategies with students, including activating prior knowledge; previewing the text to predict content based on headings, subheadings, and visuals; identifying key words and cognates; and using context clues.
	Partner students and ask them to collaboratively identify the main ideas and relevant details in the source, building on one another's ideas before sharing with the class.
	Ask students to discuss how the contents of the text relate to cultural concepts they have previously studied or are currently studying in class.
Promotional Material	Provide students with advertisements or announcements in the target language related to family or community activities. Ask students to annotate them to identify key details and the intended audience.
	Have students identify unfamiliar vocabulary in the materials and ask them to predict its meaning through contextual clues.
	Encourage students to create their own promotional material for an event or product and present it to their classmates. In their presentation, students should highlight how the promotional material demonstrates cultural products, practices, or perspectives. Have the audience ask follow-up questions.

Highlighted Learning Objectives	Sample Activity
1.A.1: Identify supporting or relevant details. 1.B.1: Determine the main idea, theme, or purpose.	After engaging with a common source, group students and ask them to comment on the main idea of the source, a detail that supports the main idea, and a connection to a real-world or cultural context. Each student in the group can then build on those comments with clarifying questions or new ideas.

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MODE
Presentational Speaking

TASK TYPE: PROJECT PRESENTATION



SKILL CATEGORY 2

Speak and write in interpersonal and presentational contexts.

SKILL 2.A

Use language that aligns with the communicative purpose and context.

LEARNING OBJECTIVE

2.A.1

Use a variety of grammatical structures.

2.A.2

Use a variety of vocabulary.

SKILL 2.B

Make communication comprehensible for the intended audience.

LEARNING OBJECTIVE

2.B.2

Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

2.B.3

Use pronunciation that is comprehensible to a variety of speakers of the target language.

SKILL 2.C

Share ideas, information, and opinions about familiar and researched topics.

LEARNING OBJECTIVE

2.C.1

Express ideas, preferences, and opinions.

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TEACHER TALK

Task Type	Sample Activity
Project Presentation	Present strategies for finding sources (e.g., using search terms, identifying reliable information, and accessing target-language publications, libraries, or databases). Have students independently search for 2–3 sources related to the essential questions discussed in the unit and reflect on the quality of the sources.
	Ask students to identify cultural products and practices in the sources they find. Pair students and have them describe examples to their partner using supporting details (e.g., where it comes from or why it is done or used). The other student listens to and then summarizes their partner's examples.
	Share the importance of circumlocution and provide time for students to practice in class. To turn it into a game, group students into pairs. One student describes a word using circumlocution while the other guesses.

Highlighted Learning Objectives	Sample Activity
2.A.1: Use a variety of grammatical structures. 2.A.2: Use a variety of vocabulary.	Provide student pairs with a simple sentence. Ask them to revise the sentence five times using increasingly complex vocabulary and specificity.

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MODE
Interpersonal Speaking

TASK TYPE: PROJECT Q&A

SKILL CATEGORY 2
Speak and write in interpersonal and presentational contexts.

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

LEARNING OBJECTIVE

2.A.1
Use a variety of grammatical structures.

2.A.2
Use a variety of vocabulary.

SKILL 2.B
Make communication comprehensible for the intended audience.

LEARNING OBJECTIVE

2.B.1
Use communication strategies such as circumlocution and paraphrasing.

2.B.2
Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

2.B.3
Use pronunciation that is comprehensible to a variety of the target language.

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

LEARNING OBJECTIVE

2.C.1
Express ideas, preferences, and opinions.

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TEACHER TALK

Task Type	Sample Activity
Project Q&A	Ask students to write questions for a partner that align with the Project Q&A language functions, including (but not limited to) expressing preferences or opinions, providing advice or information, and explaining opinions or emotions.
	Pair students to answer each other's questions based on the information in their sources and their own knowledge and experiences.
	Have students complete a self-assessment of their vocabulary usage and the completeness of their answers.

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AP FRENCH
LANGUAGE AND CULTURE

UNIT 2

Language and Culture



~19–21
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Checks** for this unit.

Whether assigned as homework or completed in class, the **Progress Checks** provide each student with immediate feedback related to this unit's content and skills.

Progress Check 2

Multiple-choice: ~15 questions
Free-response: 1 question

- Argumentative Essay

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UNIT 2 ~19–21 CLASS PERIODS

Language and Culture

ESSENTIAL QUESTIONS

- How do language and culture influence each other? *Comment la langue et la culture s'influencent-elles mutuellement ?*
- How do language and culture evolve over time? *En quoi langue et culture évoluent-elles au fil du temps ?*
- How does technology influence language and culture? *Comment la technologie influence-t-elle la langue et la culture ?*

Developing Understanding

Unit 2 looks at how language and culture influence each other in French-speaking societies. This relevant and engaging unit 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 is on the theme of **Language and Culture**, teachers are encouraged to interweave other recommended instructional contexts. For example, students could:

- Explore how developments in science and technology impact language and the ways in which people communicate
- Examine how social media affects others
- Consider the role of entertainment and advertising as integral parts of culture
- Explore how a community's values are reflected in its art and customs

RECOMMENDED INSTRUCTIONAL CONTEXTS

- Customs and Celebrations *Les coutumes et les fêtes*
- Linguistics *La linguistique*
- French in the World *Le français dans le monde*

OTHER RECOMMENDED INSTRUCTIONAL CONTEXTS

- Artistic Heritage *Le patrimoine artistique*
- Beauty and Aesthetics *L'esthétique*
- Literature *La littérature*
- Visual and Performing Arts *Les arts visuels et du spectacle*
- Education and Career *L'éducation et le monde du travail*
- Entertainment and Media *Le divertissement et les médias*
- Pop Culture *La culture populaire*
- Travel and Tourism *Les voyages et le tourisme*
- Innovations and Emerging Technologies *Les innovations et les nouvelles technologies*
- Personal Technology and Communication *Produits de technologie et de communication personnels*
- Societal Impacts of Science and Technology *L'impact de la science et de la technologie dans la société*

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UNIT 2

Language and Culture

Building Course Skills

In this unit, students build skills in interpreting audio and print sources, focusing on the following learning objectives:

- 1.B.2: Determine the intended audience.
- 1.B.3: Determine the point(s) of view, perspective(s), tone, or attitude.

Students strengthen these skills using a variety of authentic task types, including Audio Report, Article and Chart, and Literary Text. In using these sources, students engage with a variety of vocabulary related to the unit's topics and themes.

In this unit, students also build presentational writing skills, focusing on the following learning objectives:

- 2.A.1: Use a variety of grammatical structures.
- 2.A.2: Use a variety of vocabulary.
- 2.A.3: Use idiomatic and culturally relevant expressions.
- 2.B.1: Use communication strategies such as circumlocution and paraphrasing.
- 2.B.5: Use standard conventions of written language (e.g., capitalization, orthography, accents, punctuation).
- 2.C.1: Express ideas, preferences, and opinions.
- 2.C.4: Integrate information from multiple sources to develop and support a position or perspective.
- 2.D.1: Apply an appropriate organizational structure.

Practice in the Interpretive mode prepares students to engage in the Presentational mode in the following way:

- Determining the intended audience and the perspective of a speaker or writer prepares students to identify essential information and use it to support their own ideas.

Preparing for the AP Exam

In this unit, students encounter some multiple-choice questions similar to what they will see on the AP Exam and presented in the same format but not yet at the level of the exam. The task types in this unit include Audio Report, Article and Chart, and Literary Text.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- Literary texts often prove challenging to students, particularly in regard to understanding vocabulary that makes inferences based on tone, attitude, or perspective. Teachers can encourage students to use contextual clues to identify the meaning of challenging vocabulary. 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 questions containing two sources, such as an article and a chart, can be challenging for students; they may need specific help from the teacher identifying how the two sources are related and 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.

In this unit, students complete a modified version of the Argumentative Essay free-response question 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 or argument and 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.

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MODE
Interpretive Listening and Reading

TASK TYPES: AUDIO REPORT, ARTICLE AND CHART, LITERARY TEXT



SKILL CATEGORY 1
Comprehend written texts, audio, and visualizations of data.

SKILL 1.B
Interpret meaning.

LEARNING OBJECTIVE

1.B.2
Determine the intended audience.

1.B.3
Determine the point(s) of view, perspective(s), tone, or attitude.

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TEACHER TALK

Task Type	Sample Activity
Audio Report	Activate students' prior knowledge by using a K-W-L chart.
	Model note-taking strategies for listening to audio, including setting up organizers, using symbol and abbreviation strategies, identifying important vocabulary, and listening for general ideas.
	Engage in a "Window, Mirror, and Sliding Glass Doors?" activity where students name something new they learned, consider how it reflects their own lives, and identify related concepts for further exploration.
Article and Chart	Share the chart with students first, and ask them to develop ideas about the topic of the paired sources before they read the article.
	Have students create mind maps to visually represent how the concepts in the article and chart relate to one another.
	Discuss how the subjects presented could relate to the other cultural contexts students have studied during the course.
Literary Text	Chunk the text into smaller, more manageable units. After reading each smaller unit, ask students to predict what might happen next. After reading the entire text, students should revisit their predictions and discuss how understanding cultural context enhanced their comprehension or how missing cultural context made comprehension challenging.
	Have students use the SOAPStone method to analyze the text; they should identify and discuss the speaker, occasion, audience, purpose, subject, and tone.
	Ask students to imagine changing the setting to a different community and discuss how what happens in the text might be different.

Highlighted Learning Objectives	Sample Activity
1.B.3: Determine the point(s) of view, perspective(s), tone, or attitude.	After reading a text with multiple characters, have students work in small groups to retell the event from a given character's perspective. Once all groups have completed their narratives, post them in the classroom, without the characters' name, and have the other groups identify the chosen character.

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MODE
Presentational Writing

TASK TYPE: ARGUMENTATIVE ESSAY

SKILL CATEGORY 2
Speak and write in interpersonal and presentational contexts.

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

LEARNING OBJECTIVE

2.A.1
Use a variety of grammatical structures.

2.A.2
Use a variety of vocabulary.

2.A.3
Use idiomatic and culturally relevant expressions.

SKILL 2.B
Make communication comprehensible for the intended audience.

LEARNING OBJECTIVE

2.B.1
Use communication strategies such as circumlocution and paraphrasing.

2.B.5
Use standard conventions of written language (e.g., capitalization, orthography, accents, punctuation).

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

LEARNING OBJECTIVE

2.C.1
Express ideas, preferences, and opinions.

2.C.4
Integrate information from multiple sources to develop and support a position or perspective.

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SKILL 2.D

Apply organizational and rhetorical strategies.

LEARNING OBJECTIVE

2.D.1

Apply an appropriate organizational structure.

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TEACHER TALK

Task Type	Sample Activity
Argumentative Essay	Practice arguing from different viewpoints by providing a prompt and assigned roles/characters to students for a group discussion. Make sure students' arguments are based on facts.
	Show students how to structure an argumentative essay, including an introduction, supporting claims, and a conclusion.
	Have students use sentence starters to produce an effective position statement.
	Provide a graphic organizer for students to plan and structure their essays with a logical progression of ideas and information.

Highlighted Learning Objectives	Sample Activity
2.A.2: Use a variety of vocabulary. 2.A.3: Use idiomatic and culturally relevant expressions.	Have students read or listen to sources that could be used in an argumentative essay. Ask students to work in groups to identify unfamiliar words or phrases and determine their meaning using context clues.

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AP FRENCH
LANGUAGE AND CULTURE

UNIT 3

Art and Creativity



~19–21
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Checks** for this unit.

Whether assigned as homework or completed in class, the **Progress Checks** provide each student with immediate feedback related to this unit's content and skills.

Progress Check 3

Multiple-choice: ~15 questions

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UNIT 3

~19–21 CLASS PERIODS

Art and Creativity

ESSENTIAL QUESTIONS

- How can art and creativity influence daily life? *Comment l'art et la créativité peuvent-ils influencer la vie quotidienne ?*
- How does art both challenge and reflect cultural perspectives? *Comment l'art peut-il à la fois défier et refléter les perspectives culturelles ?*
- How do communities value art and creativity? *Comment les communautés valorisent-elles l'art et la créativité ?*
- How is art used to record history? *Comment l'art est-il utilisé pour raconter ou documenter l'histoire ?*

Developing Understanding

This unit explores art and creativity 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 is on the theme of **Art and Creativity**; however, teachers should integrate other recommended instructional contexts. For example, students could:

- Explore how art and creativity influence the quality of life and values in a community
- Consider the role and importance of art in French-speaking communities
- Discover how the arts capture and reflect the history of a community
- Investigate how the concepts of art and creativity are defined within a culture
- Explore how art challenges and reflects cultural perspectives

RECOMMENDED INSTRUCTIONAL CONTEXTS

- Architecture *L'architecture*
- Artistic Heritage *Le patrimoine artistique*
- Beauty and Aesthetics *L'esthétique*
- Fashion and Design *La mode et le design*
- Literature *La littérature*
- Visual and Performing Arts *Les arts visuels et du spectacle*

OTHER RECOMMENDED INSTRUCTIONAL CONTEXTS

- Entertainment and Media *Le divertissement et les médias*
- Pop Culture *La culture populaire*
- Sports and Leisure *Le sport et les loisirs*
- Travel and Tourism *Les voyages et le tourisme*
- Community Activities *Les activités dans la communauté*
- Family Relationships *Les relations familiales*
- Urban and Rural Communities *Les communautés urbaines et rurales*

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UNIT 3

Art and Creativity

Building Course Skills

In this unit, students build skills in interpreting audio and print sources, focusing on the following learning objectives:

- 1.A.2: Identify data points, patterns, and trends.
- 1.B.4: Identify organizing and/or rhetorical structures and/or strategies.

Students strengthen these skills using a variety of authentic task types, including Audio and Chart, Article, Literary Text, and Promotional Material. In using these sources, students engage with a variety of vocabulary related to the unit's topics and themes.

In this unit, students also build interpersonal and presentational speaking skills, focusing on the following learning objectives:

- 2.A.3: Use idiomatic and culturally relevant expressions.
- 2.A.4: Adopt an appropriate register for the intended audience and situation.
- 2.B.1: Use communication strategies such as circumlocution and paraphrasing.
- 2.B.4: Use an appropriate rate of speech and effective intonation patterns.
- 2.C.2: Use research strategies to gather information and evidence.
- 2.C.3: Use examples to provide advice or information and to explain opinions or emotions.
- 2.D.2: Use a variety of cohesive devices (e.g., relative pronouns, pronoun referents, conjunctions, transitions) to effectively convey and connect ideas.
- 3.A.1: Describe cultural products, practices, and perspectives.

Practice in the Interpretive mode prepares students to engage in the Interpersonal and Presentational modes in the following ways:

- Listening to and reading authentic materials builds students' knowledge of idioms and idiomatic expressions, preparing them to communicate effectively in the target language.
- Researching additional sources related to art and creativity provides students with information to present, preparing them for the presentational speaking portion of the course project.

Preparing for the AP Exam

In this unit, students practice and receive feedback on multiple-choice questions based on the task types of Audio and Chart, Article, Literary Text, and Promotional Material.

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 contextual clues in authentic sources, incorporating relevant cultural background information.
- Students also struggle to identify distinguishing features of a text, such as purpose, point of view, and/or intended audience. Teachers can develop these analytical skills by modeling how to break down texts together in class.
- Students may struggle when asked to interpret data from a graph, chart, or table. They may need support in interpreting information presented graphically.

In this unit, students practice presentational and interpersonal speaking in order to prepare for the Project Presentation and Project Q&A free-response questions.

AREAS OF CHALLENGE – FREE RESPONSE

- Successful responses to all free-response tasks should be 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 past exams 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 practice discussing and demonstrating understanding of cultural products, practices, and perspectives using transitional expressions and cohesive devices. Teachers can create targeted practice opportunities for students to use these expressions while drawing meaningful comparisons.
- Students often use generalizations, personal anecdotes, and even stereotypes rather than researched examples that show depth of cultural understanding and engagement with the research process. Teachers can encourage students to avoid these practices by requiring them to cite credible sources, such as reputable news outlets, cultural institutions, government, or authentic media from the target culture, and by providing feedback about how those sources are used.

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MODE

Interpretive Listening and Reading

TASK TYPES: AUDIO AND CHART, ARTICLE, LITERARY TEXT, PROMOTIONAL MATERIAL

SKILL 1.A

Recognize explicit meaning.

LEARNING OBJECTIVE

1.A.2

Identify data points, patterns, and trends.

SKILL 1.B

Interpret meaning.

LEARNING OBJECTIVE

1.B.4

Identify organizing and/or rhetorical structures and/or strategies.

SKILL CATEGORY 1

Comprehend written texts, audio, and visualizations of data.

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TEACHER TALK

Task Type	Sample Activity
Audio and Chart	Use targeted listening comprehension activities to help students first focus on the overall message and then on specific facts from a variety of audio texts, such as podcasts, interviews, and news reports.
	Pair audio sources with different representations of data, including charts, graphs, infographics, diagrams, and tables.
	Have students summarize the content of one source using the structure of the other source (e.g., write a summary or dialogue about data represented on a graph or create a chart based on information from a news report).
Article	Have students create a two-column dialectical journal. They should record excerpts from the text they find important in one column and add questions, interpretations, and inferences in the other.
	Divide students into groups. Ask each group to read a separate article, then discuss with their group the article's main idea, intended audience, tone or perspective, structure, and new vocabulary. Reshuffle groups and have students share this information about their articles with members of other groups.
	Ask students to draft, peer review, and send a formal email requesting additional information to the author or someone knowledgeable about the topic.
Literary Text	Build vocabulary by selecting texts that contain idiomatic expressions and asking students to generate different contexts in which the same expressions could be used.
	Jumble a text into sections and ask students to reassemble it in the correct order.
	Ask students to write the text or a portion of the text from a different perspective, such as from the point of view of a different character in the text or of someone in popular culture.
Promotional Material	Provide students with promotional material, and ask them to annotate the text, marking the information that identifies the main ideas, supporting details, and inferences about the author's purpose. Then ask students to trade annotations and review a peer's work, marking any information their partner may have missed.
	Share culturally relevant promotional materials to generate discussion about how a culture's perspectives can be seen through their products or practices.
	Provide samples of promotional materials from a variety of regions or communities where the target language is spoken. Ask students to identify similarities and differences across these samples and infer a reason for them.

Highlighted Learning Objectives	Sample Activity
1.A.2: Identify data points, patterns, and trends.	Show students an infographic highlighting preferences in art or creative activities, such as popular art forms, favorite authors, or emerging design trends. Guide them in discussing visible patterns, then ask them to locate other data to support or challenge their observations.

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MODE
Presentational Speaking

TASK TYPE: PROJECT PRESENTATION



SKILL CATEGORY 2

Speak and write in interpersonal and presentational contexts.

SKILL 2.A

Use language that aligns with the communicative purpose and context.

LEARNING OBJECTIVE

2.A.3

Use idiomatic and culturally relevant expressions.

2.A.4

Adopt an appropriate register for the intended audience and situation.

SKILL 2.B

Make communication comprehensible for the intended audience.

LEARNING OBJECTIVE

2.B.4

Use an appropriate rate of speech and effective intonation patterns.

SKILL 2.C

Share ideas, information, and opinions about familiar and researched topics.

LEARNING OBJECTIVE

2.C.2

Use research strategies to gather information and evidence.

2.C.3

Use examples to provide advice or information and to explain opinions or emotions.

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SKILL CATEGORY 3
Demonstrate cultural understanding.

SKILL 2.D

Apply organizational and rhetorical strategies.

LEARNING OBJECTIVE

2.D.2
Use a variety of cohesive devices (e.g., relative pronouns, pronoun referents, conjunctions, transitions) to effectively convey and connect ideas.

SKILL 3.A

Make connections within and across cultures.

LEARNING OBJECTIVE

3.A.1
Describe cultural products, practices, and perspectives.

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TEACHER TALK

Task Type	Sample Activity
Project Presentation	Provide students with a cultural discussion prompt, a graphic organizer, and 2–3 sources to investigate and prepare for a discussion.
	Limit the number of words that students can use in their notes for a discussion, drawing a comparison to the limited number of words they can use on their Personalized Project Reference (PPR).
	Have students engage in a Socratic seminar using their completed graphic organizer. After the discussion, highlight ways that students used cohesive devices and demonstrated a logical progression of ideas and information.

Highlighted Learning Objectives	Sample Activity
3.A.1: Describe cultural products, practices, and perspectives.	Have students research a cultural product to explain its related practices and perspectives. Organize a gallery walk where half the class creates, displays, and presents, while the other half visits and asks questions. If time allows, or in a subsequent class period, have students switch roles. Conclude by having students write a reflection explaining how one of the products they learned about connects to broader cultural practices and perspectives.

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MODE
Interpersonal Speaking

TASK TYPE: PROJECT Q&A

SKILL CATEGORY 2
Speak and write in interpersonal and presentational contexts.

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

LEARNING OBJECTIVE
2.A.3
Use idiomatic and culturally relevant expressions.

2.A.4
Adopt an appropriate register for the intended audience and situation.

SKILL 2.B
Make communication comprehensible for the intended audience.

LEARNING OBJECTIVE
2.B.1
Use communication strategies such as circumlocution and paraphrasing.

2.B.4
Use an appropriate rate of speech and effective intonation patterns.

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

LEARNING OBJECTIVE
2.C.3
Use examples to provide advice or information and to explain opinions or emotions.

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SKILL 3.A

Make connections within and across cultures.

LEARNING OBJECTIVE

3.A.1

Describe cultural products, practices, and perspectives.

SKILL CATEGORY 3

Demonstrate cultural understanding.

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TEACHER TALK

Task Type	Sample Activity
Project Q&A	Invite students to prepare for an interview by researching a cultural product or practice and responding to questions from the perspective of someone knowledgeable about it.
	Partner students and ask them to write interview questions that align with the Project Q&A language functions, including (but not limited to) expressing preferences or opinions, providing advice or information, and explaining opinions or emotions. Have them compare or reflect on cultural products, practices, or perspectives.
	Have students interview each other and record the interviews. Ask students to self-assess or assess their partner's language control and fluency.

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AP FRENCH
LANGUAGE AND CULTURE

UNIT 4

Science and Technology



~19–21
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Checks** for this unit.

Whether assigned as homework or completed in class, the **Progress Checks** provide each student with immediate feedback related to this unit's content and skills.

Progress Check 4

Multiple-choice: ~15 questions
Free-response: 1 question

- Argumentative Essay

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UNIT 4 ~19–21 CLASS PERIODS

Science and Technology

Developing Understanding

Unit 4 explores the effects of science and technology on people's lives in French-speaking communities. This unit 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, teachers are encouraged to integrate other recommended instructional contexts. For example, students could:

- Explore how developments in science can both create and resolve challenges in contemporary society
- Investigate how technology creates new ways to connect with others and how it impacts and shapes language and culture.

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 ?*
- How does technology enhance global communication? *Comment la technologie peut-elle aider la communication mondiale ?*
- What is the societal impact of scientific or technological advancements? *Quel est l'impact des avancements scientifiques ou technologiques sur la société ?*

RECOMMENDED INSTRUCTIONAL CONTEXTS

- Innovations and Emerging Technologies *Les innovations et les nouvelles technologies*
- Personal Technology and Communication *Produits de technologie et de communication personnels*
- Science in Everyday Life *La science dans la vie quotidienne*
- Societal Impacts of Science and Technology *L'impact de la science et de la technologie dans la société*

OTHER RECOMMENDED INSTRUCTIONAL CONTEXTS

- Global Communication *La communication mondiale*
- Policy and Planning *La réglementation et la planification*
- Transportation *Les transports*
- Education and Career *L'éducation et le monde du travail*
- Food and Health *La nourriture et la santé*
- Travel and Tourism *Les voyages et le tourisme*
- Community Activities *Les activités dans la communauté*
- Social Interactions and Relationships *Les interactions et les relations sociales*
- Urban and Rural Communities *Les communautés urbaines et rurales*

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UNIT 4

Science and Technology

Building Course Skills

In this unit, students build skills in interpreting audio and print sources, focusing on the following learning objectives:

- 1.B.5: Determine the meaning of words and phrases using textual cues.
- 1.C.1: Connect information within or across sources.

Students strengthen these skills using a variety of authentic task types, including Instructional Guidance, Interview, Presentation, and Article and Chart. In using these sources, students engage with a variety of vocabulary related to the unit's topics and themes.

In this unit, students also build presentational writing skills, focusing on the following learning objectives:

- 2.A.3: Use idiomatic and culturally relevant expressions.
- 2.B.1: Use communication strategies such as circumlocution and paraphrasing.
- 2.B.5: Use standard conventions of written language (e.g., capitalization, orthography, accents, punctuation).
- 2.C.3: Use examples to provide advice or information and to explain opinions or emotions.
- 2.C.4: Integrate information from multiple sources to develop and support a position or perspective.
- 2.D.1: Apply an appropriate organizational structure.
- 2.D.2: Use a variety of cohesive devices (e.g., relative pronouns, pronoun referents, conjunctions, transitions) to effectively convey and connect ideas.
- 3.A.1: Describe cultural products, practices, and perspectives.

Practice in the Interpretive mode prepares students to engage in the Presentational mode in the following ways:

- Identifying main ideas, supporting details, and points of view and interpreting data in print and audio sources about science and technology prepares students to select evidence for writing an argumentative essay.
- Explaining cultural products, practices, and perspectives by applying cultural understanding builds skills in making effective comparisons.

Preparing for the AP Exam

In this unit, students complete multiple-choice questions based on the task types of Instructional Guidance, Interview, Presentation, and Article and Chart, 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 instructional guidance 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 in the target language, 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 student 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.

In this unit, students also continue building their skills for the Argumentative Essay free-response question. 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.

AREAS OF CHALLENGE – FREE RESPONSE

- Students sometimes focus on summarizing the sources instead of integrating evidence from all the sources to support their argument. Teachers can show examples from past exams of effective essays that successfully integrated the sources. Teachers can also show ineffective sample essays to demonstrate how not integrating evidence detracts from the 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 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

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- Students do not always proofread and revise their work, so teachers should remind them that reviewing their work for spelling, grammar, and mechanics is part of the writing process.
- Teachers should encourage students to familiarize themselves with the digital platform used when completing the free-response questions on exam day, including the use of accent marks or special characters.

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MODE
Interpretive Listening and Reading

TASK TYPES: INSTRUCTIONAL GUIDANCE, INTERVIEW, PRESENTATION, ARTICLE AND CHART

SKILL CATEGORY 1
Comprehend written texts, audio, and visualizations of data.

SKILL 1.B
Interpret meaning.

LEARNING OBJECTIVE
1.B.5
Determine the meaning of words and phrases using textual cues.

SKILL 1.C
Synthesize and infer meaning.

LEARNING OBJECTIVE
1.C.1
Connect information within or across sources.

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TEACHER TALK

Task Type	Sample Activity
Instructional Guidance	Preview vocabulary by asking students to categorize words and phrases into themed groups and predict how the terms might relate to an audio source before listening to it.
	For video sources, have students listen to them without video first, and then ask them to sketch a storyboard displaying the video's content. Then watch the video to compare what the storyboards show to what appears onscreen.
	Invite students to create their own instructions for completing a task related to the recommended contexts and then present them to the class. Have their classmates ask follow-up questions.
Interview	Practice previewing questions before listening to the source. Provide students with multiple opportunities to listen to and take notes.
	Practice strategies for helping students comprehend dialogue that is spoken quickly, including checking off specific words or phrases or circling words that are heard from a word bank.
	To practice listening for supporting details, ask students to write a follow-up email to the interview subject with additional questions. Let students know they will be doing this before playing the interview.
Presentation	Provide students with lines of dialogue out of order and have them reorganize the lines as they listen.
	Ask students to listen to two presentations from different speakers about the same topic (e.g., a teacher's presentation and a student's). Have students analyze how the two perspectives are similar or different.
	Have students write a response to the presenter(s) of the presentation to share their opinions and ask for additional information.
Article and Chart	Share the chart with students first, and ask them to develop ideas about the topic of the paired sources before they read the article.
	Have students create mind maps to visually represent how the concepts in the article and chart relate to one another.
	Discuss how the subjects presented could relate to the other cultural contexts students have studied during the course.

Highlighted Learning Objectives	Sample Activity
1.B.5: Determine the meaning of words and phrases using textual cues.	Have students research technical innovations in the target language, focusing on one product in particular. Ask them to underline a word or phrase in their chosen product's description and write a definition in their own words, citing the textual evidence that supports its meaning.

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MODE
Presentational Writing

TASK TYPE: ARGUMENTATIVE ESSAY

SKILL CATEGORY 2
Speak and write in interpersonal and presentational contexts.

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

LEARNING OBJECTIVE
2.A.3
Use idiomatic and culturally relevant expressions.

SKILL 2.B
Make communication comprehensible for the intended audience.

LEARNING OBJECTIVE
2.B.1
Use communication strategies such as circumlocution and paraphrasing.

2.B.5
Use standard conventions of written language (e.g., capitalization, orthography, accents, punctuation).

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

LEARNING OBJECTIVE
2.C.3
Use examples to provide advice or information and to explain opinions or emotions.

2.C.4
Integrate information from multiple sources to develop and support a position or perspective.

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SKILL 2.D

Apply organizational and rhetorical strategies.

LEARNING OBJECTIVE

2.D.1

Apply an appropriate organizational structure.

2.D.2

Use a variety of cohesive devices (e.g., relative pronouns, pronoun referents, conjunctions, transitions) to effectively convey and connect ideas.

SKILL 3.A

Make connections within and across cultures.

LEARNING OBJECTIVE

3.A.1

Describe cultural products, practices, and perspectives.



SKILL CATEGORY 3

Demonstrate cultural understanding.

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TEACHER TALK

Task Type	Sample Activity
Argumentative Essay	Introduce the Argumentative Essay scoring guidelines. Have students read past student essay samples and make connections between the samples and the scoring guidelines.
	Show and discuss model essays that integrate examples and claims from the sources with explanations rather than simply summarizing the sources' content.
	Provide possible language for referring to sources in writing in a way that consistently makes the source of information clear.
	Select a variety of sources (including written texts, charts and graphs, and audio sources) for students to engage with.

Highlighted Learning Objectives	Sample Activity
2.C.3: Use examples to provide advice or information and to explain opinions or emotions. 2.C.4: Integrate information from multiple sources to develop and support a position or perspective. 2.D.1: Apply an appropriate organizational structure. 2.D.2: Use a variety of cohesive devices (e.g., relative pronouns, pronoun referents, conjunctions, transitions) to effectively convey and connect ideas.	Provide students with sources on innovations and emerging technologies in the target culture. Have pairs of students first discuss the relevant pros and cons and then write an op-ed stating whether the innovation should be adopted, using cohesive devices to organize and connect their ideas.

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AP FRENCH
LANGUAGE AND CULTURE

UNIT 5

Contemporary Life



~19–21
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Checks** for this unit.

Whether assigned as homework or completed in class, the **Progress Checks** provide each student with immediate feedback related to this unit's content and skills.

Progress Check 5

Multiple-choice: ~20 questions

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UNIT 5

~19–21 CLASS PERIODS

Contemporary Life

ESSENTIAL QUESTIONS

- How has contemporary life changed in the last 20 years? *Comment la vie contemporaine a-t-elle changé au cours des vingt dernières années ?*
- What impact do cultural values and traditions have on contemporary life? *Quel impact les valeurs et les traditions culturelles ont-elles sur la vie contemporaine ?*
- What influences one's interpretation and perception of what is valued in contemporary life? *Qu'est-ce qui influence l'interprétation et la perception de ce qui est valorisé dans la vie contemporaine ?*

Developing Understanding

This unit explores themes related to contemporary 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**, other recommended instructional contexts may also be incorporated. For example, students could:

- Investigate how cultural perspectives and traditions relate to contemporary life
- Consider how a community's culture affects public life
- Explore how popular culture influences contemporary life

RECOMMENDED INSTRUCTIONAL CONTEXTS

- Education and Career *L'éducation et le monde du travail*
- Entertainment and Media *Le divertissement et les médias*
- Food and Health *La nourriture et la santé*
- Pop Culture *La culture populaire*
- Sports and Leisure *Le sport et les loisirs*
- Travel and Tourism *Les voyages et le tourisme*

OTHER RECOMMENDED INSTRUCTIONAL CONTEXTS

- Innovations and Emerging Technologies *Les innovations et les nouvelles technologies*
- Personal Technology and Communication *Produits de technologie et de communication personnels*
- Science in Everyday Life *La science dans la vie quotidienne*
- Societal Impacts of Science and Technology *L'impact de la science et de la technologie dans la société*
- Beauty and Aesthetics *L'esthétique*
- Fashion and Design *La mode et le design*
- Visual and Performing Arts *Les arts visuels et du spectacle*

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UNIT 5

Contemporary Life

Building Course Skills

In this unit, students build skills in interpreting audio and print sources, focusing on the following learning objectives:

- 1.C.2: Synthesize meaning to draw logical conclusions.
- 1.C.3: Infer implied meaning through context.

Students strengthen these skills using a variety of authentic task types, including Audio and Chart, Instructional Guidance, Interview, and Literary Text. Using these sources, students engage with a variety of vocabulary related to the unit's topics and themes.

In this unit, students also build interpersonal and presentational speaking skills, focusing on the following learning objectives**:**

- 2.A.1: Use a variety of grammatical structures.
- 2.A.2: Use a variety of vocabulary.
- 2.A.3: Use idiomatic and culturally relevant expressions.
- 2.A.4: Adopt an appropriate register for the intended audience and situation.
- 2.B.1: Use communication strategies such as circumlocution and paraphrasing.
- 2.B.2: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.
- 2.B.3: Use pronunciation that is comprehensible to a variety of speakers of the target language.
- 2.B.4: Use an appropriate rate of speech and effective intonation patterns.
- 2.C.1: Express ideas, preferences, and opinions.
- 2.C.2: Use research strategies to gather information and evidence.
- 2.C.3: Use examples to provide advice or information and to explain opinions or emotions.
- 2.C.4: Integrate information from multiple sources to develop and support a position or perspective.
- 2.C.5: Reference and cite sources appropriately.
- 2.D.1: Apply an appropriate organizational structure.
- 2.D.2: Use a variety of cohesive devices (e.g., relative pronouns, pronoun referents, conjunctions, transitions) to effectively convey and connect ideas.
- 3.A.1: Describe cultural products, practices, and perspectives.
- 3.A.2: Compare cultural products, practices, and perspectives among distinct communities.
- 3.A.3: Reflect on the significance of cultural products, practices, and perspectives.

Practice in the Interpretive mode prepares students to engage in the Interpersonal and Presentational modes in the following ways:

- Engaging with authentic texts helps students acquire idiomatic expressions and culturally appropriate registers while developing strategies to maintain comprehensible, coherent interaction, preparing them to navigate spontaneous interpersonal conversations that reflect real-world cultural norms.
- Interacting with cultural resources builds students' ability to synthesize diverse perspectives and express them in cohesive cultural presentations.

Preparing for the AP Exam

In this unit, students complete multiple-choice questions with the Audio and Chart, Instructional Guidance, Interview, and Literary Text task types. These questions closely align to the level of complexity students will see on the AP Exam.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- Students may have difficulty differentiating among speakers while listening to interviews. Teachers should provide numerous examples of recorded interviews and have students listen to them 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, so teachers should encourage students to read them.

In this unit, students also prepare for the Project Presentation and Project Q&A free-response questions.

AREAS OF CHALLENGE – FREE RESPONSE

- In the Project Q&A, students may not completely respond to the question or may speak about topics that were not a part of the question. Teachers should provide practice strategies for noting all of the content of the questions and responding completely.
- 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. Teachers should encourage students to use the full 40 seconds to respond.
- Teachers should remind students that during the Project Q&A, they need to pay attention to register and avoid shifting registers during their responses.
- For both speaking tasks, teachers should remind students to monitor their language production and self-correct if they realize 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.

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MODE
Interpretive Listening and Reading

TASK TYPES: AUDIO AND CHART, INSTRUCTIONAL GUIDANCE, INTERVIEW, LITERARY TEXT

SKILL 1.C
Synthesize and infer meaning.

LEARNING OBJECTIVE

1.C.2
Synthesize meaning to draw logical conclusions.

1.C.3
Infer implied meaning through context.

SKILL CATEGORY 1
Comprehend written texts, audio, and visualizations of data.

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TEACHER TALK

Task Type	Sample Activity
Audio and Chart	Have students take notes as they listen to an audio source, focusing on writing only 1–2 words for each of the major points mentioned.
	Lead a class discussion in which students describe how the data represented in the chart reflects the main ideas of the audio source.
	Ask students to connect the content of an audio source to similar situations in their own communities.
Instructional Guidance	Consider using different formats of instructional sources, including recipes and how-to videos, that relate to cultural topics.
	Provide students with unfamiliar vocabulary words without context ahead of listening, and ask them to determine their meaning using the context of the source as they listen.
	Have students identify cultural products, practices, or perspectives in an instructional guidance source and then compare these to products, practices, or perspectives in their own communities.
Interview	Ask students to listen to audio interviews about the same topic in various regional dialects while following along with the transcript. Have students highlight words or expressions that are unfamiliar to them and/or different across interviews. Discuss the highlighted words and expressions as a class.
	Ask students to evaluate how the perspectives of the speaker(s) are similar or different from their own culture. They should support their opinion with evidence from the source.
	Pair students and have them role-play the interviewer and interviewee in a discussion about a similar topic.
Literary Text	Select works that require students to infer information and prompt them to defend those inferences with textual evidence.
	Have students develop practice exam questions based on the information in the text.
	Have students investigate cultural products, practices, and perspectives associated with the text and reflect on their influence on the text.

Highlighted Learning Objectives	Sample Activity
1.C.2: Synthesize meaning to draw logical conclusions. 1.C.3: Infer implied meaning through context.	After analyzing a chart or article with data, have students work in small groups to write one inference about the information and one conclusion based on textual evidence. Each group should cite the evidence that supports their statements. Groups then exchange work, and peers add another piece of evidence or propose an alternative interpretation.

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MODE
Presentational Speaking

TASK TYPE: PROJECT PRESENTATION



SKILL CATEGORY 2
Speak and write in interpersonal and presentational contexts.

SKILL 2.A

Use language that aligns with the communicative purpose and context.

LEARNING OBJECTIVE

2.A.1
Use a variety of grammatical structures.

2.A.2
Use a variety of vocabulary.

2.A.3
Use idiomatic and culturally relevant expressions.

2.A.4
Adopt an appropriate register for the intended audience and situation.

SKILL 2.B

Make communication comprehensible for the intended audience.

LEARNING OBJECTIVE

2.B.2
Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

2.B.3
Use pronunciation that is comprehensible to a variety of speakers of the target language.

2.B.4
Use an appropriate rate of speech and effective intonation patterns.

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SKILL 2.C

Share ideas, information, and opinions about familiar and researched topics.

LEARNING OBJECTIVE

2.C.1
Express ideas, preferences, and opinions.

2.C.2
Use research strategies to gather information and evidence.

2.C.3
Use examples to provide advice or information and to explain opinions or emotions.

2.C.4
Integrate information from multiple sources to develop and support a position or perspective.

2.C.5
Reference and cite sources appropriately.

SKILL 2.D

Apply organizational and rhetorical strategies.

LEARNING OBJECTIVE

2.D.1
Apply an appropriate organizational structure.

2.D.2
Use a variety of cohesive devices (e.g., relative pronouns, pronoun referents, conjunctions, transitions) to effectively convey and connect ideas.

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SKILL CATEGORY 3
Demonstrate cultural understanding.

SKILL 3.A

Make connections within and across cultures.

LEARNING OBJECTIVE

3.A.1
Describe cultural products, practices, and perspectives.

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

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

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MODE
Interpersonal Speaking

TASK TYPE: PROJECT Q&A

SKILL CATEGORY 2
Speak and write in interpersonal and presentational contexts.

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

LEARNING OBJECTIVE

2.A.1
Use a variety of grammatical structures.

2.A.2
Use a variety of vocabulary.

2.A.3
Use idiomatic and culturally relevant expressions.

2.A.4
Adopt an appropriate register for the intended audience and situation.

SKILL 2.B
Make communication comprehensible for the intended audience.

LEARNING OBJECTIVE

2.B.1
Use communication strategies such as circumlocution and paraphrasing.

2.B.2
Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

2.B.3
Use pronunciation that is comprehensible to a variety of the target language.

2.B.4
Use an appropriate rate of speech and effective intonation patterns.

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SKILL 2.C

Share ideas, information, and opinions about familiar and researched topics.

LEARNING OBJECTIVE

2.C.1

Express ideas, preferences, and opinions.

2.C.3

Use examples to provide advice or information and to explain opinions or emotions.

SKILL 3.A

Make connections within and across cultures.

LEARNING OBJECTIVE

3.A.1

Describe cultural products, practices, and perspectives.

3.A.2

Compare cultural products, practices, and perspectives among distinct communities.

3.A.3

Reflect on the significance of cultural products, practices, and perspectives.



SKILL CATEGORY 3

Demonstrate cultural understanding.

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TEACHER TALK

Highlighted Learning Objectives	Sample Activity
2.A.2: Use a variety of vocabulary. 2.C.2: Use research strategies to gather information and evidence. 2.C.3: Use examples to provide advice or information and to explain opinions or emotions. 2.C.4: Integrate information from multiple sources to develop and support a position or perspective. 2.C.5: Reference and cite sources appropriately. 2.D.1: Apply an appropriate organizational structure	Provide students with a prompt related to contemporary life in the target culture (e.g., education, food, or leisure). In pairs, have them research the topic using multiple sources and then create a short, spoken response that incorporates evidence from their findings and uses clear organization and varied vocabulary.

NOTE: There are no Teacher Talk activities specific to the Project Presentation and Project Q&A in this unit. See the Project Manual for activities related to the course project.

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AP FRENCH
LANGUAGE AND CULTURE

UNIT 6

Global Contexts



~19–21
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Checks** for this unit.

Whether assigned as homework or completed in class, the **Progress Checks** provide each student with immediate feedback related to this unit's content and skills.

Progress Check 6

Multiple-choice: ~20 questions
Free-response: 1 question

- Argumentative Essay

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UNIT 6 ~19–21 CLASS PERIODS

Global Contexts

ESSENTIAL QUESTIONS

- How do global phenomena impact French-speaking communities? *Comment les phénomènes mondiaux influencent-ils les communautés francophones ?*
- What role do individuals play in understanding and responding to global phenomena? *Quel rôle les individus jouent-ils dans la compréhension et la réponse aux phénomènes mondiaux ?*
- How do complex issues affect a society's culture? *En quoi les enjeux complexes affectent-ils la culture d'une société ?*

Developing Understanding

This final unit explores how the lives of French-speaking people are affected by the world around them. Engaging with the primary theme of **Global Contexts** encourages students to use more sophisticated vocabulary and sentence structure as they continue to refine their language skills and understanding of cultural concepts. The unit also connects to other recommended instructional contexts. For example, students could:

- Investigate how global phenomena affect individual families and communities
- Explore how individuals can influence the world around them
- Suggest possible solutions that address contemporary global challenges

RECOMMENDED INSTRUCTIONAL CONTEXTS

- Global Communication *La communication mondiale*
- Natural World *Le monde naturel*
- History *L'histoire*
- Policy and Planning *La réglementation et la planification*
- Transportation *Les transports*

OTHER RECOMMENDED INSTRUCTIONAL CONTEXTS

- Education and Career *L'éducation et le monde du travail*
- Entertainment and Media *Le divertissement et les médias*
- Food and Health *La nourriture et la santé*
- Innovations and Emerging Technologies *Les innovations et les nouvelles technologies*
- Personal Technology and Communication *Produits de technologie et de communication personnels*
- Societal Impacts of Science and Technology *L'impact de la science et de la technologie dans la société*
- Community Activities *Les activités dans la communauté*
- Family Relationships *Les relations familiales*
- Social Interactions and Relationships *Les interactions et les relations sociales*

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UNIT 6

Global Contexts

Building Course Skills

In this unit, students build skills in interpreting audio and print sources, focusing on the following learning objectives:

- 1.A.1: Identify supporting or relevant details.
- 1.A.2: Identify data points, patterns, and trends.
- 1.B.1: Determine the main idea, theme, or purpose.
- 1.B.2: Determine the intended audience.
- 1.B.3: Determine the point(s) of view, perspective(s), tone, or attitude.
- 1.B.4: Identify organizing and/or rhetorical structures and/or strategies.
- 1.B.5: Determine the meaning of words and phrases using textual cues.
- 1.C.1: Connect information within or across sources.
- 1.C.2: Synthesize meaning to draw logical conclusions.
- 1.C.3: Infer implied meaning through context.

Students strengthen these skills using a variety of authentic task types, including Audio Report, Presentation, and Article and Chart. Using these sources, students engage with a variety of vocabulary related to the unit's topics and themes.

In this unit, students also build presentational writing skills, focusing on the following learning objectives:

- 2.A.1: Use a variety of grammatical structures.
- 2.A.2: Use a variety of vocabulary.
- 2.A.3: Use idiomatic and culturally relevant expressions.
- 2.A.4: Adopt an appropriate register for the intended audience and situation.
- 2.B.1: Use communication strategies such as circumlocution and paraphrasing.
- 2.B.5: Use standard conventions of written language (e.g., capitalization, orthography, accents, punctuation).
- 2.C.1: Express ideas, preferences, and opinions.
- 2.C.3: Use examples to provide advice or information and to explain opinions or emotions.
- 2.C.4: Integrate information from multiple sources to develop and support a position or perspective.
- 2.D.1: Apply an appropriate organizational structure.
- 2.D.2: Use a variety of cohesive devices (e.g., relative pronouns, pronoun referents, conjunctions, transitions) to effectively convey and connect ideas.
- 3.A.1: Describe cultural products, practices, and perspectives.
- 3.A.2: Compare cultural products, practices, and perspectives among distinct communities.
- 3.A.3: Reflect on the significance of cultural products, practices, and perspectives.

Practice in the Interpretive mode prepares students to engage in the Presentational mode in the following ways:

- Listening to and reading authentic materials prepares students to analyze, organize, and produce cohesive written texts that integrate relevant details, perspectives, and evidence for a specific audience and purpose.
- Applying cultural information about global contexts prepares students to develop argumentative essays that describe, compare, and reflect on how products, practices, and perspectives are represented across target-language communities.

Preparing for the AP Exam

In this final unit, students complete multiple-choice questions in the Interpretive mode, using the Audio Report, Presentation, and Article and Chart task types. Many skills acquired through these multiple-choice questions will be transferable to other task types on the exam.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- Students find listening to audio reports and presentations difficult because they must process a high amount of information in a short amount of time. Teachers can help students build these skills by incorporating timed practice that mirrors exam conditions, encouraging students to listen first for the main idea and then refine their notes for supporting details on a second listen.
- Students find working with articles and charts challenging because they need to deeply engage with the content of both sources. Teachers can support students by modeling how to unpack all the information provided and guide their understanding with leading questions.

Students demonstrate presentational writing skills by completing a full Argumentative Essay free-response question. They apply their understanding of academic vocabulary in a written presentation and enhance clarity by using effective transitions.

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AREAS OF CHALLENGE – FREE RESPONSE

- Students should practice the writing tasks for the Argumentative Essay free-response question throughout the year. As students prepare for the writing question on the AP Exam, teachers should encourage students 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)

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MODE
Interpretive Listening and Reading

TASK TYPES: AUDIO REPORT, PRESENTATION, ARTICLE AND CHART

SKILL CATEGORY 1
Comprehend written texts, audio, and visualizations of data.

SKILL 1.A
Recognize explicit meaning.

LEARNING OBJECTIVE
1.A.1
Identify supporting or relevant details.

1.A.2
Identify data points, patterns, and trends.

SKILL 1.B
Interpret meaning.

LEARNING OBJECTIVE
1.B.1
Determine the main idea, theme, or purpose.

1.B.2
Determine the intended audience.

1.B.3
Determine the point(s) of view, perspective(s), tone, or attitude.

1.B.4
Identify organizing and/or rhetorical structures and/or strategies.

1.B.5
Determine the meaning of words and phrases using textual cues.

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SKILL 1.C

Synthesize and infer meaning.

LEARNING OBJECTIVE

1.C.1

Connect information within or across sources.

1.C.2

Synthesize meaning to draw logical conclusions.

1.C.3

Infer implied meaning through context.

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TEACHER TALK

Task Type	Sample Activity
Audio Report	Play an audio source in segments, pausing at key moments for students to infer implicit meanings based on tone and context.
	Have students engage in an informal conversation about the organizational structures and/or rhetorical strategies used in the audio report.
	Ask students to respond to an open-ended question in which they use information from the source to support their answers.
Presentation	Listen to the audio source twice, focusing first on the general theme and then on supporting details.
	Have students create an infographic representing the information shared in the presentation source.
	Ask students to research 2–3 cultural products, practices, or perspectives mentioned in the source. In a gallery walk, students explain how one of these products, practices, or perspectives challenged or reinforced their understanding of the target-language-speaking world.
Article and Chart	Have students write sample questions that focus on synthesizing content from the two sources.
	Pair students for a timed, unstructured conversation during which they can react to the information in the source.
	Have students research on their own to find additional data that is related to the chart. Ask them to describe (either in writing or speaking) which sources they find most reliable and why.

Highlighted Learning Objectives	Sample Activity
1.C.1: Connect information within or across sources. 1.C.2: Synthesize meaning to draw logical conclusions. 1.C.3: Infer implied meaning through context.	After engaging with paired or multiple sources, have students state a logical conclusion about how the sources connect. Then ask them to point out the details, data points or trends, and inferences supported by evidence that led to their conclusions. Invite students to discuss their thought processes with classmates to compare.

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MODE
Presentational Writing

TASK TYPE: ARGUMENTATIVE ESSAY

SKILL CATEGORY 2
Speak and write in interpersonal and presentational contexts.

SKILL 2.A

Use language that aligns with the communicative purpose and context.

LEARNING OBJECTIVE

2.A.1
Use a variety of grammatical structures.

2.A.2
Use a variety of vocabulary.

2.A.3
Use idiomatic and culturally relevant expressions.

SKILL 2.B

Make communication comprehensible for the intended audience.

LEARNING OBJECTIVE

2.B.1
Use communication strategies such as circumlocution and paraphrasing.

2.B.5
Use standard conventions of written language (e.g., capitalization, orthography, accents, punctuation).

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SKILL 2.C

Share ideas, information, and opinions about familiar and researched topics.

LEARNING OBJECTIVE

2.C.1
Express ideas, preferences, and opinions.

2.C.3
Use examples to provide advice or information and to explain opinions or emotions.

2.C.4
Integrate information from multiple sources to develop and support a position or perspective.

SKILL 2.D

Apply organizational and rhetorical strategies.

LEARNING OBJECTIVE

2.D.1
Apply an appropriate organizational structure.

2.D.2
Use a variety of cohesive devices (e.g., relative pronouns, pronoun referents, conjunctions, transitions) to effectively convey and connect ideas.

SKILL CATEGORY 3
Demonstrate cultural understanding.

SKILL 3.A

Make connections within and across cultures.

LEARNING OBJECTIVE

3.A.1
Describe cultural products, practices, and perspectives.

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

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

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TEACHER TALK

Task Type	Sample Activity
Argumentative Essay	Using the released exam questions and sample student answers, ask students to identify examples of effective and ineffective use of cohesive devices.
	Discuss review and revision techniques with students. Ask students to peer review each other's work, targeting vocabulary development, mechanics, and source synthesis.
	Encourage students to revise their essays based on provided feedback.

Highlighted Learning Objectives	Sample Activity
2.C.4: Integrate information from multiple sources to develop and support a position or perspective. 2.D.2: Use a variety of cohesive devices (e.g., relative pronouns, pronoun referents, conjunctions, transitions) to effectively convey and connect ideas. 3.A.1: Describe cultural products, practices, and perspectives. 3.A.2: Compare cultural products, practices, and perspectives among distinct communities. 3.A.3: Reflect on the significance of cultural products, practices, and perspectives.	Provide students with two brief, thematically related sources pertaining to Global Contexts—one print source and one visualization of data. Have them write a short paragraph comparing a cultural product or practice from each source and explaining how these reflect cultural perspectives. The paragraph should use cohesive devices and integrate evidence from both sources. Ask students to exchange drafts with a partner and provide feedback on clarity and depth of cultural analysis.

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AP FRENCH LANGUAGE AND CULTURE

Exam Information


FRANÇAIS

Exam Overview

The AP French Language and Culture Exam assesses student understanding of the skills and learning objectives outlined in the course framework. The exam is approximately 2 hours and 30 minutes long and includes 3 free-response questions and 55 multiple-choice questions. The details of the exam, including exam weighting and timing, can be found below.

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	**Free-response questions**	**3**	**50%**	**65–70 minutes**
	Part A: Speaking	2		~15 minutes
	Question 1: Project Presentation		20%	
	Question 2: Project Q&A (4 questions)		15%	
	Part B: Writing	1		55 minutes
	Question 3: Argumentative Essay		15%	
II	**Multiple-choice questions**	**55**	**50%**	**80 minutes**
	Part A: Listening	25	25%	40 minutes
	Part B: Reading	30	25%	40 minutes

The exam assesses skills developed in each of the six thematic units:
1. Families and Communities
2. Language and Culture
3. Art and Creativity
4. Science and Technology
5. Contemporary Life
6. Global Contexts

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How Student Learning Is Assessed on the AP Exam

All three AP French Language and Culture skill categories are assessed on the AP Exam in the multiple-choice and free-response sections as detailed below.

Skill Category	Multiple-Choice Section	Free-Response Section
Skill Category 1: Comprehend written texts, audio, and visualizations of data.	Comprehension of text, audio, and images, including visualizations of data, is assessed in every multiple-choice question set.	The skills associated with comprehension of text, audio, and images, including visualizations of data, are not directly assessed in free-response questions.
Skill Category 2: Speak and write in interpersonal and presentational contexts.	The skills associated with speaking and writing in interpersonal and presentational contexts are not assessed in the multiple-choice questions section.	The speaking free-response questions Project Presentation and Project Q&A assess speaking, in both presentational and interpersonal contexts, respectively; the writing free-response question Argumentative Essay assesses the skills associated with written presentations.
Skill Category 3: Demonstrate cultural understanding	The skills associated with demonstrating cultural understanding are not directly assessed in the multiple-choice questions; however, the content selections of the multiple-choice section are cultural and/or interdisciplinary in nature.	The speaking and writing free-response questions assess students' understanding of cultural products, practices, and perspectives.

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Section I: Free-Response

This section of the AP French Language and Culture Exam includes three free-response questions. Each question is scored on an analytic rubric. (See the scoring guidelines on pages 109–113 and 123–131.)

Question 1: Project Presentation: This free-response question requires students to research the project topic that is published in January of the exam year and deliver a presentation about what they learned through their research. During the exam, students are allotted 3 minutes to prepare and 3 minutes to deliver their presentation with the support of their Personalized Project Reference. In addition to language control and forming a coherent discourse, students are asked to demonstrate cultural understanding through describing and explaining the specified cultural products, practices, and perspectives.

Students are assessed on their ability to:

- Respond fully to the prompt, explaining at least three factors with relevant details
- Provide specific examples from their research that show the relationship between cultural perspectives and cultural products/practices
- Organize their presentation logically and include words and phrases that naturally enhance the flow of the presentation
- Use a variety of vocabulary and grammatical structures as well as culturally relevant expressions
- Deliver their presentation clearly and confidently, with appropriate pacing, intonation, and pronunciation so their audience can understand them without effort

Question 2: Project Q&A: This free-response question requires students to participate in a simulated question-and-answer session with a recorded interlocutor about their Project Presentation. After an introduction, the interlocutor poses four questions to students. Students hear each question twice then have 40 seconds to respond in each turn.

Students are assessed on their ability to:

- Respond appropriately to each question, addressing the prompts with relevant and complete information
- Make a cultural comparison or reflect on the relationship between cultural perspectives and cultural products/practices in at least one response
- Use a variety of vocabulary and grammatical structures as well as culturally relevant expressions
- Speak with clear pronunciation. Maintain a natural pace and intonation so that their responses are fluid, automatic, and easily understood

Question 3: Argumentative Essay: This free-response question requires students to write an essay based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. Students are given two opportunities to listen to the audio material. Students are encouraged to take notes while they listen. The essay asks students to clearly present and thoroughly defend their own position on the topic, integrate viewpoints and information from all three sources to support their argument (identifying the sources appropriately), and organize their essay into clear paragraphs.

Students are assessed on their ability to:

- Respond to the prompt with a clearly stated position
- Select and use evidence from all three of the provided sources to support their position
- Provide claims and explain with evidence how the claims support their position
- Organize their essay logically and include words and phrases that enhance the flow of the essay
- Use a variety of vocabulary and grammatical structures as well as culturally relevant expressions

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Section II: Multiple-Choice

This section of the AP French Language and Culture Exam includes 55 multiple-choice questions presented in 11 multiple-choice question sets. Each multiple-choice set includes five questions and one or two audio or written texts. Part A (Listening) contains five different multiple-choice question set task types. Part B (Reading) contains six multiple-choice question sets across four different task types that can vary each year. The following chart lays out the different types of task types and the number of question sets included on the exam. Question sets within each part may appear in any order on the exam.

Question Type	Task Types	Number of Sets	Total Number of Sets	Total Number of Questions
Part A: Listening	Audio and Chart	1	**5** (5 items per set)	**25**
	Audio Report	1		
	Instructional Guidance	1		
	Interview	1		
	Presentation	1		
Part B: Reading*	Article	1–2	**6** (5 items per set)	**30**
	Article and Chart	1–2		
	Literary Text	1–2		
	Promotional Material	1–2		

*There will be six total multiple-choice question sets across four different task types for Part B: Reading. While the number of multiple-choice question sets for each task type are represented as a range and will vary each year, there will always be a total of 30 questions.

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Task Verbs Used in Free-Response Questions

The following **task verbs** are commonly used in the free-response questions:

Deliver a presentation: Speak to an audience.

Discuss: Talk about a topic by explaining ideas, perspectives, or details.

Explain: Provide information about how or why a relationship, pattern, position, situation, or outcome occurs, using examples and/or evidence.

Imagine: Visualize ideas related to a stimulus or task.

Include: Incorporate required information or details.

Indicate sources: Show or point out the sources used.

Listen: Pay attention to spoken material to understand what is communicated.

Maintain a natural pace and intonation: Speak at a steady speed and let your voice rise and fall to show meaning and feeling.

Make a cultural comparison: Explain how two cultures are similar or different.

Organize: Arrange your ideas in a clear and logical order.

Prepare: Get ready by planning what you want to write or say.

Provide claims: State your arguments clearly so the reader or listener knows what you believe.

Provide examples: Give specific information or details that help support your point.

Read: Look at written material to understand what it says.

Record: Capture oral responses digitally.

Reflect on the relationship between cultural perspectives and cultural products/practices: Consider what a culture's actions and artifacts show about what people in that culture believe or value.

Respond: Answer a question or react to a prompt.

Review: Look at content carefully.

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Select and use evidence: Choose information from sources and include it in your response.

Speak: Use your voice to produce a response.

State a position: Write or say what you think about a question or issue.

Type: Enter words, symbols, or characters by pressing keys on a keyboard.

Use language: Speak or write including a variety of words, expressions, and grammatical structures appropriate to the context.

Write: Produce a response in writing.

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Sample Exam Questions

The sample exam questions that follow illustrate the relationship between the course framework and AP French Language and Culture Exam and serve as examples of the types of questions that appear on the exam. These sample questions do not represent the full range and distribution of items and do not reflect the order of exam questions on an official AP French Language and Culture Exam. After the sample questions is a table that shows which skills, learning objectives, and task types each question assesses. The table also provides the answers to the multiple-choice questions.

The sample exam questions include task types with audio. If using the downloadable PDF version of this publication, the audio can be accessed by clicking the audio icon. If using the print version, please visit **AP Classroom** for the audio. Scripts for audio are presented in this publication for reference. They are not provided to students during the exam.

Multiple-Choice

The following are examples of the kinds of multiple-choice questions found on the exam.

Questions 1 through 5 refer to the following source.

Dans cette interview Denis Duschesne rencontre Charles Larroque, directeur du Conseil pour le développement du français en Louisiane (CODOFIL), pour discuter des écoles bilingues en Louisiane. L'interview originale intitulée « De plus en plus de français en Louisiane » *a été publiée au Canada par Radio Canada.*

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Transcript

(CHARLES LARROQUE) Nous avons neuf paroisses. Nous en Louisiane on a des paroisses pas des comtés, neuf paroisses avec vingt-neuf programmes de d'immersion en français. Et donc, euh, ça fait à peu près quatre mille cinq cents élèves qui bénéficient, euh, de de soixante pour cent minimum, de soixante pour cent de la journée en français. Euh, les enseignants sont, c'est c'est la crème de la crème. On fait le recrutement du Canada, de la Belgique, de la France, surtout de la France. Et ce sont des enseignants qui sont chevronnés, ils ont, euh, au moins trois ans d'expérience, et, euh, ils viennent ici et puis ils enseignent les maths, les sciences sociales, le contenu normal en français. Et donc, euh, rendu à l'âge de neuf, dix ans à toutes fins pratiques, un enfant est fonctionnellement bilingue. Donc, euh, le programme, c'est très efficace.

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(DENIS DUSCHESNE) Y'a pas d'écoles françaises à part entière là comme on retrouve à l'Île-du-Prince-Édouard, là ?

(CHARLES LARROQUE) Non. Non, y'a pas de commissions scolaires françaises, euh, c'est toujours à l'intérieur du système, euh, américain, donc, euh, le « school board », euh, la commission scolaire, euh, américaine, si on veut.

(DENIS DUSCHESNE) Et poursuivre ses études au-delà du secondaire en Louisiane, est-ce que c'est possible de le faire en français ?

(CHARLES LARROQUE) Malheureusement, euh, y a pas beaucoup d'options. Euh, mais, on travaille là-dessus, euh, que ce soit avec, euh, ce qu'on appelle des « community college », euh, qui est un peu comme des des CEGEPs au Québec. Euh, on veut créer des des volets francophones à l'intérieur d'autres secteurs, d'autres facultés d'études et surtout au niveau universitaire. À l'université maintenant, ici à Lafayette, nous avons l'Université de la Louisiane à Lafayette, et puis on peut faire un doctorat en études francophones. Mais nous, on a besoin de des ingénieurs, on a besoin des artistes, on a besoin de des médecins, on a besoin de toutes ces ces ces métiers-là, pour que nos ressortissants des programmes d'immersion dans les écoles primaires, qu'ils puissent avoir des opportunités économiques. On essaie de d'élargir un peu l'horizon.

(DENIS DUSCHESNE) Monsieur Larroque, il nous reste que quelques secondes à peine, très rapidement, selon vous, qu'est-ce qui manque à la communauté louisianaise pour qu'elle puisse s'épanouir en français ?

(CHARLES LARROQUE) Bonne question. Plusieurs choses. Moi, je dirais qu'il faudrait étendre nos programmes d'immersion au niveau secondaire. Ça c'est très important. Et il faut avoir à l'intérieur de des institutions post-secondaires des des avenues de professionnalisation pour pouvoir travailler en français.

1. Quel est l'objectif principal de l'interview ?
   (A) Décrire les programmes et le processus d'inscription dans les écoles d'enseignement bilingue en Louisiane
   (B) Faire un bilan des opportunités en Louisiane de faire des études dans la langue française
   (C) Recruter des enseignants pour travailler dans les écoles bilingues en Louisiane
   (D) Discuter de comment obtenir un meilleur financement de la commission scolaire pour les écoles bilingues en Louisiane

2. Selon l'interview, que peut-on dire des professeurs qui enseignent dans les écoles bilingues en Louisiane ?
   (A) Ils reçoivent une formation rigoureuse une fois arrivés en Louisiane.
   (B) Ils sont sélectionnés parmi les meilleurs anciens élèves des écoles bilingues.
   (C) Ils doivent avoir un minimum de cinq ans d'expérience dans l 'enseignement.
   (D) Ils doivent enseigner des matières comme les mathématiques et les sciences.

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3. Que peut-on comprendre à propos du programme éducatif des écoles bilingues en Louisiane ?

   (A) Le programme est excellent en raison de la qualité des enseignants.

   (B) Le programme suit les recommandations de la commission scolaire française.

   (C) Le programme exige un niveau de français avancé atteint par seulement une minorité des élèves.

   (D) Le programme offre aux élèves la possibilité d'obtenir un baccalauréat français.

4. Selon Charles Larroque, qu'est-ce qui manque actuellement à l'éducation en Louisiane ?

   (A) Un programme de doctorat en études francophones

   (B) Un programme d'immersion à l'école maternelle

   (C) Une formation bilingue orientée vers la professionnalisation

   (D) Une formation à l'enseignement bilingue pour les professeurs

5. Si le journaliste voulait continuer l'interview, quelle question serait la plus logique ?

   (A) « Comment avez-vous organisé l'échange avec des écoles professionnelles en France ? »

   (B) « Est-ce qu'il y a suffisamment de personnes qui s'intéressent à des emplois bilingues ? »

   (C) « Quelles idées avez-vous eues de votre visite des écoles sur l'Île-du-Prince-Édouard ? »

   (D) « À quoi est-ce que vous attribuez le succès des programmes bilingues après le secondaire ? »

Questions 6 through 10 refer to the following sources.

Source 1

Cet article traite d'entrepreneurs français. L'article original intitulé « Dur, dur, d'acheter français !, Le web bleu-blanc-rouge » *a été publié en France par les journalistes Nicole Pénicaut, Donald Hébert, Caroline Michel et Claude Soula du Nouvel Observateur.*

Par.

1 Nicolas Cohen et Nicolas d'Audiffret étaient étudiants quand ils se sont rencontrés à Londres, il y a dix ans, en partageant une colocation. Leur point commun : ils voulaient créer une entreprise. « Mais à 30 ans, on n'avait toujours rien fait », disent-ils. Le déclic, c'est la rencontre avec Igor, un artiste du Sud-Ouest, qui faisait des objets en ardoise, mais avait du mal à les vendre. « On s'est dit qu'il y avait plein de gens comme lui, sachant créer mais ayant besoin de visibilité sur le Net. » Ainsi est né, en décembre 2008, alittlemarket.com, qui relie désormais 20,000

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artisans avec leurs clients, comme sur une grande place de marché. « Dans nos enquêtes sur les motivations d'achat, c'est l'aide à l'activité locale qui arrive en tête. Ce coup de pouce au « local » devient de plus en plus fort : « Depuis six mois, les gens disent clairement : 'On est contents d'acheter français !' »

2 Cette volonté, c'est aussi le fonds de commerce de Romain Davignon et Mathieu Chiavassa, qui ont fondé en 2008, à Montpellier, le site 100pour100-madeinfrance.fr. Un répertoire de 500 entreprises, garantissant la production en France et une boutique en ligne, qui attire désormais de 2,000 à 4,000 visiteurs par jour.

3 Dans l'électronique, on compte sur quelques doigts les résistants du bleu-blanc-rouge : Henri Seydoux, fondateur de Parrot (son, jeux...), Henri Crohas, le créateur des tablettes Archos, et Philippe Spruch, le roi du disque dur externe pour ordinateurs. « C'est à peine de la high-tech ! » maugrée-t-il, trop modeste. Spruch a créé sa société dans le 13e arrondissement parisien. « Il y a dix-sept ans, on a envoyé un disque dur à Philippe Starck, sans trop y croire. Il nous rappelait dix minutes plus tard », raconte-t-il. « Et une semaine après, il nous avait fait un design génial ! » C'est le premier succès de la société, qui changera de dimension en rachetant l'américain LaCie, dont elle prendra le nom. Depuis, l'entrepreneur n'a pas varié de stratégie : il vend des disques durs conçus en France, adaptés pour chaque. « On a choisi de rester en France. Le niveau des salaires des ingénieurs n'est pas un problème, mais nous ne sommes pas compétitifs, si on veut faire du volume. Du coup, nous visons les niches. » LaCie vend ainsi 5 millions de pièces par an, pour 260 millions d'euros. Et la société a toujours été bénéficiaire, sauf en 2001.

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Source 2

Ce tableau présente des données sur des produits dans le marché français. Le tableau original a été publié en France dans le Nouvel Observateur.

Évaluation de la part des produits fabriqués en France dans le marché intérieur

	1999	2009
Automobile	57 %	43 %
Technologies et services de l'information et de la communication	74 %	80 %
Industries des biens de consommation	58 %	45 %
Chimie et matériaux	56 %	53 %
Industries de santé	59 %	34 %
Agroalimentaire	82 %	78 %

Sources : Observatoire du fabriqué en France — INSEE, douanes, calculs DGCIS

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6. Quel est le thème principal de l'article ?
   (A) La réussite de quelques entrepreneurs français sur Internet
   (B) Des conseils pour créer une société française sur le Web
   (C) Un résumé des études sur le commerce en ligne en France
   (D) Des suggestions pour lutter contre la concurrence internationale

7. D'après l'article, pourquoi est-ce que les internautes français visitent alittlemarket.com ?
   (A) Ils aiment des produits exotiques.
   (B) Ils apprécient la variété des produits.
   (C) Ils veulent des produits régionaux.
   (D) Ils cherchent des produits bon marché.

8. Que pensent les auteurs de l'article du commerce en ligne en France ?
   (A) Le commerce en ligne en France rencontre des obstacles insurmontables.
   (B) Ils admirent les innovations de certains entrepreneurs français.
   (C) Les Français devraient suivre les modèles américains et allemands.
   (D) Ils recommandent la coopération entre les entrepreneurs français.

9. Selon les catégories du tableau, quel exemple de produit est beaucoup moins fabriqué en France depuis 1999 ?
   (A) Les voitures
   (B) Le fromage
   (C) Les disques durs
   (D) Les stéthoscopes

10. Vous écrivez un essai basé sur l'article et le tableau. Quelle source serait-il le plus approprié de consulter ?
   (A) *Les hypermarchés : La fin des petites épiceries en France*
   (B) *L'histoire de l'informatique en France*
   (C) *L'évolution de la production internationale*
   (D) *Créer un marché international : Le rôle de la douane*

Free-Response

The following is an example of one free-response question found on the exam. For more information on the other two free-response questions, see the Project Manual on page 117.

Question 3: Argumentative Essay

Lisez les instructions, le sujet de l'essai et les sources écrites en attendant le début de l'audio.

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Vous rédigerez un essai argumentatif pour un cours universitaire sur le sujet suivant : Le livre numérique ou le livre en papier, lequel est préférable ?

Lisez attentivement les sources écrites et écoutez la source audio. Rédigez un essai qui intègre des éléments provenant des trois sources afin d'appuyer une position fondée sur le sujet.

- Source 1 : audio
- Source 2 : article
- Source 3 : infographie

Le livre numérique ou le livre en papier, lequel est préférable ?

Dans votre réponse, vous devez :

- répondre au sujet de l'essai avec une position clairement énoncée.
- sélectionner et utiliser des preuves provenant des trois sources fournies pour appuyer votre position. Indiquez les sources utilisées par citation directe, paraphrase ou résumé. Les sources peuvent être citées par titre, auteur ou numéro de source (par exemple, Source 1), ou une combinaison de ces éléments.
- présenter des arguments et expliquer, à l'aide de preuves, comment vos arguments soutiennent votre position.
- organiser logiquement votre essai et incorporer des mots et expressions qui favorisent la fluidité du texte.
- utiliser une variété de vocabulaire et de structures grammaticales ainsi que des expressions culturellement pertinentes.

In your response, you should:

- Respond to the prompt with a clearly stated position.
- Select and use evidence from all three of the provided sources to support your position. Indicate the sources used through direct quotation, paraphrase, or summary. Sources may be cited by title, author, or source number (e.g., Source 1) or any combination of these.
- Provide claims and explain with evidence how your claims support your position.
- Organize your essay logically and include words and phrases that enhance the flow of the essay.
- Use a variety of vocabulary and grammatical structures as well as culturally relevant expressions.

NOTE: The audio source appears first in this publication. However, during the exam, a 6-minute countdown for the audio appears. Students should read the instructions and the written sources while they wait for the audio to play.

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Source 1

Cette interview traite du futur des livres en papier. L'interview originale intitulée « Le livre papier va-t-il disparaître ? » *a été publiée en France par la chaîne de télévision* Alsace 20. *Un journaliste d'Alsace 20 interviewe Olivier Larizza, écrivain et professeur.*

Transcript

(JOURNALISTE) Olivier Larizza avec nous. Écrivain, professeur à l'Université de Haute-Alsace, professeur de littérature anglaise à l'Université des Antilles Guyane, et on parle du livre. Alors c'est très rigolo de parler du livre avec un écrivain, parce que vous vous interrogez sur le livre, petit essai sur le livre à l'âge numérique. « Le livre, va-t-il disparaître ? » C'est la question qu'on peut se poser. Si on vous lit plus en livre on vous lira sur des tablettes, hein ?

(OLIVIER LARIZZA) Donc quand vous dites, euh, « Le livre, va-t-il disparaître ? », vous posez la question du livre papier.

(JOURNALISTE) Je pose la la question du livre papier.

(OLIVIER LARIZZA) D'accord. L'être humain lit plus que par le passé. L'être humain lit plus que par le passé, mais ce n'est pas le même type de lecture. Puisqu'avec le numérique, il a tendance à se comporter comme une abeille. Il butine à l'intérieur des textes, passant d'un élément à l'autre, et ensuite il partage avec le reste de la ruche en se connectant à la communauté des lecteurs internautes. Et dans ces conditions, c'est tout un pan de la littérature qui qui ne peut plus être reçu, compris, de façon optimale. Je pense aux textes denses, amples, profonds, qui supposent une lecture linéaire et silencieuse, ah, des textes au long cours, à la Proust ou à la Joyce. On n'a jamais rien inventé de mieux que le papier pour conserver les textes. Le papier, même s'il jaunit et se dégrade avec le temps, a une durée de vie infiniment plus longue que les supports numériques, qui eux, euh, se périment à la vitesse de l'éclair et tombent en panne.

(JOURNALISTE) Est-ce qu'on a le même plaisir à lire ce bouquin et être dans son lit dans la même position avec une tablette dont on va passer les pages ?

(OLIVIER LARIZZA) Non, parce que l'écran même lorsqu'il imite le papier, euh, produit des effets différents. Euh, l'écran empêche l'endormissement, euh, euh, l'écran n'apaise pas, il excite, euh, l'écran, euh, trouble la concentration alors que le papier la favorise...

(JOURNALISTE) D'où le fait de ne pas pouvoir bien analyser un texte sur un ordinateur mais parfois de l'imprimer, pour l'avoir en papier devant de devant lui. Voilà.

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(OLIVIER LARIZZA) C'est tout à fait. En réalité, depuis l'arrivée des nouvelles technologies, on n'a jamais autant imprimé, on n'a jamais autant utilisé de papier.

(JOURNALISTE) Les élèves n'auront plus de cartables qui pèsent sept kilos sur le dos dans dix ans parce qu'ils auront une tablette, et il y aura tout dedans. Est-ce une bonne chose ?

(OLIVIER LARIZZA) Effectivement, ça va être une bonne bonne chose pour la colonne vertébrale, mais on se rend compte par exemple que pour les ouvrages de littérature ou l'apprentissage de l'orthographe ça poserait un problème parce que le numérique, euh, entraîne un certain nombre de difficultés sur le plan cognitif, euh, par exemple, l'apprentissage de la lecture, de l'orthographe, euh, la faculté de mémorisation, de synthèse, de réflexion, sont dégradés par l'écran. Même lorsqu'il imite le papier.

(JOURNALISTE) Est-ce que le livre papier a encore de l'avenir ? C'était ma question en préambule ; je vous la pose en conclusion.

(OLIVIER LARIZZA) Oui, le, je pense que le le papier a de très beaux jours devant lui.

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Source 2

Cet article traite des livres numériques et des habitudes de lecture. L'article original intitulé « Les trajets en métro ont davantage bouleversé la littérature que le livre numérique » *est une interview avec l'écrivain Bernard Werber, publiée en France par le journal* Atlantico.fr.

Par.

1 **Atlantico :** Vous n'êtes pas préoccupé par l'éventuelle mort du livre en format papier ?

2 **Bernard Werber :** Les modes de transmissions d'histoires s'ajoutent mais ne s'éliminent pas. Il y aura toujours des lecteurs de livres papier. Le fait qu'il y ait des livres numériques peut même augmenter le nombre de lecteurs, notamment les gens qui ne souhaitent pas se trimballer un gros bouquin. La manière de lire importe peu, ce qui importe c'est l'histoire. Il ne faut pas confondre le support et l'art. Il y a des livres que j'ai plus envie de lire sur papier et d'autres en numérique. Je lis actuellement *Le Comte de Monte-Cristo* d'Alexandre Dumas sur mon iPhone et parallèlement, je lis de la science-fiction sur papier. J'ai autant de plaisir à aller d'un endroit à l'autre.

3 **Atlantico :** Mais à l'heure de flux d'informations de plus en plus intenses, d'un environnement de formats écrits de plus en plus courts, d'une attention du lecteur de plus en plus faible, l'écrivain doit-il modifier sa façon d'écrire ?

4 **Bernard Werber :** Je suis partisan des phrases courtes et des histoires claires, mais c'est un choix personnel. Je respecte ceux qui aiment les phrases longues et les histoires compliquées ce qui est d'ailleurs la mode actuellement en France. Je ne pense pas que le livre numérique va introduire une écriture numérique. Par contre, je crois que le fait de circuler en métro donne un rythme : on lit un chapitre le temps d'un parcours. Le métro apporte donc beaucoup plus de raisons de changer le style d'un écrivain que le livre numérique.

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5 D'ailleurs, comme je passais l'essentiel de mon temps de lecteur dans le métro, j'ai eu envie d'aller vers le genre littéraire des nouvelles, plus adapté à notre époque de zapping.

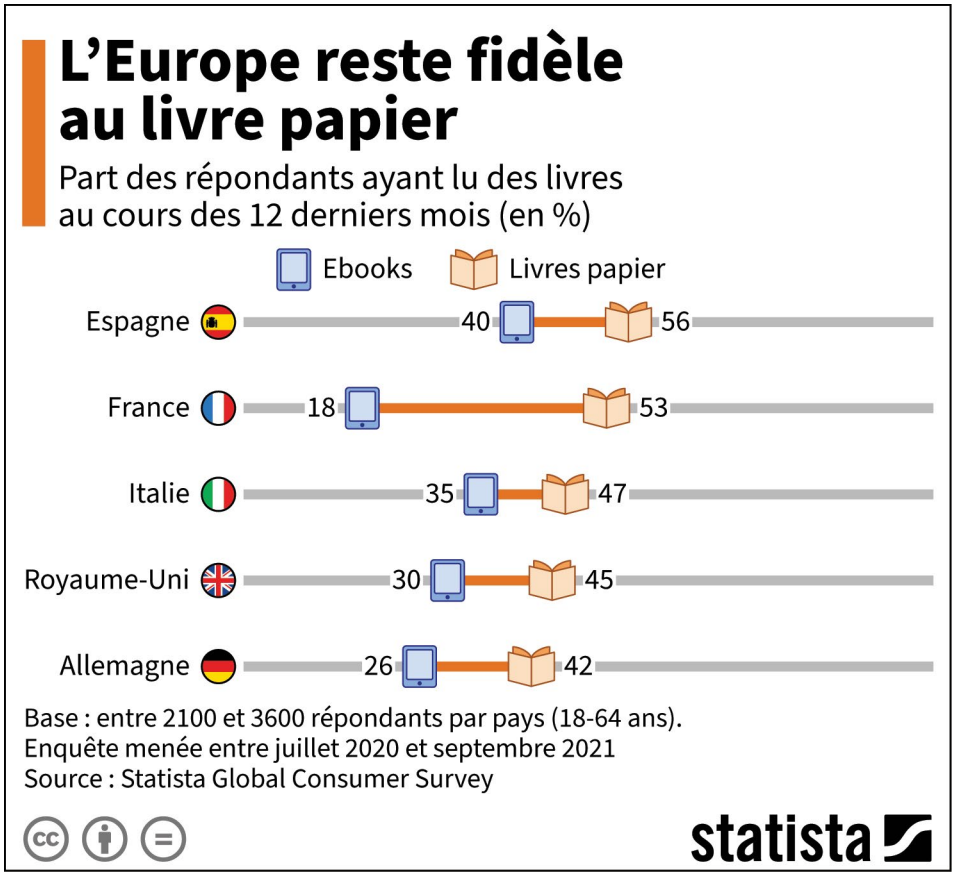
6 C'est le fait de zapper sur leur télécommande de télévision qui a fait que les gens ont eu envie de zapper les histoires ou les chapitres.

7 Aujourd'hui, le fait qu'il y ait des nouveaux outils va permettre d'augmenter le nombre de jeunes lecteurs. Cela va permettre également de dépoussiérer tout le milieu littéraire vieillot, fait de lourdeurs et de traditions datant de plusieurs siècles. Si on ne se modernise pas, et que nous ne réussissons pas ce virage vers les nouvelles, je crois que c'est la littérature anglo-saxonne qui va finir par nous abattre. Eux n'ont pas peur de ces formats rapides et d'une écriture rapide. La nouvelle c'est un art dans lequel on ne peut pas tricher. Si votre histoire n'est pas bonne on le voit tout de suite car elle est courte. C'est vraiment dommage que l'on méprise cette littérature en France car pour moi c'est la littérature d'avenir qui correspond aussi à l'outil numérique.

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Source 3

Cette infographie présente des données sur la popularité des livres numériques par rapport aux livres en papier. L'infographie originale a été publiée en France par Statista.



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Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Skill	Learning Objective	Task Type
1	B	1.B	1.B.1	Interview
2	D	1.A	1.A.1	Interview
3	A	1.C	1.C.3	Interview
4	C	1.B	1.B.3	Interview
5	B	1.C	1.C.2	Interview
6	A	1.B	1.B.1	Article and Chart
7	C	1.A	1.A.1	Article and Chart
8	B	1.B	1.B.3	Article and Chart
9	D	1.A	1.A.2	Article and Chart
10	C	1.C	1.C.2	Article and Chart

Free-Response Question	Skills	Instructional Context
Question 3: Argumentative Essay	2.A, 2.B, 2.C, 2.D, 3.A	Education and Career

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AP FRENCH LANGUAGE AND CULTURE

Scoring Guidelines

Question 3: Argumentative Essay — 10 points

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(OLIVIER LARIZZA) C'est tout à fait. En réalité, depuis l'arrivée des nouvelles technologies, on n'a jamais autant imprimé, on n'a jamais autant utilisé de papier.

(JOURNALISTE) Les élèves n'auront plus de cartables qui pèsent sept kilos sur le dos dans dix ans parce qu'ils auront une tablette, et il y aura tout dedans. Est-ce une bonne chose ?

(OLIVIER LARIZZA) Effectivement, ça va être une bonne bonne chose pour la colonne vertébrale, mais on se rend compte par exemple que pour les ouvrages de littérature ou l'apprentissage de l'orthographe ça poserait un problème parce que le numérique, euh, entraîne un certain nombre de difficultés sur le plan cognitif, euh, par exemple, l'apprentissage de la lecture, de l'orthographe, euh, la faculté de mémorisation, de synthèse, de réflexion, sont dégradés par l'écran. Même lorsqu'il imite le papier.

(JOURNALISTE) Est-ce que le livre papier a encore de l'avenir ? C'était ma question en préambule ; je vous la pose en conclusion.

(OLIVIER LARIZZA) Oui, le, je pense que le le papier a de très beaux jours devant lui.

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Source 2

Cet article traite des livres numériques et des habitudes de lecture. L'article original intitulé « Les trajets en métro ont davantage bouleversé la littérature que le livre numérique » *est une interview avec l'écrivain Bernard Werber, publiée en France par le journal* Atlantico.fr.

Par.

1 **Atlantico :** Vous n'êtes pas préoccupé par l'éventuelle mort du livre en format papier ?

2 **Bernard Werber :** Les modes de transmissions d'histoires s'ajoutent mais ne s'éliminent pas. Il y aura toujours des lecteurs de livres papier. Le fait qu'il y ait des livres numériques peut même augmenter le nombre de lecteurs, notamment les gens qui ne souhaitent pas se trimballer un gros bouquin. La manière de lire importe peu, ce qui importe c'est l'histoire. Il ne faut pas confondre le support et l'art. Il y a des livres que j'ai plus envie de lire sur papier et d'autres en numérique. Je lis actuellement *Le Comte de Monte-Cristo* d'Alexandre Dumas sur mon iPhone et parallèlement, je lis de la science-fiction sur papier. J'ai autant de plaisir à aller d'un endroit à l'autre.

3 **Atlantico :** Mais à l'heure de flux d'informations de plus en plus intenses, d'un environnement de formats écrits de plus en plus courts, d'une attention du lecteur de plus en plus faible, l'écrivain doit-il modifier sa façon d'écrire ?

4 **Bernard Werber :** Je suis partisan des phrases courtes et des histoires claires, mais c'est un choix personnel. Je respecte ceux qui aiment les phrases longues et les histoires compliquées ce qui est d'ailleurs la mode actuellement en France. Je ne pense pas que le livre numérique va introduire une écriture numérique. Par contre, je crois que le fait de circuler en métro donne un rythme : on lit un chapitre le temps d'un parcours. Le métro apporte donc beaucoup plus de raisons de changer le style d'un écrivain que le livre numérique.

5 D'ailleurs, comme je passais l'essentiel de mon temps de lecteur dans le métro, j'ai eu envie d'aller vers le genre littéraire des nouvelles, plus adapté à notre époque de zapping.

6 C'est le fait de zapper sur leur télécommande de télévision qui a fait que les gens ont eu envie de zapper les histoires ou les chapitres.

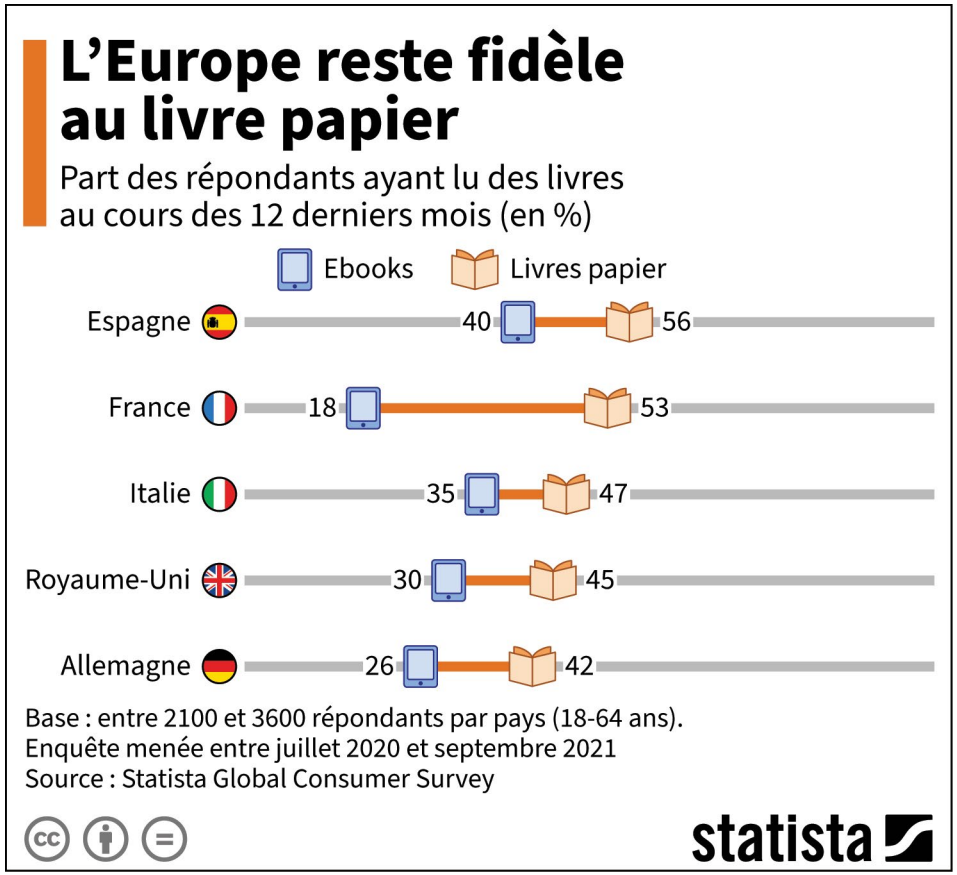
7 Aujourd'hui, le fait qu'il y ait des nouveaux outils va permettre d'augmenter le nombre de jeunes lecteurs. Cela va permettre également de dépoussiérer tout le milieu littéraire vieillot, fait de lourdeurs et de traditions datant de plusieurs siècles. Si on ne se modernise pas, et que nous ne réussissons pas ce virage vers les nouvelles, je crois que c'est la littérature anglo-saxonne qui va finir par nous abattre. Eux n'ont pas peur de ces formats rapides et d'une écriture rapide. La nouvelle c'est un art dans lequel on ne peut pas tricher. Si votre histoire n'est pas bonne on le voit tout de suite car elle est courte. C'est vraiment dommage que l'on méprise cette littérature en France car pour moi c'est la littérature d'avenir qui correspond aussi à l'outil numérique.

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Source 3

Cette infographie présente des données sur la popularité des livres numériques par rapport aux livres en papier. L'infographie originale a été publiée en France par Statista.



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<table>
<tr><th>Reporting Category</th><th colspan="2">Scoring Criteria</th></tr>
<tr><td rowspan="4">Row A
Position
(0–1 point)</td><td>0 points
Presents a position that is vague or has minimal or no connection to the prompt.</td><td>1 point
Presents a position that directly responds to the prompt.</td></tr>
<tr><td colspan="2">Decision Rules and Scoring Notes</td></tr>
<tr><td>Typical responses that do not earn this point:
Have no identifiable position.
Restate the prompt without taking a position.
Present a position that demonstrates misinterpretation of the prompt or is completely irrelevant.
Are in English or a language other than the target language.</td><td>Typical responses that earn this point:
Present a position that demonstrates understanding of the prompt and directly responds to it.</td></tr>
<tr><td colspan="2">Additional Notes:
A response with a qualified or conditional position (e.g., “It depends… ”) can still earn this point as long as it directly responds to the prompt.</td></tr>
</table>

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<table>
<tr><th>Reporting Category</th><th colspan="3">Scoring Criteria</th></tr>
<tr><td rowspan="4">Row B
Source Use
(0–2 points)</td><td>0 points
Uses fewer than two sources to support the position, or shows repeated misinterpretation of source content.</td><td>1 point
Uses at least two sources to support the position, with possible misinterpretation of some source content.</td><td>2 points
Uses all three sources to support the position, demonstrating overall comprehension of the source content with minor or no misinterpretation.</td></tr>
<tr><td colspan="3">Decision Rules and Scoring Notes</td></tr>
<tr><td>Typical responses that do not earn points:
Use one or no sources.
Are so brief that no relevant information can be conveyed, or are in a language other than the target language.
Include frequent and/or significant misinterpretation of source content.
Repeat content provided from sources without demonstrating comprehension.</td><td>Typical responses that earn 1 point:
Use three sources with moderate misinterpretation of source content.
Use two sources with minor to moderate misinterpretations of source content.
Select source content that does not fully or consistently support the position and claims.
Usually make the source of information clear.</td><td>Typical responses that earn 2 points:
Demonstrate comprehension of all three sources with only minor misinterpretation.
Consistently select source content that appropriately supports the position and claims.
Consistently make the source of information clear.</td></tr>
<tr><td colspan="3">Additional Notes:
There is no single expected format or style for referring to and identifying sources appropriately. A response can refer to sources by title, author, source number (e.g., Source 1), or any combination of these.</td></tr>
</table>

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Reporting Category	Scoring Criteria		
Row C **Argumentation** **(0–2 points)**	**0 points** ▪ Repeats provided information without explanation.	**1 point** ▪ Includes claims but inconsistently explains how claims support the position with evidence.	**2 points** ▪ Includes claims and explains how claims support the position with evidence.
	Decision Rules and Scoring Notes		
	Typical responses that do not earn points: ▪ Are so brief that no relevant information can be conveyed, or are in a language other than the target language. ▪ Do not include any claims or include claims that are completely irrelevant to the prompt. ▪ Repeat provided content from sources with no connection to claims.	**Typical responses that earn 1 point:** ▪ Include claims with minimal information or examples to support them. ▪ Include explanations that consist mainly of source summaries without demonstrating how information or examples support the claims and overall position. ▪ Might include explanations that are simplistic, repetitive, irrelevant, or contradictory.	**Typical responses that earn 2 points:** ▪ Include claims and directly support them by quoting, paraphrasing, and/or summarizing information and examples from sources. ▪ Include explanations that are relevant and persuasive. ▪ Might effectively present and refute alternative viewpoints.

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Reporting Category	Scoring Criteria		
Row D **Organization** **(0–2 points)**	**0 points** ▪ Lacks organization or coherence, which significantly impedes comprehension.	**1 point** ▪ Demonstrates some connection of ideas, but progression of information might not always be logical or structured. ▪ Includes some cohesive devices, but the use is limited or inappropriate for the context.	**2 points** ▪ Demonstrates an organizational structure with a logical progression of ideas and information that enhances the effectiveness of the argument. ▪ Effectively uses a variety of cohesive devices.
	Decision Rules and Scoring Notes		
	Typical responses that do not earn points: ▪ Are so brief that no relevant information can be conveyed, or are in a language other than the target language. ▪ Present information randomly, which renders the essay difficult to follow.	**Typical responses that earn 1 point:** ▪ Contain parts that are easy to follow and parts that are difficult to follow. ▪ Organize the essay around source-by-source summaries rather than claims. ▪ Show some organizational structure but may lack an introduction and/or conclusion. ▪ Inconsistently connect sequences of sentences together in a logical order. ▪ Use a limited set of cohesive devices repeatedly or omit cohesive devices entirely.	**Typical responses that earn 2 points:** ▪ Are easy to follow throughout. ▪ Organize the essay around the argument and claims rather than presenting source-by-source summaries. ▪ Include an introduction and conclusion. ▪ Consistently connect sequences of sentences together in a logical order. ▪ Use cohesive devices to enhance the flow of the essay.
	Additional Notes: ▪ Cohesive devices are not limited to specific words or phrases but encompass a variety of strategies, such as the use of relative pronouns, pronoun references, conjunctions, transitions, and any other elements that promote the organization and connection of ideas. ▪ An essay that demonstrates limited language control but remains comprehensible and demonstrates organization can earn points in this row.		

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Reporting Category	Scoring Criteria			
Row E **Language Control** **(0–3 points)**	**0 points** ▪ Contains errors or limitations in grammar and vocabulary that significantly impede comprehension.	**1 point** ▪ Uses a limited set of vocabulary that precludes coverage of the topic of the essay. ▪ Demonstrates control of a limited set of basic grammatical structures. ▪ Contains errors that impede comprehensibility.	**2 points** ▪ Uses a range of vocabulary, occasionally including words or culturally relevant expressions appropriate to the topic of the essay. ▪ Demonstrates control of a range of basic grammatical structures. ▪ Contains errors that occasionally impede comprehensibility.	**3 points** ▪ Uses a wide variety of vocabulary, including words or culturally relevant expressions appropriate to the topic of the essay. ▪ Demonstrates control of a variety of grammatical structures. ▪ Does not contain errors that impede comprehensibility.
	Decision Rules and Scoring Notes			
	Typical responses that do not earn points: ▪ Are incomprehensible or near incomprehensible due to limitations in grammar and word choice. ▪ Mostly contain content in a language other than the target language. ▪ Directly copy language from sources without paraphrasing or summarizing.	**Typical responses that earn 1 point:** ▪ Use strings of simple or fragmented sentences and phrases. ▪ Use mostly high-frequency vocabulary. ▪ Contain errors related to grammar, word choice, or written language conventions (e.g., punctuation, orthography) that frequently prevent comprehension of the response.	**Typical responses that earn 2 points:** ▪ Use simple sentences and a few compound sentences. ▪ Use vocabulary that is sometimes imprecise or does not fully convey ideas. ▪ Contain errors related to grammar, word choice, or written language conventions (e.g., punctuation, orthography) that occasionally prevent comprehension of the response.	**Typical responses that earn 3 points:** ▪ Use a variety of simple and compound sentences as well as some complex sentences. ▪ Use a variety of vocabulary, sometimes even idioms, to fully convey ideas. ▪ Do not contain errors related to grammar, word choice, or written language conventions (e.g., punctuation, orthography) that prevent comprehension of the response.

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AP FRENCH LANGUAGE AND CULTURE

Appendix


FRANÇAIS

CollegeBoard AP

Project Manual

Project at a Glance

Project Overview

The AP World Language and Culture course project provides students with the opportunity to engage with course content in a meaningful way, develop critical thinking strategies through inquiry-based learning, and apply language skills for a purpose. During the AP Exam year, students will research, create, and deliver a presentation in the target language on a provided cultural topic in relation to a target region or community of their choice. The project prompt and source materials packet, which will be distributed via AP Digital Portfolio, will encompass a general description of the project and 6–8 source materials (audio, charts, text, etc.). An example project prompt in the target language, along with reflection questions and source materials, will be available on AP Classroom. See the end of this project manual for a **class materials index** of project materials and resources and where to locate them.

On exam day, students will deliver an oral Project Presentation that features their research on the topic, and in a follow-up Project Q&A, they will discuss their findings and incorporate cultural perspectives. The three project components (see the following table) allow students to demonstrate their understanding of the target region's or community's cultural products, practices, and perspectives within the context of the task.

Project Components

Task	Delivery	Scoring Method	Points	Description
1. Initial Written Reflection	**In class**	**Teacher's choice***	**N/A (instructional only)**	**A description of initial interest and viewpoint on the topic that addresses the four reflection questions and cites at least three sources from the source materials packet.**
2. Project Presentation				
Personalized Project Reference	**In class**	**Teacher's choice***	**N/A (for use on exam day only)**	**An outline to use as a reference during the exam-day presentation.**
Practice Presentation	**In class**	**Teacher's choice***	**N/A (instructional only)**	**A practice presentation based on research of the topic.**
Project Presentation Free-Response Question	**Exam day**	**College Board scored**	**11 points**	**A 3-minute spoken presentation on a topic related to the prompt, addressing at least three factors.**
3. Project Q&A Free-Response Question	**Exam day**	**College Board scored**	**9 points**	**A recorded question-and-answer session with four questions relating to the presentation and research.**

*** Teachers can decide if and how they will score these components, as they are not scored by College Board. Teacher scores would only contribute to course grades and not to AP Exam scores.**

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Project Scoring

On exam day, students will demonstrate their presentational and interpersonal speaking skills by completing two free-response questions (Project Presentation and Project Q&A) on the AP Exam. These two free-response questions, like the rest of the free-response section on the AP Exam, will be scored by AP Readers using the **scoring guidelines** published in this manual.

The total course project score (20 total points) will contribute to 35% of students' overall AP score.

Exam-Day Validation

As part of the free-response section of the exam, students will deliver a prepared spoken 3-minute Project Presentation with the support of their Personalized Project Reference. Directly following their presentation, students will take part in the Project Q&A, a series of four questions about the project topic and their research. Students will not receive the Project Q&A questions in advance.

Project Deadline

Students must submit their completed Personalized Project Reference via AP Digital Portfolio (**digitalportfolio.collegeboard.org**) by April 30.

Project Timing

The course project for the AP World Language and Culture courses requires 15 class periods, each approximately 45 minutes (or the equivalent depending on class schedules). The project prompt and source materials packet will be delivered via AP Digital Portfolio by the January preceding the exam. Teachers are encouraged to start preparing students for the required tasks and scaffolding the skills at the start of the academic year. There are suggested teaching strategies for building course project skills in the Teacher Talk sections of the course and exam description.

This manual provides guidance on how teachers can utilize the 15 class periods starting in January. The project sequence and suggested activities are optional and do not have to be taught consecutively. Regardless of the approach, teachers should ensure their syllabus includes sufficient time for all students to complete their Personalized Project Reference in AP Digital Portfolio prior to the April 30 submission deadline and prepare for the exam-day tasks.

Project Plan

Phase	Duration	Key Focus	Student Goals
Phase 1: Explore and Understand	**5 class periods**	**Initial Written Reflection**	• **Investigate the project prompt, background knowledge and skills, and source materials** • **Explore possible target regions or communities to study** • **Complete the Initial Written Reflection that connects the source materials, background knowledge, and early perspectives on the prompt**

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Phase	Duration	Key Focus	Student Goals
Phase 2: Investigate and Apply	**4 class periods**	**Research**	• **Create a research action plan to map out the investigation process** • **Enact a research plan that targets obtaining reliable information related to specific selected factors** • **Finalize selection of a target region or community to study** • **Further develop cultural understanding of products, practices, and perspectives as they relate to the project prompt**
Phase 3: Create and Evaluate	**3 class periods**	**Project Presentation**	• **Review and develop best practices for planning, organizing, and delivering an effective presentation** • **Develop an oral presentation based on the project prompt and research findings** • **Engage in a self-, peer-, or teacher-reviewed practice presentation** • **Make adjustments to refine the presentation content and delivery based on feedback**
Phase 4: Reflect and Grow	**3 class periods**	**Project Q&A**	• **Learn to anticipate questions based on research in preparation for the Project Q&A task** • **Practice answers that demonstrate cultural understanding** • **Use a variety of linguistic resources to communicate research findings**

Foundational Skills

The course project is designed to develop and assess students' competency with the following course skills. The course and exam description provides suggestions for consistently integrating instruction on and practice with these skills. Teachers may opt to follow the suggested progression of course skills provided in the course and exam description or take a different approach. In either case, students will benefit from instruction on and practice with each of these skills before they begin this project.

1.A Recognize explicit meaning.

1.B Interpret meaning.

1.C Synthesize and infer meaning.

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

2.B Make communication comprehensible for the intended audience.

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

2.D Apply organizational and rhetorical strategies.

3.A Make connections within and across cultures.

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Teacher's Role During Project Development

The following table outlines the type, timing, method, and frequency of student support. This guidance helps students balance using the project as a tool for learning transfer and growth with maintaining academic integrity as they independently explore, pace, and manage their work.

Supporting Students During the Project Process	
DO	**DO NOT**
• Make students aware of the timeline, assessment task components, format, and scoring criteria	• Assign, provide, distribute, or generate topics or research questions for students
• Hold work-in-progress meetings with students to answer questions, monitor, discuss, and provide guidance that allows students to pace themselves and make progress	• Develop, write, or directly revise project work on students' behalf
• Ensure students have sufficient exposure to a wide range of geographical regions or cultural communities for them to consider researching	• Assign a target region or community, or allow an entire class to focus on the same target region or community
• Provide students with helpful guidelines for reviewing each other's work and offer opportunities for them to practice giving feedback • Direct students to the areas of the scoring guidelines where their work may need improvement	• Directly copyedit or revise work for students
• Use questioning techniques to help students focus their research	• Conduct research or provide specific sources, articles, or evidence for students (beyond the source materials packet)
• Allow students to discuss the topic or project components and related themes in small groups	• Permit or enable any form of academic dishonesty (e.g., copying sources directly without citations, incorporating a classmate's content, using generative AI in a way that violates AP Guidance)
• Encourage discourse between students in the target language	• Allow students to work in languages other than the target language

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Project Scoring Guidelines

Question 1: Project Presentation — 11 points

Reporting Category	Scoring Criteria		
Row A **Task Execution** **(0–2 points)**	**0 points** ▪ Does not address the prompt, is completely irrelevant, or is a restatement of the prompt.	**1 point** ▪ Partially addresses the prompt by either: discussing three or more factors with minimal or no relevant details OR providing an explanation of one to two factors with relevant details	**2 points** ▪ Addresses the prompt, providing an explanation of three or more factors with relevant details.
	Decision Rules and Scoring Notes		
	Typical responses that do not earn points: ▪ Are so brief that no relevant information can be conveyed, or are in a language other than the target language. ▪ Do not include factors or only list factors without explanation. ▪ Plagiarize all content or make evident that it was largely created through electronic translation methods or generative AI.	**Typical responses that earn 1 point:** ▪ Might list factors but only explain one or two of them with details. ▪ Mainly rely on personal anecdotes or general knowledge.	**Typical responses that earn 2 points:** ▪ Include detailed explanations, including examples and/or specific information for at least three factors. ▪ Contain relevant details that are drawn from well-researched information within the context of the task.

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Reporting Category	Scoring Criteria		
Row B **Cultural Understanding** **(0–2 points)**	**0 points** ▪ Provides little to no relevant examples or description of the target culture's products, practices, and/or perspectives within the context of the task.	**1 point** ▪ Provides relevant examples that discuss cultural products, practices, and/or perspectives within the context of the task. Examples might lack specificity and/or fail to explain a relationship between cultural perspectives AND cultural products and/or practices.	**2 points** ▪ Provides relevant and specific examples that demonstrate understanding of a relationship between cultural perspectives AND cultural products and/or practices.
	Decision Rules and Scoring Notes		
	Typical responses that do not earn points: ▪ Are so brief that no relevant information can be conveyed, or are in a language other than the target language. ▪ Provide cultural information that is irrelevant to the task or obviously erroneous. ▪ Plagiarize all content or make evident that it was largely created through electronic translation methods or generative AI.	**Typical responses that earn 1 point:** ▪ List or describe—without explanation or depth—cultural products, practices, and/or perspectives. ▪ Demonstrate understanding of cultural products or practices but not their relationship to cultural values, beliefs, or attitudes.	**Typical responses that earn 2 points:** ▪ Explain how specific cultural products or practices exemplify cultural values, beliefs, or attitudes.
	Additional Notes: The following definitions clarify how students should consider cultural products, practices, and perspectives within the context of the task: ▪ **Cultural products** are tangible and intangible artifacts of a culture, such as clothing, tools, food, monuments, artwork, and stories. ▪ **Cultural practices** are patterns of social behaviors and interactions of a culture, such as how people greet each other, socialize, or celebrate holidays. ▪ **Cultural perspectives** are underlying cultural values, beliefs, and attitudes that inform a culture's products and practices.		

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<table>
<tr><th>Reporting Category</th><th colspan="3">Scoring Criteria</th></tr>
<tr><td rowspan="4">Row C
Organization
(0–2 points)</td><td>0 points
Lacks organization or coherence, which significantly impedes comprehension.</td><td>1 point
Demonstrates some connection of ideas, but progression of information might not always be logical or structured.
Includes some cohesive devices, but the use is limited or inappropriate for the context.</td><td>2 points
Demonstrates an organizational structure with a logical progression of ideas and information that enhances the comprehensibility of the presentation.
Effectively uses a variety of cohesive devices.</td></tr>
<tr><td colspan="3">Decision Rules and Scoring Notes</td></tr>
<tr><td>Typical responses that do not earn points:
Are so brief that no relevant information can be conveyed, or are in a language other than the target language.
Present information randomly, which renders the presentation difficult to follow.
Plagiarize all content or make evident that it was largely created through electronic translation methods or generative AI.</td><td>Typical responses that earn 1 point:
Contain parts that are easy to follow and parts that are difficult to follow.
Show some organizational structure but may lack an introduction and/or conclusion.
Use a limited set of cohesive devices repeatedly or omit cohesive devices entirely.</td><td>Typical responses that earn 2 points:
Are easy to follow throughout.
Include an introduction and conclusion.
Use cohesive devices naturally to enhance the flow of the presentation.</td></tr>
<tr><td colspan="3">Additional Notes:
A presentation that demonstrates limited language control but remains comprehensible and demonstrates organization can earn points in this row.
Cohesive devices are not limited to specific words or phrases but encompass a variety of strategies, such as the use of relative pronouns, pronoun references, conjunctions, transitions, and any other elements that promote verbal organization and connection of ideas.</td></tr>
</table>

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Reporting Category	Scoring Criteria			
Row D **Language Control** **(0–3 points)**	**0 points** ▪ Contains errors or limitations in grammar and vocabulary that significantly impede comprehension.	**1 point** ▪ Uses a limited set of vocabulary that precludes coverage of the topic of the presentation. ▪ Demonstrates control of a limited set of basic grammatical structures. ▪ Contains errors that impede comprehensibility.	**2 points** ▪ Uses a range of vocabulary, occasionally including words or culturally relevant expressions appropriate to the topic of the presentation. ▪ Demonstrates control of a range of basic grammatical structures. ▪ Contains errors that occasionally impede comprehensibility.	**3 points** ▪ Uses a wide variety of vocabulary, including words or culturally relevant expressions appropriate to the topic of the presentation. ▪ Demonstrates control of a variety of grammatical structures. ▪ Does not contain errors that impede comprehensibility.
	Decision Rules and Scoring Notes			
	Typical responses that do not earn points: ▪ Are incomprehensible or near incomprehensible due to significant limitations in grammar and word choice. ▪ Are limited to single words, utterances, or phrases that do not convey meaning. ▪ Are in a language other than the target language. ▪ Plagiarize all content or make evident that it was largely created through electronic translation methods or generative AI.	**Typical responses that earn 1 point:** ▪ Repeatedly use simple or memorized phrases and high-frequency vocabulary. ▪ Rely on English when lacking vocabulary. ▪ Do not improve comprehensibility when attempting to clarify or correct information.	**Typical responses that earn 2 points:** ▪ Use simple sentences and a few compound sentences. ▪ Use adequate vocabulary but word choice might limit expression of ideas. ▪ Sometimes improve comprehensibility when attempting to clarify or correct information.	**Typical responses that earn 3 points:** ▪ Use a variety of simple and compound sentences. ▪ Use a variety of vocabulary, sometimes even idioms, to fully convey ideas. ▪ Improve comprehensibility when attempting to clarify or correct information.

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Reporting Category	Scoring Criteria		
Row E **Delivery** **(0–2 points)**	**0 points** ▪ Contains errors in pronunciation and/or intonation that significantly impede intelligibility, and uses an inappropriate rate of speech.	**1 point** ▪ Uses a rate of speech and intonation patterns that are somewhat effective for engaging an audience. ▪ Uses speech that is hesitant, monotone, or disconnected at times. ▪ Uses generally clear pronunciation. ▪ Contains errors that occasionally impede comprehensibility.	**2 points** ▪ Uses a rate of speech and intonation patterns that are effective for engaging an audience. ▪ Uses speech that is smooth and confident with little hesitation. ▪ Uses clear pronunciation. ▪ Does not contain errors that impede comprehensibility.
	Decision Rules and Scoring Notes		
	Typical responses that do not earn points: ▪ Use monotone speech throughout the presentation and sound as if being read or recited from memory. ▪ Require significant listener effort. ▪ Use a rate of speech that is uneven throughout. ▪ Use frequent repetition, filler words (e.g., umm, uh), and/or utterances that interrupt fluency of speech, obscuring comprehensibility. ▪ Are generally unable to sustain speech to complete the task, or are in a language other than the target language. ▪ Plagiarize all content or make evident that it was largely created through electronic translation methods or generative AI.	**Typical responses that earn 1 point:** ▪ Occasionally require effort from the listener due to speaker hesitancy, unclear pronunciation, or ineffective intonation. ▪ Use a rate of speech that might be uneven at times. ▪ Use repetition, filler words (e.g., umm, uh), and/or false starts that at times interrupt fluidity of speech and obscure comprehensibility. ▪ Are generally able to sustain speech to complete the task.	**Typical responses that earn 2 points:** ▪ Do not require listener effort. ▪ Use a rate of speech that is even and controlled throughout. ▪ Are generally well paced and contain minimal pauses, filler words (e.g., umm, uh), and/or utterances that do not interrupt fluency of speech. ▪ Frequently use effective intonation to engage the audience and contribute to comprehension.
	Additional Notes: ▪ Students might not start speaking immediately and might finish before the allotted time runs out. Students who do not use the entire time to speak but still satisfy the scoring criteria are eligible to receive the maximum number of points in this category.		

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Question 2: Project Q&A — 9 points

Reporting Category	Scoring Criteria		
Row A **Task Execution** **(0–2 points)**	**0 points** ▪ Minimally addresses the prompts, is completely irrelevant, or is a restatement of the prompts.	**1 point** ▪ Maintains the exchange with a series of responses that partially address the prompts; some responses are incomplete or irrelevant.	**2 points** ▪ Maintains the exchange with a series of responses that address the prompts; minor inconsistencies with the prompts may be present.
	Decision Rules and Scoring Notes		
	Typical responses that do not earn points: ▪ Are so brief that no relevant information can be conveyed, or are in a language other than the target language.	**Typical responses that earn 1 point:** ▪ Include an appropriate response to one or two of the questions in the exchange, but the other responses are incomplete, irrelevant, and/or demonstrate misunderstandings of the prompts. ▪ Might have some responses that do not address the prompts.	**Typical responses that earn 2 points:** ▪ Respond appropriately, providing the requested information for at least three of the prompts within the exchange. ▪ Might demonstrate minor misunderstandings of the prompts.

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<table>
<tr><th>Reporting Category</th><th colspan="3">Scoring Criteria</th></tr>
<tr><td rowspan="4">Row B
Cultural Understanding
(0–2 points)</td><td>0 points
In all of the responses in the exchange:
Provides little or no description of the target culture's products, practices, and/or perspectives.</td><td>1 point
In at least one question response in the exchange, within the context of the task:
Describes the target culture's products, practices, and/or perspectives.</td><td>2 points
In at least one question response in the exchange, within the context of the task:
Provides a cultural comparison.
OR
Reflects on the relationship between cultural perspectives AND cultural products and/or practices.</td></tr>
<tr><td colspan="3">Decision Rules and Scoring Notes</td></tr>
<tr><td>Typical responses that do not earn points:
Are so brief that no relevant information can be conveyed, or are in a language other than the target language.
Provide cultural information that is irrelevant to the task or obviously erroneous.</td><td>Typical responses that earn 1 point:
List or describe—without explanation or depth—cultural products, practices, and/or perspectives.</td><td>Typical responses that earn 2 points:
Compare – Describe similarities or differences between the target culture's products, practices, and/or perspectives and students' own or those of another community, using details and examples.
OR
Reflect – Explain, using details and examples, the relationship between cultural perspectives and cultural products and/or practices.</td></tr>
<tr><td colspan="3">Additional Notes: The following definitions clarify how students should consider cultural products, practices, and perspectives within the context of the task:
Cultural products are tangible and intangible artifacts of a culture, such as clothing, tools, food, monuments, artwork, and stories.
Cultural practices are patterns of social behaviors and interactions of a culture, such as how people greet each other, socialize, or celebrate holidays.
Cultural perspectives are underlying cultural values, beliefs, and attitudes that inform a culture's products and practices.</td></tr>
</table>

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Reporting Category	Scoring Criteria			
Row C **Language Control** **(0–3 points)**	**0 points** ▪ Contains errors or limitations in grammar and vocabulary that greatly impede comprehension.	**1 point** ▪ Uses a limited set of vocabulary, which precludes maintenance of the exchange. ▪ Demonstrates control of a limited set of basic grammatical structures. ▪ Contains errors that impede comprehensibility.	**2 points** ▪ Uses a range of vocabulary, occasionally including words or culturally relevant expressions appropriate to the exchange. ▪ Demonstrates control of a range of basic grammatical structures. ▪ Contains errors that occasionally impede comprehensibility.	**3 points** ▪ Uses a wide variety of vocabulary, including words or culturally relevant expressions appropriate to the exchange. ▪ Demonstrates control of a variety of grammatical structures. ▪ Does not contain errors that impede comprehensibility.
	Decision Rules and Scoring Notes			
	Typical responses that do not earn points: ▪ Are incomprehensible or very difficult to understand due to significant limitations in grammar and word choice. ▪ Are limited to single words, utterances, or phrases that do not convey meaning. ▪ Are in a language other than the target language.	**Typical responses that earn 1 point:** ▪ Repeatedly use simple or memorized phrases and high-frequency vocabulary. ▪ Rely on English when lacking vocabulary. ▪ Do not improve comprehensibility when attempting to clarify or self-correct.	**Typical responses that earn 2 points:** ▪ Use simple sentences and a few compound sentences. ▪ Use adequate vocabulary but word choice might limit expression of ideas. ▪ Sometimes improve comprehensibility when attempting to clarify or correct information.	**Typical responses that earn 3 points:** ▪ Use a variety of simple and compound sentences. ▪ Use a variety of vocabulary, sometimes even idioms, to fully convey ideas. ▪ Improve comprehensibility when attempting to clarify or correct information. ▪ Use effective communicative strategies, such as circumlocution and paraphrasing.

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Reporting Category	Scoring Criteria		
Row D **Fluency** **(0–2 points)**	**0 points** ▪ Contains errors in pronunciation and/or intonation that significantly impede intelligibility. Lacks fluidity when responding.	**1 point** ▪ Uses a rate of speech and intonation patterns that are somewhat effective for interpersonal communication; speech is disconnected at times. ▪ Uses generally clear pronunciation. ▪ Contains errors that occasionally impede comprehensibility.	**2 points** ▪ Uses a rate of speech and intonation patterns that are effective for interpersonal communication; speech is fluid and automatic. ▪ Uses clear pronunciation. ▪ Does not contain errors that impede comprehensibility.
	Decision Rules and Scoring Notes		
	Typical responses that do not earn points: ▪ Require significant listener effort. ▪ Use frequent repetition, filler words (e.g., umm, uh), and/or false starts that interrupt fluency of speech, obscuring comprehensibility. ▪ Are generally unable to sustain speech to complete the task, or are in a language other than the target language.	**Typical responses that earn 1 point:** ▪ Occasionally require effort from the listener due to speaker hesitancy, unclear pronunciation, or ineffective intonation. ▪ Use repetition, filler words (e.g., umm, uh), and/or false starts that at times interrupt fluidity of speech and obscure comprehensibility. ▪ Are generally able to sustain speech to complete the task.	**Typical responses that earn 2 points:** ▪ Do not require listener effort. ▪ Use fluid speech throughout, although there may be some natural pauses, filler words (e.g., umm, uh), and/or false starts. ▪ Frequently use effective intonation to engage the interlocutor and contribute to comprehension.
	Additional Notes: ▪ Students might not start speaking immediately and might finish before the allotted time runs out. Students who do not use the entire time to speak but still satisfy the scoring criteria are eligible to receive the maximum number of points in this category.		

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Project Sequence

Phase 1: Explore and Understand

In Phase 1 of the course project, students activate background knowledge related to the project prompt and choose a target community or region on which they will focus their research. Students explore the specific project prompt instructions and source materials packet. They use their understanding of the source materials and personal perspectives to develop initial considerations on the project prompt to write an Initial Written Reflection.

Driving Question

? To address the project prompt meaningfully, what foundational knowledge, key considerations, and cultural understandings do students need, and how can that information help them make predictions about diverse cultural products, practices, and perspectives?

Duration

Five 45-minute class periods

Introduction and Overview

The overarching objective of Phase 1 is for students to explore the provided source materials and consider their background knowledge so they can address the questions in the Initial Written Reflection prompt. To do this, students must:

- Activate background knowledge about the project prompt
- Review and analyze content found in the source materials packet
- Explore target communities or regions on which they may focus their research
- Connect content from the sources with personal perspectives and initial considerations

Setup and Framing

In Phase 1, students apply interpretive skills to analyze and compare sources, clarify their understanding of the topic, and start thinking about target cultural communities or regions for their project. Students' analysis of the sources, exploration of a target community or region, and personal introspection through the Initial Written Reflection lay the foundation for deeper research and findings in Phase 2, the Project Presentation preparation and practice in Phase 3, and the final reflection during the Project Q&A in Phase 4. They use their understanding of the relationship between cultural products, practices, and perspectives as a paradigm to target a deeper cultural understanding—a key long-term goal of their project—revealing the beliefs, perceptions, attitudes, and values tied to visible features of the target community or region.

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Class Materials

Phase 1 will utilize the following materials:

- Project prompt (AP Digital Portfolio)
- Source materials packet (AP Digital Portfolio)
- Source Material Graphic Organizer (AP Classroom)
- Initial Written Reflection Teacher Guidelines (AP Classroom)
- Initial Written Reflection Feedback Form (AP Classroom)

Daily Outline

Day 1

Students review the project topic and generate background information.

Duration

One 45-minute class period

Student Objectives

Students will:

- Activate background knowledge related to the project topic
- Draw on previously learned concepts, including the 3Ps
- Answer anticipatory questions to drive their inquiry

Skills and Learning Objectives

Skills: 1.B 2.C 3.A

LOs: 1.B.1 1.B.5 2.C.1 2.C.3 3.A.1

Activities

Warm-Up (10 minutes)

- Introduce students to the project prompt, including the task components and general instructions. To help them activate prior knowledge about the prompt, engage students in a brainstorming exercise followed by a whole-class discussion using the context of the project. Questions could include:
  - In your own words, what do you think cultural products, practices, and perspectives are? What examples can you think of from your own community?
  - What regions or communities in the target culture would be interesting to explore? What regions or communities do you want to know more about?

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Direct Instruction (10 minutes)

- If necessary, reintroduce students to the 3Ps–products, practices, and perspectives. It may be helpful to use the following definitions from the scoring guidelines:
  - Cultural products are tangible and intangible artifacts of a culture, such as clothing, tools, food, monuments, artwork, and stories
  - Cultural practices are patterns of social behaviors and interactions of a culture, such as how people greet each other, socialize, or celebrate holidays
  - Cultural perspectives are underlying cultural values, beliefs, and attitudes that inform a culture's products and practices
- Show students a cultural product they have already learned about and lead a discussion about how that product relates to different practices and reflects cultural perspectives.
- Repeat the process with a cultural practice and a cultural perspective.

Guided Instruction (15 minutes)

- Provide students with a series of anticipatory questions about the project. These questions could include:
  - What do you already know about the project topic? What information will you need to seek out to answer the prompt?
  - What themes or units might the prompt relate to? What sources have you already read or listened to that might be useful in thinking about the prompt?
  - Does the project topic connect with a particular region or cultural community you already know about?
  - What vocabulary or phrases from the prompt are familiar or unfamiliar?
  - What challenges might you encounter while investigating this topic? How might you overcome them?
- Have students work alone or in pairs to answer the anticipatory questions.

TEACHING TIP
To scaffold this concept, prioritize 2–3 questions for students to answer before bringing together small groups or the whole class to discuss. If time permits, ask them to complete any remaining questions.

Check for Understanding (10 minutes)

- Engage students in a whole-class discussion about their answers to the anticipatory questions. Note where students' answers align and where they do not.
- (Optional) Collect students' answers and comment on their initial ideas before returning them to students to use on day 2.

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Day 2

Students explore content found in the provided source materials packet.

Duration

One 45-minute class period

Student Objectives

Students will:

- Explore their answers to the anticipatory questions with classmates
- Review the source materials packet and start synthesizing information in preparation of a gallery walk

Skills and Learning Objectives

Skills: 1.A 1.B 1.C 2.C 2.D 3.A

LOs: 1.A.1 1.A.2 1.B.1 1.C.1 1.C.2 1.C.3 2.C.1 2.C.2 2.D.1 3.A.1

Activities

Warm-Up (10 minutes)

- Have students review the concepts from their anticipatory questions with their classmates. Ask students to form an inner and outer circle facing one another. Then have them take turns sharing with the student opposite them. Rotate the outer circle, allowing students to complete the exchange with additional partners.

Guided Instruction (30 minutes)

- Guide students in beginning to explore the sources in the provided source materials packet and preparing for a gallery walk on day 3. Provide them with 1–2 sources and the Source Material Graphic Organizer. Ask students to read or listen to the source(s) they were assigned, while annotating and/or taking notes on the graphic organizer.
- Provide students with poster paper. Have them begin creating a poster that summarizes the information in their sources and any connections to cultural products, practices, and perspectives they found. This activity is designed to be completed on day 3.

Check for Understanding (5 minutes)

- Ask students to write 3–5 sentences about how the information they learned in one of the sources can deepen an answer they asked in their anticipatory questions.

TEACHING TIP

Students are not expected to share a polished analysis of the source materials but rather a working sense of what the sources offer. To guide students' thinking, provide guiding questions, such as:

- What is the main idea of the source?
- What supporting details are important in understanding the source?
- What product, practice, or perspective is most evident in the source?

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Day 3

Students think critically and introspectively, synthesizing the information in the source materials.

Duration

One 45-minute class period

Student Objectives

Students will:

- Explore target regions or communities to consider researching
- Demonstrate an understanding of the source materials within the context of the project prompt

Skills and Learning Objectives

Skills: 1.B 1.C 2.C 2.D 3.A

LOs: 1.B.1 1.C.1 1.C.3 2.C.1 2.C.2 2.D.1 2.D.2 3.A.1 3.A.3

Activities

Warm-Up (10 minutes)

- Ask students to individually list as many geographic regions and cultural communities in the target language that they can think of for 3 minutes.
- Have students trade lists with a partner and cross out any duplicates. For the regions or communities that remain, students can share any information they know about them with each other.
  - (Optional) This can be made into a friendly competition to see which pairs came up with the longest list of regions and communities and which pair has the most prior knowledge about those they listed.
- Distribute a list of several geographic regions and cultural communities associated with the target language for students to consider using in their investigation, noting that their choice of region or community of focus will influence how they apply information from the source materials packet and, eventually, their additional research.

Guided Instruction (30 minutes)

- Regroup students based on their primary source(s) from day 2. Have them finish their poster, summarizing the key information from the source and making connections to cultural products, practices, and perspectives.
- Once students complete their posters and hang them around the room, have them engage in a gallery walk. While visiting their classmates' posters, students can take notes using the Source Material Graphic Organizer, making observations about how the sources connect to the project prompt.

TEACHING TIP

Gallery walks can be time consuming to prepare. To address this challenge, prepare templates for students to use to reduce time spent organizing, or put a time limit on how long students have to prepare.

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Check for Understanding (5 minutes)

- Have students reflect on one connection they made between the sources and cultural products, practices, and perspectives. This can be in discussion with classmates or in writing.

Day 4

Students understand the essential components and related skills for a strong Initial Written Reflection.

Duration

One 45-minute class period

Student Objectives

Students will:

- Demonstrate understanding of the reflective writing process in which they will narrate initial considerations about the project prompt through the lens of the four provided questions
- Make connections between the project prompt and their personal knowledge, experiences, and perspectives

Skills and Learning Objectives

Skills: 1.B 1.C 2.C 3.A

LOs: 1.B.3 1.B.4 1.C.1 2.C.1 2.C.3 3.A.1 3.A.2 3.A.3

Activities

Warm-Up (10 minutes)

- Share with students a definition of reflective writing such as the following: *Reflective writing is the process of connecting course content with new learning. It involves examining your thoughts, skills, and attitudes and helps you understand yourself as a learner so you can make more informed decisions about how you learn*.
- Ask students to brainstorm in writing three ways a written reflection will be helpful at this stage of their course project. Then have them share and compare with a peer.

Direct Instruction (10 minutes)

- Share out the instructions for the Initial Written Reflection. As a whole group, discuss the purpose of the reflection, including connecting students' experiences, prior knowledge, and perspectives to the project prompt and source materials. Discuss what this reflection is meant to be and what it is not.

TEACHING TIP
Before class, review the Initial Written Reflection Teacher Guidelines to prepare instructions on this task for students.

Guided Instruction (20 minutes)

- Post the four Initial Written Reflection questions on the board or poster paper. Have students engage in a think-pair-share activity in which they consider how they might answer them in the context of the project work they have engaged in thus far.
- Have students share their ideas with the class. Record them on the board or poster paper.

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Check for Understanding (5 minutes)

- Ask students to share how they can prepare for writing their Initial Written Reflection in the next day's class. Students can review:
  - Anticipatory questions (day 1)
  - Source materials packet (day 2)
  - Source Material Graphic Organizer (days 2 and 3)
  - Instructions for the Initial Written Reflection and Initial Written Reflection Feedback Form

Day 5

Students complete the Initial Written Reflection.

TEACHING TIP
While the Initial Written Reflection is not submitted as part of the AP Exam score, it could be scored as part of a course grade with feedback provided to students. If choosing to use the reflection task as a summative assessment, provide students with the information and instructions upfront so they can appropriately prepare.

Duration

One 45-minute class period

Student Objectives

Students will:

- Complete the Initial Written Reflection task using their analysis of the source materials packet

Skills and Learning Objectives

Skills: 2.A 2.C 2.D 3.A

LOs: 2.A.1 2.A.2 2.C.1 2.C.2 2.C.4 2.D.1 2.D.2 3.A.1 3.A.2 3.A.3

Activities

Warm-Up (5 minutes)

- Brainstorm vocabulary and linguistic resources that students can use as a reference while they make connections and paraphrase information in the written sources.

Guided Instruction (40 minutes)

- Guide students as they begin writing the Initial Written Reflection. Consider using one of the following approaches:

  Option 1: Teacher Supported

  - Guide students as they begin work on their Initial Written Reflections by compiling the information acquired in Phase 1 through their answers to the anticipatory questions, the source materials packet, and the Source Material Graphic Organizer.
  - Support students, checking in individually, as they prepare, write, and finish their Initial Written Reflection in class using the guidelines and related checklist as they write.

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Option 2: Summative Assessment

- Provide students with the specific instructions and prompt for the Initial Written Reflection. As they write, allow them to access their answers to the anticipatory questions, the source materials packet, and Source Material Graphic Organizer as resources for their work in completing the reflection by the end of the class period. Do not provide support or guidance to students.

Check for Understanding

- Collect students' completed written reflections. Provide feedback using the Initial Written Reflection Feedback Form before returning them to students to use on day 6.

TEACHING TIP
If possible, have students type their reflections to practice the skills needed for typing in the target language on the AP Exam. It may be necessary to book computer labs or reserve laptops.

Phase 2: Investigate and Apply

In Phase 2, students determine the target region or community on which to focus their project. They conduct and apply research in response to the project prompt.

Driving Question

? How can students plan and conduct an investigation using both the provided source materials and outside research to apply their knowledge of cultural products, practices, and perspectives toward a deeper understanding of their findings?

Duration

Four 45-minute class periods

Introduction and Overview

The overarching objective of Phase 2 is for students to investigate and compile information of significant relevance to the project topic and begin to internalize that information in support of both the Project Presentation and Project Q&A free-response questions. To do this, students must:

- Create a research action plan to determine what resources they will need, how and where they will find those resources, and a practical timeline to execute their investigation
- Identify important information from various sources that relate to the project topic
- Paraphrase, synthesize, and communicate their findings
- Become well versed in the content they have researched

Setup and Framing

During Phase 2, students create and enact a plan for collecting research in support of the project topic. They analyze different types of authentic sources, narrowing down information that aligns with their project and makes the project meaningful to them. They engage in a variety of communicative activities to summarize and share this information. Students expand on their initial exploration and personal reflection from Phase 1 to more focused research based on a specific target region

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or community in Phase 2. They deepen their understanding of cultural products, practices, and perspectives, and apply it to their findings. Students begin to edit and internalize their research in support of creating their Project Presentation in Phase 3 and preparing for a Project Q&A in Phase 4.

Supporting Student Research	
DO	**DO NOT**
• **Suggest strategies and possible resources students might use in their research**	• **Conduct research or provide sources, articles, or evidence for students beyond what is provided by College Board**
• **Provide feedback that helps students strengthen their analysis of cultural products, practices, and perspectives with supporting evidence**	• **Supply students with interpretations of the sources or rewrite their analysis**
• **Support students in reflecting on and expressing the main ideas and details from their research**	• **Draw conclusions or make connections on behalf of students**
• **Provide structures and guidelines for self-checks, peer review, and reflection**	• **Allow students to complete required project tasks together**
• **Encourage students to consult dictionaries or other word-reference tools rather than automated translations of full sources**	

Class Materials

Phase 2 will utilize the following materials:

- Completed Initial Written Reflection Feedback Form (from Day 5)
- Research Action Plan Template (AP Classroom)
- Source materials packet (AP Digital Portfolio)
- Source Material Graphic Organizer (AP Classroom)

Daily Outline

Day 6

Students reflect on how the provided sources can be used to support their investigation and consider how they may develop their research action plan.

Duration

One 45-minute class period

Student Objectives

Students will:

- Identify factors on which to focus their research
- Create a research action plan

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Skills and Learning Objectives

Skills: 2.C 2.D

LOs: 2.C.1 2.C.2 2.D.1

Activities

Warm-Up (5 minutes)

- Ask students to discuss with a partner what region or community they plan to research and why. If time permits, ask students to share their thoughts with the class.

Direct Instruction (10 minutes)

- Inform the class that during this phase they will begin researching information specific to the project topic and their target region or community of choice. The source materials packet provides a model of the types of sources students may want to seek out. Students can also draw on information directly from the packet for their research and presentation.
- Lead the whole class in a brainstorming session to consider the factors upon which they might base their project research and what additional information might be necessary to progress and deepen their understanding of the region or the topic. Consider asking questions such as:
  - Where might you go to find this information?
  - What search engines or sources are available in the target language?
  - What resources might be helpful to find the information you have identified as important?
- As part of this discussion, share important information about how to evaluate the credibility and relevance of sources on the internet. Additionally, remind students to follow the guidelines related to use of artificial intelligence (AI) tools (see the **AI Guidance**).

Direct Instruction (10 minutes)

- Once students have narrowed their project focus, they should review their Initial Written Reflection Feedback Form and fill out the Research Action Plan Template. This step allows students to take agency over the investigation process. It also emphasizes the self-directed nature of the project and reinforces the metacognitive skills needed to plan, monitor, and complete their research. Students' research action plans should focus on the investigation step, and their timeline should culminate with a teacher-provided deadline at the end of Phase 2.
- Review the Research Action Plan Template with students, emphasizing the use of SMART goals (goals that are **s**pecific, **m**easurable, **a**chievable, **r**elevant, and **t**ime bound) to address the components of the plan:
  - Required factors/focus of the presentation
  - Questions that will be addressed through their findings
  - Information needed to address those questions
  - Possible sources for additional information
  - A timeline for completing their investigations
  - Strategies to save and organize their findings

TEACHING TIP
Remind students that they should conduct their research exclusively in the target language and use authentic sources, including but not limited to the source materials packet. Reinforce strategies and resources to support interpretive skills.

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- With the class, examine what a SMART goal looks like in the context of a cultural investigation: specific (what I need to find out), measurable (a number of sources I need to find), achievable (a reasonable amount of information), relevant (a clear connection to the project topic), and time bound (a schedule of what needs to happen and when). These goals should be clearly tied to the project prompt, selected factors, and cultural products, practices, and perspectives found in the target-language-speaking world.

Guided Instruction (20 minutes)

- Support students in their decision making as they complete their research action plan. Ensure that students select three required factors for the Project Presentation, including at least one factor related to a cultural perspective. Guide students in identifying questions to address through their research that will allow them to explain the factors in their presentation. Help students avoid common mistakes, such as selecting sources that are too general or broad in nature or creating an unrealistic timeline.
- If time permits, provide students with the rest of class to enact their plans. They should work individually.

Check for Understanding

- (Optional) Collect students' research action plan and provide feedback.

TEACHING TIP
Students may conduct research in a variety of ways, including using print materials or accessing reputable electronic sources. Consider reserving space for research in the school's library media center or booking a computer lab or laptop cart if students do not have access to their own devices.

Day 7

Students conduct research according to their research action plan.

Duration

One 45-minute class period

Student Objectives

Students will:

- Conduct research according to their research action plan
- Annotate and organize their findings logically

Skills and Learning Objectives

Skills: 1.A 1.B 1.C 2.C 2.D 3.A

LOs: 1.A.1 1.A.2 1.B.1 1.C.1 1.C.2 1.C.3 2.C.1 2.C.2 2.C.5 2.D.1 3.A.1

Activities

Warm-Up (5 minutes)

- Ask students to share their research action plan and potential progress with a partner or in small groups. Check if students have any questions, reemphasize what SMART goals look like, and remind them that their research needs to be in the target language.

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Guided Instruction (35 minutes)

- Give students the majority of this class period to enact their research plans. Have them work individually, continuing their research, documenting it appropriately, and refining their notes and information so it is organized, accessible, and understandable. Encourage students to use the Source Material Graphic Organizer.
- Support students in their individual research by asking questions about the sources or source information, helping them identify any progress on their research action plan, and/or reviewing organizational techniques to document their findings. Remind students to stay focused on the required factors for the presentation and identify the most essential questions that will allow them to explain their chosen factors.

TEACHING TIP
Provide students with clean copies of the Source Material Graphic Organizer to focus their notetaking as they conduct their independent research.

Check for Understanding (5 minutes)

- Check in with students on their research. Consider posing questions such as:
  - Has any new information provoked changes to your original plan or inspired additional questions to explore? If so, how will you integrate any new information into your research action plan?
  - Have you been able to find the answers to your questions?
  - Are the resources you found reliable?
  - Do you have the vocabulary to document and paraphrase your findings?
  - Is there someone you could contact for additional firsthand information?
  - Have you met the indicators of success in your research action plan? If not, how might you adjust the plan?

Day 8

Students continue their research following the steps outlined in their research action plan. Students apply their understanding of cultural products and practices and make connections with perspectives of the target region or community in relation to the project prompt.

Duration

One 45-minute class period

Student Objectives

Students will:

- Consider cultural products, practices, or perspectives below the surface level in the target region or community of focus
- Find key information in support of their project topic as outlined in their research action plan

Skills and Learning Objectives

Skills: 2.C 2.D 3.A

LOs: 2.C.1 2.C.2 2.C.3 2.C.4 2.C.5 2.D.1 2.D.2 3.A.1 3.A.3

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Activities

Warm-Up (5 minutes)

- Ask students to identify a cultural product or practice they have encountered in their research and what cultural perspective this could represent.
- Have students share out their ideas, and ask the class to consider alternative perspectives.

Guided Instruction (30 minutes)

- Encourage students to start making connections across the content found in their research thus far. Highlight the importance of enriching their analysis of each source by considering its use in their presentation and in connection with the community or region of their choice. Ask students to begin considering:
  - How will you combine and refer to the information you have gathered to meet communicative goals and inform an audience about the topic?
  - How can you integrate these sources into your presentation in an organized and engaging way?
- Have students continue to work individually in class on their specific research focus. Students should keep researching and find opportunities to elaborate on cultural perspectives related to cultural products or practices they have discovered.

Check for Understanding (10 minutes)

- Continue checking in with students to monitor their progress on their research action plan.

TEACHING TIP
If students are struggling with the 3Ps, review the paradigm of cultural products, practices, and perspectives as a means to a deeper cultural understanding.

Day 9

Students summarize, share, and apply key research findings of their investigation within the context of the project prompt and conclude the research stage of the project.

Duration

One 45-minute class period

Student Objectives

Students will:

- Engage in written and spoken interpersonal communication within the context of the project
- Apply linguistic, content, and cultural knowledge to communicate research findings
- Conclude the investigation process

Skills and Learning Objectives

Skills: 2.A 2.B 2.C 2.D

LOs: 2.A.1 2.A.2 2.A.3 2.A.4 2.B.1 2.B.2 2.B.3 2.B.4 2.B.5 2.C.1 2.C.2 2.D.1 2.D.2

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Activities

Warm-Up (10 minutes)

- Have students review the SMART goals from their research action plans. Ask if they were able to achieve their goals. Further questions could include:
  - Is there additional information you need to research?
  - Are there any unresolved aspects of your plan you need in order to complete the research step before beginning work on your presentation?
  - How might you adjust your research action plan to account for any missing information?

Guided Instruction (15 minutes)

- Have students formulate five questions they can ask a partner about their project. At least one question should elicit specific information about the cultural analysis of their findings (products, practices, and perspectives).
- Students can switch partners and take turns participating in short conversations using their questions. Challenge students to come up with one or two follow-up questions based on what they hear. They can continue switching to share their information with a series of partners.

Direct Instruction (15 minutes)

- Ask students to draft an email to someone whose work they encountered in their research. This may include a source who was interviewed, the writer of an article they read, a leader at a cultural institution they researched, etc. In their email, students should:
  - Clearly introduce themselves and explain the purpose of the email
  - Provide a brief explanation of their own connection or interest in the topic
  - Share information they found relevant or interesting
  - Ask at least one question related to the event, institution, or cultural practice

Check for Understanding (5 minutes)

- Finish checking in with students on the progress of their research action plan.

TEACHING TIP
Speak with students about appropriate levels of formality for contacting a person who is not familiar to them. Discuss with them how to maintain a respectful and appropriate interaction with the recipient.

Phase 3: Create and Evaluate

Phase 3 focuses on the Project Presentation. Students synthesize the information from their research and compile the content into an organized presentation. They demonstrate understanding of an effective presentation and the Project Presentation scoring guidelines through a practice presentation. Students use feedback to reflect, revise, and refine their presentation content and delivery, completing the Personalized Project Reference.

Driving Question

? How can students effectively synthesize research and use feedback to create a clear, organized, engaging, and polished presentation?

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Duration

Three 45-minute class periods

Introduction and Overview

The overarching objective of Phase 3 is for students to synthesize and organize their research findings to create and deliver an effective oral presentation on exam day. To do this, students must:

- Make connections among their research sources to support their presentation topic
- Organize their findings into a cohesive presentation intended to inform an audience
- Integrate evidence of cultural understanding (products, practices, and perspectives) into their presentation content
- Identify and practice presentational skills
- Use objective feedback and other resources to refine and improve their presentation

Setup and Framing

During Phase 3, students compile, synthesize, and organize their research findings to develop and deliver their presentation. They use the Personalized Project Reference Template to help prepare a presentation that integrates their understanding of the relationship between cultural products, practices, and perspectives as a paradigm to target a deeper cultural understanding. They practice their presentation, use the Practice Presentation Feedback Form to self- or peer evaluate or to receive teacher feedback, and then edit their presentation accordingly.

Supporting Project Tasks – Project Presentation	
DO	**DO NOT**
• **Guide students in organizing ideas clearly, referencing the Project Presentation scoring guidelines**	• **Organize or structure the presentation on behalf of students**
• **Support students in distilling their Personalized Project Reference into concise key words and phrases**	• **Provide specific wording, phrasing, or examples in the Personalized Project Reference**
• **Draw students' attention to errors**	• **Correct students' errors for them**
• **Model effective delivery skills, such as pacing, tone, and clarity**	• **Direct students in delivery style or expression**
• **Allow students to use the Personalized Project Reference Template to prepare, practice, and present their presentation**	• **Allow students to read verbatim from their notes when they present** • **Encourage students to engage in rote memorization of their Project Presentation word for word**
• **Provide structures and guidelines for peer review and reflection**	• **Allow students to revise each other's presentations**
• **Encourage students to highlight strengths and suggest improvements using language from the Project Presentation scoring guidelines**	• **Permit peers to revise someone else's presentation or provide specific wording to use**

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Class Materials

Phase 3 will utilize the following materials:

- Completed research action plan from day 6
- Personalized Project Reference Template (AP Classroom)
- Project Presentation scoring guidelines (in this manual)
- Practice Presentation Feedback Form (AP Classroom)
- (Optional) Recording device or app

Daily Outline

Day 10

Students review the elements of an effective presentation and use the Personalized Project Reference Template to organize their research into a presentation format, preparing for in-class practice.

Duration

One 45-minute class period

Student Objectives

Students will:

- Identify the key components of an effective presentation
- Organize their research into a presentation format

Skills and Learning Objectives

Skills: 2.A 2.C 2.D

LOs: 2.A.1 2.A.2 2.A.3 2.A.4 2.C.1 2.C.3 2.C.4 2.C.5 2.D.1

Activities

Warm-Up (10 minutes)

- Have students brainstorm and discuss the elements of a good presentation as a whole class, with a partner, or in small groups.
- As students share their ideas, list them on the board. From this list, select 8–10 items, and ask students to rank them in order of importance, explaining why they ranked each element as they did.

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Guided Instruction (30 minutes)

- Pass out the Personalized Project Reference Template, which is a draft version of the template they will complete and have access to on exam day to support their presentation.
- Ask students to consider the purpose, message, and target audience of their presentation and decide on an organizational scheme or basic outline for their presentation content. Questions for students to consider include:
  - How will you introduce your topic and factors to your audience?
  - What content is most important? In what order will it be delivered?
  - How will you distill your research into shorthand notes in the Personalized Project Reference that will be most useful on exam day?
- Have students begin organizing their presentation by filling out the Personalized Project Reference Template. Remind students of the word/character limits they need to adhere to and provide guided support as students prioritize which key words best represent their content.

Check for Understanding (5 minutes)

- Have students trade their template with another student, and ask them to see how much they can understand about their partner's presentation based only on the key words included.

TEACHING TIP
Leverage the use of audio sources in the target language to simultaneously prepare for the Project Presentation task and the AP Exam as a whole. For example, presenting students with audio or video sources about giving presentations also allows them to practice the listening skills needed for the Instructional Guidance task type in the multiple-choice section.

Day 11

Students review essential components of an effective presentation as well as linguistic resources needed to deliver a presentation in the target language. Students begin to practice their presentations.

Duration

One 45-minute class period

Student Objectives

Students will:

- Review linguistic resources, such as vocabulary, cohesive devices, comprehensibility, and grammatical structures as well as pacing, intonation, and pronunciation for presentational speaking
- Practice their presentation and self-evaluate

Skills and Learning Objectives

Skills: 2.A 2.B 2.C 2.D 3.A

LOs: 2.A.1 2.A.2 2.A.3 2.A.4 2.B.2 2.B.3 2.B.4 2.C.1 2.C.2 2.C.3 2.C.4 2.C.5 2.D.1 2.D.2 3.A.1 3.A.3

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Activities

Warm-Up (10 minutes)

- To help students review and reactivate vocabulary, grammatical structures, and cohesive devices to support an effective presentation, list linguistic resources on the board, such as:
  - Vocabulary, including:
    - Words and phrases that are specific to the project prompt
    - Words and phrases commonly used in a formal presentation
    - Words and phrases to introduce or conclude
    - Words and phrases for sequencing or ranking
    - Words and phrases for transitioning from one idea or topic to another
    - Words and phrases for referencing a source
  - Grammatical structures, including:
    - Structures to express opinions or feelings
    - Structures to explain factual statements
    - Structures to make recommendations
    - Structures to describe a process (e.g., the research process)
- Give students 5 minutes to come up with a list of words, phrases, or grammatical structures they might use in a presentation. Then, spend the remaining time having them share their ideas with their classmates, either through a whole-class discussion or in small groups.

Direct Instruction (15 minutes)

- Provide students with the Project Presentation scoring guidelines and the Practice Presentation Feedback Form. Support students in making connections between the feedback form, the scoring guidelines, and their Personalized Project Reference Template. Point out essential components, such as:
  - Explaining at least three factors with relevant details
  - Providing specific examples that show the relationship between cultural perspectives and cultural products and practices
  - Organizing the presentation logically and including words and phrases that naturally enhance the flow of the presentation
  - Using culturally relevant expressions and a variety of vocabulary and grammatical structures
  - Delivering the presentation clearly and confidently, with appropriate pacing, intonation, and pronunciation

Guided Instruction (20 minutes)

- Ask students to individually practice their presentation, using a recording device if desired. Ensure that students are aware that they have 3 minutes to present.
- After completing their presentation, have students evaluate themselves using the Practice Presentation Feedback Form.

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- Using their own feedback, students should then adjust the information that they include on the Personalized Project Reference Template. Sticking to the word/character limit, students may swap out key words for others that help them stay organized.
- After adjusting their templates, students may revise their presentation to determine if their adjustments were effective.

Check for Understanding

- (Optional) Collect students' Personalized Project Reference Templates and offer generalized feedback.

Day 12

Students practice and self-evaluate or give peer feedback on their presentation.

TEACHING TIP
To record their practice presentations, students can use their personal electronic devices, a school-issued device, or a digital voice recorder. If students do not have school-issued devices, consider checking out devices or booking a computer lab.

Duration

One 45-minute class period

Student Objectives

Students will:

- Practice their presentation and self-evaluate or receive feedback
- Update and submit their Personalized Project Reference on AP Digital Portfolio

Skills and Learning Objectives

Skills: 2.A 2.B 2.C 2.D 3.A

LOs: 2.A.1 2.A.2 2.A.3 2.A.4 2.B.2 2.B.3 2.B.4 2.C.1 2.C.2 2.C.3 2.C.4 2.C.5 2.D.1 2.D.2 3.A.1 3.A.3

Activities

Warm-Up (5 minutes)

- Ask students to share ideas for how they will prepare themselves to confidently deliver their presentation on exam day.

Guided Instruction (30 minutes)

- Have students deliver their practice presentation in pairs, groups, or for the full class depending on class size and schedule. While presenting, peers and/or the teacher can provide feedback using the Practice Presentation Feedback Form.
- After each presentation finishes, ask or have classmates ask one or two follow-up questions based on the presentation in preparation for Phase 4, during which students will start practicing for the Project Q&A task.

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Direct Instruction (10 minutes)

- Provide students with the opportunity to review teacher or peer feedback.
- Based on the feedback, have students make final adjustments to their Personalized Project Reference Template and transfer their finalized draft to the Personalized Project Reference fields in AP Digital Portfolio. They may make changes until April 30.

Check for Understanding

- Students can continue practicing and refining their presentation.

Phase 4: Reflect and Grow

Phase 4 focuses on the Project Q&A task. Students predict and develop potential follow-up questions related to the Project Presentation, anticipate answers based on research, use language functions to express information from the presentation for a purpose (e.g., explaining, persuading, expressing opinions, recommending). Students reflect on both their knowledge and the learning process. They also demonstrate critical thinking skills, introspection, and metacognition through the process of reflection.

Driving Question

? How can students integrate insights from their research and presentation to engage thoughtfully in the follow-up Project Q&A task?

Duration

Three 45-minute class periods

Introduction and Overview

The overarching objective of Phase 4 is for students to anticipate, frame, and practice the Project Q&A task. For this exam-day task, students will respond to a series of four questions by a simulated, prerecorded interlocutor about their Project Presentation and research. To do this, students must:

- Understand the framing of the Project Q&A task, including who the interlocutor is likely to be, what kinds of questions may be asked, and how long they will have to answer
- Produce and practice answers that show understanding of cultural products, practices, and perspectives from their research
- Elaborate and reflect on their research and learning experience

Setup and Framing

During Phase 4, students employ a variety of interpersonal skills to demonstrate the cultural understanding they gained from their research, practice presentation, and interactions with peers. They compare the target region or community with their own cultural background while answering questions. They harness their initial considerations from Phase 1, their deeper research from Phase 2,

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and their metacognition and practice presentation from Phase 3 to arrive at conclusions and final reflections in Phase 4. This phase allows students to retrospectively view their learning process and consider where they have landed within the context of the project.

Supporting Project Tasks – Project Q&A	
DO	**DO NOT**
• **Ask follow-up questions after practice presentations that align with the Project Q&A language functions**	• **Repeat identical follow-up questions or limit practice to a fixed list students can memorize**
• **Encourage students to anticipate contexts and questions that connect to the project prompt and/or their presentation**	• **Predict exact questions or dictate the responses students should prepare**
• **Provide opportunities for students to practice question responses, reflect on their responses, and identify areas for improvement**	• **Evaluate responses by telling students what they should have said**

Class Materials

Phase 4 will utilize the following materials:

- Project Q&A scoring guidelines (in this manual)
- Anticipatory Project Q&A Organizer (AP Classroom)
- Practice Q&A Feedback Form (AP Classroom)

Daily Outline

Day 13

Students review the Project Q&A task, the Project Q&A scoring guidelines, and the various question types so they can create their own questions and brainstorm potential contexts relevant to the task.

Duration

One 45-minute class period

Student Objectives

Students will:

- Review the elements of a strong Q&A response
- Anticipate Project Q&A questions by developing and answering practice questions collaboratively

Skills and Learning Objectives

Skills: 2.A 2.B 2.C 3.A

LOs: 2.A.1 2.A.2 2.A.3 2.A.4 2.B.1 2.B.2 2.B.3 2.B.4 2.C.1 2.C.2 2.C.3 2.C.4 3.A.1 3.A.2 3.A.3

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Activities

Warm-Up (15 minutes)

- Guide students in a role-play activity that mirrors the Project Q&A experience where an interlocutor has a specific purpose for asking a series of questions. Assign each student an interlocutor role. Possible roles include a variety of personas such as reporter, influencer, college professor, friend, potential employer, college admissions officer, scholarship interviewer, high school alumni, college roommate, officer from the international office, school newspaper reporter, parent, or relative. Choose a variety of roles that require both formal and informal registers.
- Then, within the context of their role, ask students to create a brief introduction of their role and why they are asking the questions.
- Have students ask a partner three general questions about their project, including questions about their research, preferences, and cultural elements. Students can add additional follow-up questions based on the content of their partners' responses.
- Debrief from the warm-up activity by discussing register, tone, and formality.

TEACHING TIP
If time permits, have students work with several different partners during this role-play to provide multiple opportunities for practice.

Direct Instruction (10 minutes)

- Have students review the elements of a strong Q&A series of responses using the Project Q&A scoring guidelines. Point out essential components such as:
  - Responding appropriately to each question, addressing the prompts with relevant and complete information
  - Making a cultural comparison or reflecting on the relationship between cultural perspectives and cultural products and practices in at least one response
  - Using culturally relevant expressions and a variety of vocabulary and grammatical structures
  - Speaking with clear pronunciation and maintaining a natural pace and intonation
- Lead the class in a discussion to anticipate Project Q&A questions. Possible prompts include:
  - Who might you be speaking to in the Project Q&A on exam day?
  - What type of information will they want to know about the content of your presentation?
  - What type of information will they want to know about the process of developing your presentation?
  - What cultural products, practices, and/or perspectives might they ask you about?

TEACHING TIP
Review with students the types of language functions that Project Q&A questions might elicit. These include but are not limited to express preferences, express opinions, provide advice, provide information, explain opinions, explain emotions, and compare or reflect on cultural products, practices, and perspectives.

Guided Instruction (20 minutes)

- Ask students to write four original questions that they can ask other students using the Anticipatory Project Q&A Organizer.
- Place students into groups of four. Have them practice asking and answering the questions to each person in the group. By the end of the activity, each student should have asked a question to three different students and answered three different questions.

TEACHING TIP
Emphasize to students that they can and should take notes as they listen to the questions and begin to generate a thoughtful response.

Check for Understanding

- (Optional) Have students submit the Anticipatory Project Q&A Organizer for feedback.

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Day 14

Students expand their cultural understanding and practice interpersonal communication skills.

Duration

One 45-minute class period

Student Objectives

Students will:

- Engage in interpersonal speaking practice
- Deepen cultural understanding related to their research and presentation

Skills and Learning Objectives

Skills: 2.A 2.B 2.C 3.A

LOs: 2.A.1 2.A.2 2.A.3 2.A.4 2.B.1 2.B.2 2.B.3 2.B.4 2.B.5 2.C.1 2.C.2 2.C.3 2.C.4 3.A.1 3.A.2 3.A.3

Activities

Warm-Up (10 minutes)

- Use this warm-up activity to review and deepen students' understanding of cultural perspective(s)—the underlying values, beliefs, and attitudes that inform a culture's products and practices. Ask students what perspective(s) of the target region or community their presentation addresses and how this is the same as or different from their own cultural background, experiences, or observations. Have them complete a 3-minute quickwrite about these similarities and differences.
- Ask students to discuss their quickwrites in pairs or small groups.

Guided Instruction (35 minutes)

- To sharpen students' ability to anticipate the types of questions that might follow a presentation, ask them to revisit the questions they wrote on day 13. Place students in groups of four (different groups from day 13) to compare their lists of four questions. Have them discuss what information each question is asking for and consider how questions are similar or different from each other. Students should practice asking and answering the questions they created.
- Have student groups shift into a more informal interpersonal discussion. Give a few prompts they can use to spark discussion, such as:
  - What is one thing you have learned through your project?
  - What is something that changed for you during or after completing your research?
  - What was the biggest challenge or surprise you encountered?

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Day 15

Students participate in peer presentation, feedback, evaluation, and review.

Duration

One 45-minute class period

Student Objectives

Students will:

- Practice interpersonal speaking in small groups
- Conduct a project debrief/reflection

Skills and Learning Objectives

Skills: 2.A 2.B 2.C 3.A

LOs: 2.A.1 2.A.2 2.A.3 2.A.4 2.B.1 2.B.2 2.B.3 2.B.4 2.C.1 2.C.2 2.C.3 2.C.4 3.A.1 3.A.2 3.A.3

Activities

Warm-Up (5 minutes)

- Have students review their list of four questions from day 14 and consider how they would answer them.

Direct Instruction (20 minutes)

- Create a listening activity to help students practice a Q&A by prerecording four questions, using the students' questions. This activity should be in the format of the exam, where students hear each question twice and have 40 seconds to respond. Encourage students to write down key words, facts they want to include in their answers, etc., while listening to the questions. Consider having them record their answers to the questions, which they can later use for a Project Q&A self-evaluation using the Practice Q&A Feedback Form.
- Ask students to reflect and share strategies related to this task and how their written notes helped them generate their responses. Discuss tips for intonation and pacing and/or how their notes could be revised to produce a more culturally relevant answer.
- Lead the class through a debrief and discussion, asking them to consider and reflect on the trajectory of their project and learning process. Ask them to consider how their research and learning has impacted or changed their initial perspectives on the topic. Have students reread their Initial Written Reflection and consider:
  - What would you add to the reflection?
  - What initial thoughts about the topic did you confirm?
  - What changed about your perception of the topic?

TEACHING TIP
Prior to class, curate the students' questions from day 14, and put them into a format similar to the Project Q&A free-response question, while correcting errors and organizing them according to register, communities, or any other logical way.

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Guided Instruction (15 minutes)

- Pose questions to students for further introspection. These could be addressed in a discussion or in writing. Some questions to consider include:
  - What was the most interesting aspect of your research?
  - How did your research and preparation for your presentation increase your understanding of the language and/or culture of the target region or community?
  - How did this experience compare to other research projects you have done?
  - What would you do differently if you had to do this type of project again and why?

Check for Understanding (5 minutes)

- Leverage the student answers completed during the warm-up activity to reinforce clarity of expression, variety, and language functions. Isolate students' misconceptions and common errors and note areas that could be addressed for the entire class.

TEACHING TIP
Remind students to pay attention to the cultural aspects of the question in their responses; demonstrating cultural understanding is a scored component of this task on the AP Exam.

Review Day – Approaching Exam Day

Consider the logistics, scheduling, student readiness, and other crucial factors as exam day approaches. Students would likely benefit from the opportunity to revisit and practice the Project Presentation and Project Q&A tasks in preparation for exam day.

Duration

One 45-minute class period

Student Objectives

Students will:

- Prepare for their exam-day validation

Skills and Learning Objectives

Skills: 2.A 2.B 2.C 2.D 3.A

LOs: 2.A.1 2.A.2 2.A.3 2.A.4 2.B.1 2.B.2 2.B.3 2.B.4 2.C.1 2.C.3 2.C.4 2.D.1 2.D.2 3.A.1 3.A.2 3.A.3

Activities

Warm-Up (5 minutes)

- Pair students to share strategies for how they will speak clearly and confidently on exam day.

Direct Instruction (10 minutes)

- Review with the class topic-specific and presentational and interpersonal vocabulary for both the Project Presentation and Project Q&A tasks. Discuss the qualities of a successful presentation.

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- Distribute the Practice Presentation Feedback Form and the Practice Q&A Feedback Form. Show students how the feedback forms correspond to the scoring guidelines and explain how they should be used during the guided instruction activity.

Guided Instruction (30 minutes)

- Place students in pairs or small groups. Have them review their research notes and Personalized Project Reference before practicing their Project Presentation with their partners or groups. Classmates can provide final peer feedback using the Practice Presentation Feedback Form.
- After each presentation, have students ask the presenter Q&A questions. To mimic the exam day experience, students can repeat each question twice and allow 40 seconds for the presenter to respond. Classmates can provide peer feedback using the Practice Q&A Feedback Form.

Check for Understanding

- Encourage students to continue practicing for the Project Presentation and Project Q&A prior to exam day.
- Remind students that they have until April 30 to enter and/or make changes to the Personalized Project Reference in AP Digital Portfolio.

TEACHING TIP

For the Project Q&A component, have students use their questions from the Anticipatory Project Q&A Organizer, or prepare several questions ahead of time and place them on the board for students to ask.

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Class Materials Index

Resource	Location	Audience	Description	Project Phase
Project Prompt	AP Digital Portfolio	Student-facing	Released annually, a guiding description of the project's purpose, focus, and required elements that shape what students' research and Project Presentation should explore.	Phase 1
Source Materials Packet	AP Digital Portfolio	Student-facing	Released annually with the project prompt, a collection of 6–8 texts, visuals, and audio sources that provide background information and perspectives to help students understand the topic and generate ideas for research.	Phase 1
Initial Written Reflection Teacher Guidelines	AP Classroom	Teacher-facing	Guidance for teachers when assigning students the Initial Written Reflection.	Phase 1
Initial Written Reflection Feedback Form	AP Classroom	Teacher- or student-facing	Guidance for evaluators, whether self, peer, or teacher, in critically reviewing an Initial Written Reflection.	Phase 1
Source Material Graphic Organizer	AP Classroom	Student-facing	A structure for documenting key information from each of the College Board provided source materials from the source materials packet. It can also be used later in the process as students conduct more targeted research in Phase 2.	Phase 1, Phase 2
Research Action Plan Template	AP Classroom	Student-facing	A structure for an actionable research plan to conduct, document, and synthesize the research portion of the project.	Phase 2, Phase 3
Personalized Project Reference Template	AP Classroom	Student-facing	A structure for students to document the main ideas and key details of their presentations.	Phase 3
Project Presentation Scoring Guidelines	Project Manual	Teacher- and student-facing	The official rubric used by AP Readers to evaluate the exam day Project Presentation, outlining the specific criteria that determine a student's score.	Phase 3
Practice Presentation Feedback Form	AP Classroom	Teacher- or student-facing	Guidance for evaluators, whether self, peer, or teacher, in providing feedback about a practice Project Presentation.	Phase 3

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Resource	Location	Audience	Description	Project Phase
Personalized Project Reference (PPR)	AP Digital Portfolio	Student-facing	A word- or character-limited outline students use on exam day, to be completed and submitted by April 30 annually.	Phase 3, Phase 4
Project Q&A Scoring Guidelines	Project Manual	Teacher- and student-facing	The official rubric used by AP Readers to evaluate the exam day Project Q&A, outlining the specific criteria that determine a student's score.	Phase 4
Anticipatory Project Q&A Organizer	AP Classroom	Student-facing	A structure to help students prepare for the Project Q&A by anticipating possible questions and responses.	Phase 4
Practice Q&A Feedback Form	AP Classroom	Teacher- or student-facing	Guidance for evaluators, whether self, peer, or teacher, in providing feedback about a practice Project Q&A.	Phase 4

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