Department of Teaching & Learning
Parent/Student Course Information

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE
(FL 5160)
One credit, One year
GRADES 10-12

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

The AP French Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the French speaking world. The three modes of communication—Interpretive, Interpersonal, and Presentational—defined in the World Readiness Standards for Learning Languages, are foundational to the AP French Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range, as described in the ACTFL Performance Descriptors for Language Learners. The AP French Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning.

The Advanced Placement (AP) French Language and Culture course prepares students to take the AP French Language and Culture Examination in May. College credit may be granted, subject to the requirements of the college or university.

PREREQUISITE

French IV or V

OPTIONS FOR NEXT COURSE

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities. Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages. Students may begin the study of a new language, i.e., Latin I or Spanish I (Grades 6-12), German I or Japanese I (Grades 7-12) or Russian I (Grades 9-12).

REQUIRED STUDENT TEXTBOOK

Thèmes and *AP French Language and Culture Exam Preparation Worktext* (Vista Higher Learning, 2022)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal text with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from primary sources, print media, and audio/visual media. For more information on this or any other Advanced Placement course, visit College Board Online at www.collegeboard.org

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

At the core of the AP French Language and Culture course are learning objectives that identify what students should know and be able to do across the three modes of communication. The interpretive mode is divided into four skill categories with underlying learning objectives. There are two skill categories associated with the interpersonal mode and two with the presentational mode.

Learning Objectives for Skill Category 1: Comprehend Text
Primary Objective: The student will comprehend written, audio, audiovisual, and visual text.
- The student will describe the literal meaning of the text.

- The student will identify the main idea and supporting/relevant details.

- The student will retell or summarize information in narrative form.

- The student will use sources to enhance comprehension.

- The student will identify and describe patterns and trends in data.

- The student will describe data from a table, chart, graph, map, or infographic.

Learning Objectives for Skill Category 2: Make Connections
Primary Objective: The student will make interdisciplinary and cultural connections.
- The student will identify and/or describe content and connections among cultural topics.

- The student will explain how data from a graph or table illustrate cultural topics or phenomena.

- The student will explain how information from a text connects or relates to the target cultural topics or phenomena.

- The student will infer cultural information from a text.

- The student will identify and/or describe content and connections among interdisciplinary topics.

- The student will explain how data from a graph or table illustrate interdisciplinary topics or phenomena.

- The student will explain how information from a text connects or relates to interdisciplinary topics or phenomena.

- The student will infer interdisciplinary information from a text

Learning Objectives for Skill Category 3: Interpret Text
Primary Objective: The student will interpret the content of written or audio text.
- The student will interpret the distinguishing features of a text.

- The student will identify the intended audience of a written or audio text.

- The student will identify the purpose of a written or audio text.

- The student will identify and/or describe the point(s) of view, perspective(s), tone, or attitude of a written or audio text.

- The student will identify organizing and/or rhetorical structures and/or strategies.

- The student will interpret the meaning of a written or audio text.

- The student will identify and/or describe similarities and/or differences among different types of texts.

- The student will infer implied meanings through context.

Learning Objectives for Skill Category 4: Make Meanings

Primary Objective: The student will make meanings from words and expressions.

- The student will determine the meaning of familiar and unfamiliar words.

- The student will deduce the meaning of unfamiliar words or expressions.

- The student will use words appropriate for a given context.

- The student will use a variety of vocabulary in written and spoken communication.

- The student will explain and use idiomatic and culturally authentic expressions.

Learning Objectives for Skill Category 5: Speak to Others

Primary Objective: The student will communicate interpersonally by speaking with others.

- The student will understand and apply appropriate communication strategies in interpersonal speaking.

- The student will initiate, maintain, and close spoken exchanges.

- The student will comprehend an interlocutor's message in spoken exchanges.

- The student will provide and obtain relevant information in spoken exchanges.

- The student will use appropriate register and greeting for the intended target culture audience in spoken exchanges.

- The student will use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.

- The student will use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.

- The student will use communication strategies, such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.

- The student will understand and apply appropriate and varied syntactical expressions in interpersonal speaking.

- The student will use a variety of grammar and syntax in spoken exchanges.

- The student will use transitional expressions and cohesive devices in spoken exchanges.

- The student will comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.

- The student will monitor language production; recognize errors and attempt self-correction in spoken exchanges.

Learning Objectives for Skill Category 6: Write to Others
Primary Objective: The student will communicate interpersonally by writing to others.

- The student will understand and apply appropriate communication strategies in interpersonal writing.

- The student will initiate, maintain, and close written exchanges.

- The student will provide and obtain relevant information in written exchanges.

- The student will use a variety of grammar and syntax in written exchanges.

- The student will use register appropriate for the intended target culture audience in written exchanges.

- The student will use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.

- The student will understand and apply appropriate and varied syntactical expressions in interpersonal writing.

- The student will use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.

- The student will comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.

- The student will use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.

- The student will monitor language production; recognize errors and attempt self-correction in written exchanges.

Learning Objectives for Skill Category 7: Present Orally
Primary Objective: The student will communicate through spoken presentations.

- The student will use a process to plan spoken presentations.

- The student will use research strategies to gather information and evidence for inclusion in spoken presentations.

- The student will produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.

- The student will use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.

- The student will use pronunciation in spoken presentations that is comprehensible to speakers of the target language.

- The student will use effective intonation patterns, pacing, and delivery in spoken presentations.

- The student will use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

- The student will use appropriate language and vocabulary for the intended audience in presentational speaking.

- The student will use a variety of grammar and syntax in spoken presentations.

- The student will produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.

- The student will monitor language production; recognize errors and attempt self-correction in spoken presentations.

- The student will express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

- The student will explain ideas and opinions with examples in spoken presentations.

- The student will compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

Learning Objectives for Skill Category 8: Present in Writing
Primary Objective: The student will communicate through written presentations.
- The student will use a process to plan written presentations.

- The student will use research strategies to gather information and evidence for inclusion in written presentations.

- The student will use appropriate writing strategies to communicate an idea in presentational writing.

- The student will produce written presentations in the appropriate register with an introduction, development of topic, and conclusion.

- The student will use communication strategies such as circumlocution and paraphrasing to maintain written presentations.

- The student will understand and apply appropriate and varied syntactical expressions in presentational writing.

- The student will use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.

- The student will use a variety of grammar and syntax in written presentations.

- The student will produce simple, compound, and complex sentences in a variety of time frames in written presentations.

- The student will use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.

- The student will monitor language production; recognize errors and attempt self-correction in written presentations.

- The student will express a perspective with details and examples to illustrate an opinion or idea in written presentations.

- The student will explain ideas and opinions with examples in written presentations.

- The student will integrate information from sources and cite them appropriately in written presentations.

Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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For further information please call (757) 263-1070.

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Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Kelly Arble, Department of Teaching and Learning, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email Kelly.Arble@vbschools.com.

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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