



Syllabus Development Guide: AP French Language

To the AP teacher: Please take full advantage of this guide. It is designed to support you as you develop your syllabus for the AP Course Audit. The guide contains the following sections and information:

Curricular Requirements	The curricular requirements are the core elements of the course. Your syllabus must provide clear evidence that each requirement is fully addressed in your course.	Important Considerations	Aligned with the Evaluation Guidelines, these statements provide advice on the type of evidence your syllabus should include.
Scoring Components	Some curricular requirements consist of complex, multi-part statements. These particular requirements are broken down into their component parts and restated as “scoring components”. Reviewers will look for evidence that each scoring component is included in your course.	Reference	As appropriate, references to specific sections of the official AP Course Description or other pertinent publications are included here.
Key Terms	To ensure the clarity of certain terms or expressions that may have multiple meanings, each of these terms is clearly defined.	Samples of Evidence	For each scoring component, three separate samples of evidence are provided. These statements provide either verbatim samples from actual authorized syllabi or clear descriptions of what acceptable evidence should look like.
Evaluation Guidelines	These are the exact guidelines used by reviewers as they evaluate the evidence in your syllabus. Use these to interpret any requirement you may find ambiguous.		

Curricular Requirements	Scoring Components, Key Terms, Evaluation Guidelines, Important Considerations, References and Samples of Evidence			
<p>Curricular Requirement 1: The teacher uses French almost exclusively in class and encourages students to do likewise.</p>	<p>Scoring Component 1*: The teacher uses French almost exclusively in class and encourages students to do likewise.</p>			
	<p>*Note Each Curricular Requirement may be subdivided into two or more distinct Scoring Components.</p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p>Almost exclusively: with the exception of administrative procedures, the instructor facilitates all classroom activities (listening, reading, speaking and writing) in French.</p>	<p>The syllabus must explicitly state that the course is conducted almost exclusively in French</p>	<p>Scoring Component is clear and explicit. No Important Considerations are needed.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	<p>Samples of Evidence</p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
<p>The syllabus states, "This course is presented to students in French. All lecture and instructions are presented to students in French. Student activities, group work and assignments are conducted in French."</p>	<p>In addition to an explicit statement on the exclusive use of French in the classroom in the Course Overview section, the syllabus indicates that students and teachers read, enact, and discuss texts in French.</p>	<p>In addition to an explicit statement on the exclusive use of French in the classroom in the Course Overview section, the syllabus indicates that teacher and student oral presentations are entirely in French.</p>		

Scoring Component 2: The course provides students with instructional materials, activities, assignments, assessments, and a learning experience, equivalent and appropriate to that of a third-year college course in French language.				
Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference	
<p>Curricular Requirement 2: The course provides students with a learning experience equivalent to that of a third-year college course in French language. Instructional materials, activities, assignments, and assessments are appropriate to this level.</p>	<p>Instructional materials: Instructional materials include authentic written texts, authentic audio recordings, and authentic video or DVD recordings. In addition to authentic materials, textbooks and their ancillaries may also be appropriate.</p>	<p>The syllabus must provide some evidence of a third-year experience in each of the following sub-categories: materials, activities, assignments, and assessments.</p> <p>If the syllabus includes an intermediate college textbook or a high school-level textbook as the primary text, it must also include supplementary resources materials to demonstrate that the course is equivalent to that of a third year college course.</p> <p>The inclusion of the statement “This course is the equivalent to a third-year college course” alone is not sufficient evidence.</p> <p>The syllabus must contain evidence of how students are using the instructional materials listed, i.e., that the materials listed are integrated into the more detailed course plan.</p>	<p>Evidence that the course provides students with a learning experience equivalent to that of a third-year college course can be illustrated through specific instructional materials, activities, assignments, and assessments as well as a general description of how frequently and the various ways in which students are evaluated.</p> <p>Evidence of a third-year college course can be demonstrated in a variety of ways. As long as activities foster learning at this level they should be considered “equivalent and appropriate.”</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	<p>Third-year college course: students enrolled in the third-year course can communicate in the interpersonal, interpretive and presentational modes at the Intermediate-Mid to Advanced-Low level as defined in the ACTFL Proficiency Guidelines.</p>	Samples of Evidence		
	Sample 1	Sample 2	Sample 3	
<p>The syllabus explicitly states that, “Students use French in ways that reach a high level of proficiency.” In addition, this level of proficiency is demonstrated through activities, assignments and assessments articulated in the syllabus.</p>	<p>The course provides students with a learning experience equivalent to that of a third-year college course in French language by requiring students to gather and present information from authentic materials based on current events in the francophone world which fosters in-class student participation and discussion.</p>	<p>The syllabus explicitly states that, “Students use French in ways that reach a high level of proficiency.” The syllabus demonstrates evidence of this level of near native proficiency by providing multiple examples of a range of activities that integrate the four language skills (reading, writing, listening and speaking).</p>		

Curricular Requirement 3: Instructional materials include a variety of authentic audio and/or video recordings that develop students' listening abilities.	Scoring Component 3: Instructional materials include a variety of authentic audio and/or video recordings that develop students' listening abilities.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Instructional Materials: authentic written texts, authentic audio recordings, and authentic video or DVD recordings. In addition to authentic materials, textbooks and their ancillaries may also be appropriate.	Scoring Component is clear and explicit. No Evaluation Guideline is needed.	If the ancillary audio and/or video materials that accompany texts are taken from sources for native speakers and are unaltered, they may be considered authentic.	No references to external documents are needed for this Scoring Component.
	Authentic: original material that has not been altered in any way (e.g. subtitles) so as to be geared for the non-native audience.			
	Samples of Evidence			
Sample 1	Sample 2	Sample 3		
The syllabus explicitly states that students are exposed to multiple authentic audio and/or video recordings such as but not limited to, feature length films without subtitles, discussions with guest native speakers and authentic music from target culture. In addition, the syllabus sufficiently cites the authentic material used throughout the course.	The course outline in the syllabus explicitly lists multiple occasions where students listen to authentic music, watch feature length films or documentary films in French without subtitles and listen to online interviews. In addition, the syllabus sufficiently cites the authentic material used throughout the course.	The syllabus indicates that students regularly to listen to authentic audio or video recordings. In addition, the syllabus sufficiently cites the authentic material used throughout the course.		

Curricular Requirement 4: Instructional materials include authentic written texts such as newspaper and magazine articles, literary texts, and other non-technical writings that develop students' reading abilities.	Scoring Component 4: Instructional materials include authentic written texts such as newspaper and magazine articles, literary texts, and other non-technical writings that develop students' reading abilities.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Authentic written texts: original texts written by native speakers of French and intended for native speakers of French.	Authentic materials, even though they may not be current, provide sufficient evidence. The syllabus must make use of and cite a variety of authentic sources. If there is any mention of use of authentic written texts, such as unedited literary texts, then evidence is sufficient. Easy readers do not constitute "authentic written texts."	Scoring Component is clear and explicit. No Important Considerations are needed.	No references to external documents are needed for this Scoring Component.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The syllabus explicitly states that students are exposed to multiple authentic written texts such as but not limited to, newspapers and magazine articles, literary texts, and song lyrics. In addition, the syllabus sufficiently cites the authentic material used throughout the course.	The course outline in the syllabus explicitly lists multiple occasions where students are assigned authentic written text such as, but not limited to: letter from a pen pal who is a native French speaker, French websites, and political cartoons. In addition, the syllabus sufficiently cites the authentic material used throughout the course.	The syllabus indicates that students conduct investigative research frequently on the web to find authentic written texts and are required to read the texts. These may include, but are not limited to, newspaper and magazine articles.	

<p>Curricular Requirement 5: The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, and topics.</p>	<p>Scoring Component 5: The course provides students with regular opportunities, in class or in a language laboratory, to develop their speaking skills in a variety of settings, types of discourse, topics, and registers.</p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>Regular opportunities: opportunities that occur on a frequent and consistent basis.</p> <p>Variety of settings, types of discourse, topics, and registers: a range of topics that provide formal and informal speaking opportunities in the interpersonal and presentational modes.</p>	Scoring Component is clear and explicit. No Evaluation Guideline is needed.	Evidence that students develop their speaking skills can be illustrated in a variety of ways, including, but not limited to a narrative description, examples of speaking activities and/or assignments, or statements containing similar information.	No references to external documents are needed for this Scoring Component.
	<p>Samples of Evidence</p>			
	Sample 1	Sample 2	Sample 3	
The syllabus explicitly includes a variety of activities that allow students to develop their speaking skills such as but not limited to: oral presentations, student-led discussions, student debates, Q&A with a guest speaker and student participation in skits and plays.	In the course outline, the syllabus states, "Students participate in in-class oral presentations; class discussions; role plays; debates, advice-giving; information gap activities; telephone messaging; oral surveys; explanations and instructions; interviews; and stories."	The syllabus indicates that students go to the language lab regularly to listen to authentic audio and/or video recordings and have a follow-up in-class discussion on what they listened to. In addition, the syllabus sufficiently cites the authentic material used throughout the course.		

Curricular Requirement 6: The course provides instruction and frequent opportunities to write a variety of compositions in French.	Scoring Component 6: The course provides instruction and frequent opportunities to write a variety of compositions in French.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Instruction: directed guidance on planning, organizing, and writing a variety of text types. Variety of compositions: a range of topics that provide formal and informal writing opportunities in the interpersonal and presentational modes.	Scoring Component is clear and explicit. No Evaluation Guideline is needed.	Evidence that students write a variety of compositions can be illustrated in a number of ways, including narrative description, examples of informal and formal writing activities and/or assignments, or statements containing similar information.	No references to external documents are needed for this Scoring Component.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The syllabus indicates that writing is a significant portion of the final grade.	The syllabus explicitly mentions weekly writing assignments such as: "out of class formal and informal (i.e. journals) writing assignments for example: essays, summaries, book or movie reviews, editorials, invitations, Journal/Diary entries, news stories and TV scripts.	The syllabus explicitly mentions weekly writing assignments such as: "in-class formal and informal writing assignments for example: essays, summaries, book or movie reviews, editorials, invitations, Journal/Diary entries, news stories and TV scripts.	

Curricular Requirement 7: The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.	Scoring Component 7: The course provides regular opportunities for students to integrate the four language skills through the use of authentic materials.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Regular opportunities: opportunities that occur on a frequent and consistent basis.	The syllabus must include evidence that students engage in activities that combine language skills (reading, writing, listening, speaking) in various ways and include authentic materials.	Scoring Component is clear and explicit. No Important Considerations are needed.	No references to external documents are needed for this Scoring Component.
	Integrate the four language skills: the use of at least two language skills in combination. Language skills are not taught in isolation.	Evidence of integration of the four skills throughout the course is sufficient when it is clear that the skills are not taught in isolation of each other. For example, together the following three activities provide sufficient evidence:		
	Authentic Materials: original material that has not been altered in any way (e.g. subtitles) so as to be geared for the non-native audience.	<ul style="list-style-type: none"> • Activity 1 integrating reading and writing • Activity 2 integrating reading and listening • Activity 3 integrating speaking and listening. 		
Samples of Evidence				
Sample 1	Sample 2	Sample 3		
The syllabus indicates that students listen to authentic audio and/or video recordings, write a one page response based on the authentic material and participate in a follow-up in-class discussion on the authentic audio and/or video recordings. In addition, the syllabus sufficiently cites the authentic material used throughout the course.	The syllabus explicitly mentions activities students actively partake in that combine two or more skills when working with a single piece of authentic material.	Based on an instructor prompt of a specific topic, students research an authentic source and write a brief summary of the source in preparation for an in-class discussion on the selected topic.		