



Preparing to Teach the AP[®] French Language and Culture Course

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Infos générales : site et documents du College Board

AP Central: Revised Course Home Page

AP Advances in AP

Home | Course | Home | Word Language and Culture | Search | Help

AP French Language and Culture

Course Revisions Take Effect!

Visit the AP French Language and Culture course home page for the information and resources you need to implement the revised course, which takes effect in fall 2011.

Reminder

- Teachers of AP French Language and Culture must submit an updated course syllabus for the 2011-12 academic year. Visit AP Course Audit, where you can access resources to support syllabus development and the online AP Course Audit process.
- Beginning in fall 2012, the AP French Language and Culture Exam will assess student proficiency in the three modes of communication described in the Standards for Foreign Language Learning in the 21st Century. The AP French Language and Culture Course and Exam Description includes sample multiple-choice and free-response questions.
- AP offers a range of voluntary development opportunities, including face-to-face workshops and online modules, which provide teachers with practical opportunities to develop and implementing rigorous curriculum and preparing students for success on the revised exam.

Resources

AP French Language and Culture Learning in the 21st Century

Related Links

AP French Language and Culture

AP Central

Home | AP Courses and Exams | Course Home Pages | AP French Language and Culture Course Home Page

AP French Language and Culture Course Home Page

This page now features the important information and resources you need to implement the revised AP French Language and Culture course, which goes into effect in fall 2011. AP French Language and Culture course revisions reflect best practices in language education. They are designed to promote fluency and accuracy in the use of language and to enable students to explore culture in contemporary and historical contexts.

Essential Course Resources

Review key assets to understand and prepare to teach the revised course.

- AP French Language and Culture Course and Exam Description, Effective Fall 2011, which contains the curriculum framework and sample exam questions
- AP French Language and Culture Course and Exam Description Audio File
- Standards for Foreign Language Learning in the 21st Century
- AP French Language and Culture Development Committee
- AP French Language and Culture Frequently Asked Questions
- AP French Language and Culture Teacher Newsletter

AP Course Audit Information

Teachers of AP French Language and Culture must submit a syllabus for authorization during the 2011-12 academic year. For step-by-step instructions on how to complete the authorization process, visit AP Course Audit.

Course Audit Timeline

- June 1, 2011— Preferred date for submitting a syllabus and course audit form for AP French Language and Culture. This is not a deadline.
- January 31, 2012— Deadline for submitting updated curricular materials for AP French Language and Culture.

Teachers! Want to score the new SAT?

SIEMENS Awards for Advanced Placement

Information on the new courses and exams previously published on the Advances in AP website is now available on AP Central.

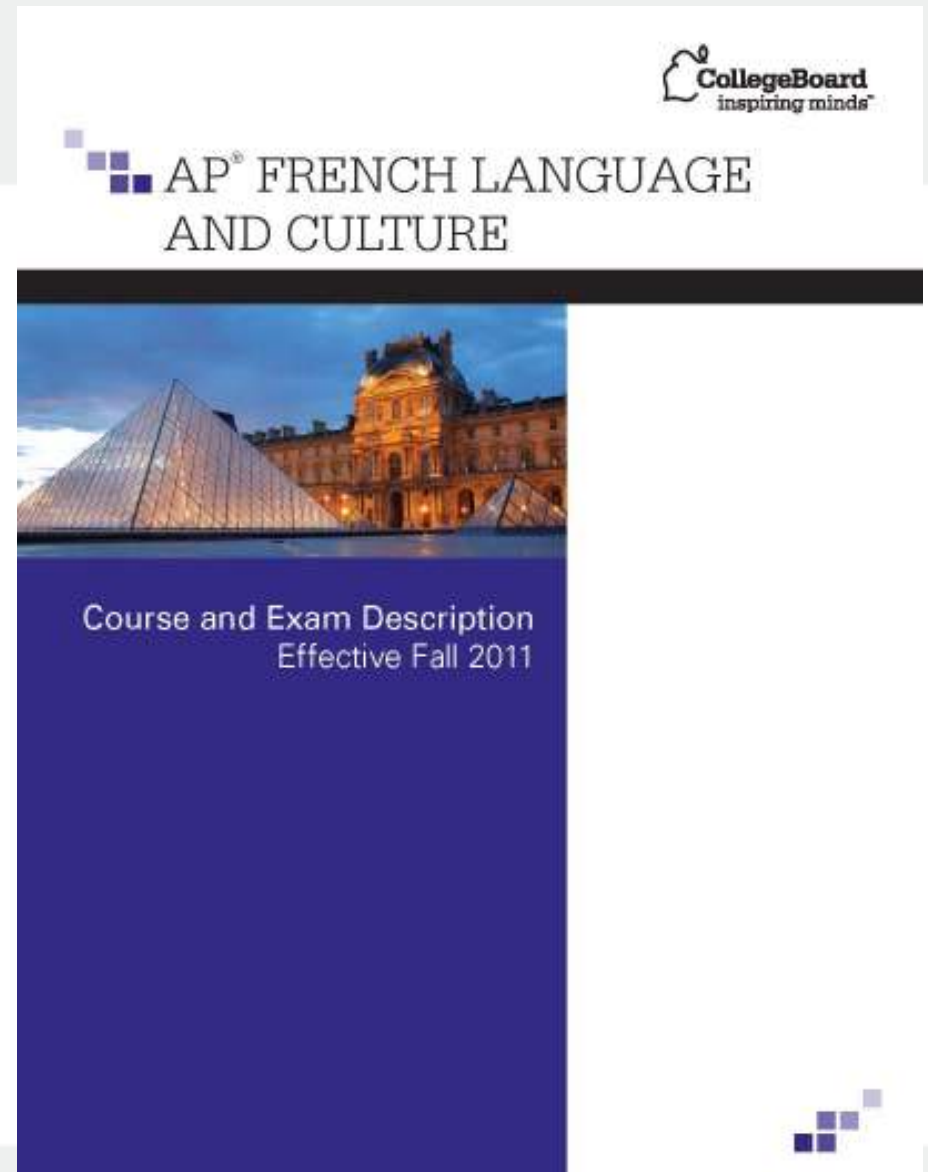
Course and Exam Description

Curriculum Framework

- Learning Objectives across the 3 modes of communication
- Achievement Level Descriptions of 5 levels of student performance
- Course Themes and Recommended Contexts

Exam Information

- Details on the structure of the exam, timing, and weightings
- A full exam's worth of exam questions
- Themes and learning objectives are indicated for all questions
- Preliminary rubrics for free-response questions



AP Course Audit Materials

The following materials for the new AP French Language and Culture course are available to download from the **AP Course Audit** site:

- AP French Language and Culture Course and Exam Description
- Syllabus Development Guide
- Four (4) Annotated Sample Syllabi

The screenshot shows the AP Course Audit website interface. At the top right is the CollegeBoard logo with the tagline "inspiring minds". Below it is a navigation bar with tabs for "Course Audit Home", "Teacher", "School & District Administrators", "Higher Ed", and "Online/Distance Learning". The main content area is titled "AP French Language & Culture" and includes a "Reminder" for March 1, 2011, stating that the AP Course Audit begins accepting submissions for new courses. A table lists resources for teachers, including "Course and Exam Description", "Curricular/Resource Requirements", "Example Textbook List", "Syllabus Development Guide", "Annotated Sample Syllabi" (with links to Syllabus 1, 2, 3, and 4), and "Syllabus Self-Evaluation Checklist". A sidebar on the right contains contact information (Phone: 877-APHELP-3 (toll free) (541) 345-0554), a link to the "AP Course Ledger", and a "News and Updates" section for "Annual AP Course Renewals".

<http://www.collegeboard.com/html/apcourseaudit>

Practice Exam

Publication date: **June 2011**

Practice Exam

- The exam items in the Course and Exam Description, in a layout that resembles the operational exam

Notes on the Exam

- Detailed description of how each of the sets/questions corresponds to the Curriculum Framework (e.g., theme, description of sources, focus of questions, targeted learning objectives,)
- For MCQs – correct answers are justified, explanations are given as to why incorrect answers are wrong
- For FRQs – tasks and strong/good/fair responses are described, scoring guidelines are provided



Notes for the Practice Exam (MC)

- Course theme
- Description of source(s)
 - Based on the advance organizer; also indicates whether or not the source is an authentic material.
- Focus of Questions
 - What aspects of Interpretive Communication are targeted in the questions for this task?
- Analysis of Question
 - What is/are the targeted learning objective(s) for each question?
 - Why is the right answer right, and why are the wrong answers wrong?

Information for Questions 13-23

Course Theme	Contemporary Life / <i>La vie contemporaine</i>
Source #1	An article that describes the efforts of Yolaine Boutillon, a fisherman's wife living in the French island of Réunion, to restart the work of an association that supports local women whose husbands must be away from home on extended commercial fishing expeditions. The article was published in 2010 in the <i>Journal de l'île de la Réunion</i> .
Source #2	A table published in 2008 in France by the Institut National de la Statistique et des Études Économiques (INSEE) that presents the results of a survey on the length of extended fishing expeditions. Data are presented for Réunionnais and French fishermen.
Focus of Questions	<p>The following aspects of Interpretive Communication are assessed in this task:</p> <ul style="list-style-type: none"> • identification of the purpose of the article • identification of main points and supporting details of the article • identification of the meaning in context of specific lexical items in the article • interpretation of data in the table • critical reading of the article and the table, including interpretation of the tone of the article and application of data in the table to make a prediction about something mentioned in the article • identification of subject areas and potential secondary sources and to consider for making a hypothetical written presentation on the topic of this task

Question 13

Targeted Learning Objective:	
<ul style="list-style-type: none"> • The student understands the purpose of a message and point of view of its author. 	
(A)	This option is incorrect because the article refers only indirectly to the dangers of deep-sea fishing.
(B)	This option is correct because the article is about Yolaine Boutillon, the wife of a commercial fisherman in Réunion.
(C)	This option is incorrect because politics is one small part of Yolaine Boutillon's story, and the local election in Saint-Pierre is not the main focus of the article.
(D)	This option is incorrect because the article does not discuss at length any problems that AFEMAR might be facing.

Notes for the Practice Exam (FR)

- Course theme
- Description of task, timing, and source materials
- Learning Objectives from the Curriculum Framework
 - What aspects of Interpersonal or Presentational Communication are targeted in this task?
- Characteristics of student responses, aligned with the preliminary rubrics
 - Strong response (5)
 - Good response (4)
 - Fair response (3)

Information for Interpersonal Writing: E-mail Reply

Course Theme	Personal and Public Identities / <i>La quête de soi</i>
Description of Task	The student reads an e-mail message and writes a reply using a formal register. In the reply, the student includes an appropriate greeting and closing, and answers all questions and requests in the message. The student should also ask for more details concerning the situation or topic addressed in the message.
Timing	The student has 15 minutes to read the message and write the reply. The student has access to the message during the entire 15 minutes.
Source	An e-mail message from Awa Bâ, secretary at the study-abroad agency <i>Destination Afrique</i> , thanking the student for expressing interest in an exchange program to Africa. In order to set up a positive experience for the student, Madame Bâ asks a couple of basic questions: (1) Where in Africa would you prefer to live, and why? (2) What would your ideal host family be like?
Targeted Learning Objectives	<ul style="list-style-type: none"> • The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations. • The student writes formal correspondence in a variety of media using appropriate formats and conventions. • The student elicits information and clarifies meaning by using a variety of strategies. • The student initiates and sustains interaction during written interpersonal communication in a variety of media. • The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions. • The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
Characteristics of a STRONG response (5)	The student begins the reply with an appropriate greeting (e.g., <i>Chère Madame</i>) and ends with an appropriate closing (e.g., <i>Sincères salutations</i> or <i>Bien cordialement</i>) that need not be a lengthy formula. There is not a minimum word count for the reply; however, a strong response will include answers Madame Bâ's to questions and also provide some elaboration: Why does the student prefer a particular African region or country? Why does the student have particular preferences concerning the host family?

**Nouvel examen : structure, changements
principaux, nouveaux types de questions,
préparation des élèves**

What's new in the new AP Exam?

Overall structure (p. 2 of yellow handout)

Section I (Interpretive Communication), 50% of exam score

- Multiple Choice: 65 questions in 9 sets
(4 reading, 2 reading and listening combined, 3 listening)

Section II (Interpersonal and Presentational Communication), 50% of exam score **(each task weighted equally: 4 x 12.5%)**

- Free Response: 4 questions *(questions appear in this order)*
 - Interpersonal Writing: E-mail Reply
 - Presentational Writing: Persuasive Essay
 - Interpersonal Speaking: Conversation
 - Presentational Speaking: Cultural Comparison

Structure de l'examen : 2011 / 2012



What's new in the new AP Exam?

(1) Students will be provided **contexts** for doing exam tasks. They will not be asked questions that are de-contextualized.

- The listening rejoinders and grammar fill-ins will be eliminated.
- Tasks and source materials will come with advance organizers and time for previewing the questions.
- Audio sources will be played twice. On average, the audio sources are 2 – 2 ½ minutes long; no audio source will be longer than 3 minutes.

Sample Advance Organizer (audio source)

Introduction

Thème du cours : Les défis mondiaux

Dans cette sélection il s'agit du statut de la langue française dans le monde. L'émission originale intitulée « Invité Afrique : Abdou Diouf » a été publiée le 18 octobre 2010 en France par Radio France Internationale. La sélection dure à peu près deux minutes.

Christophe Boisbouvier, journaliste pour RFI, interviewe Abdou Diouf, secrétaire général de l'Organisation internationale de la Francophonie.

Sample Advance Organizer (print source)

Introduction

Thème du cours : La famille et la communauté

Dans cette sélection il s'agit d'un conflit entre mère et fille. Le récit original intitulé « Pour empêcher un mariage » a été publié en 1955 au Canada par l'écrivaine canadienne Gabrielle Roy.

Au début du récit, la narratrice et sa mère roulent dans un train vers le Saskatchewan, pour aller empêcher le mariage de sa grande sœur.

What's new in the new AP Exam?

(2) **Cultural knowledge** will be assessed throughout the exam, not in a separate “Culture” section.

- Students will be expected to demonstrate understanding of cultural information presented in print and audio texts.
- Students will not be asked isolated questions about cultural trivia.

What's new in the new AP Exam?

(3) Students will work with a greater **variety of authentic materials**, both print and audio, reflecting the **linguistic and cultural diversity** of the French-speaking world

- Literary and journalistic texts *but also* announcements, advertisements, letters, maps and tables, etc.
- Scripted dialogues *but also* radio interviews, podcasts, public service announcements, brief presentations, etc.
- Materials will be reasonably chosen, but will also reflect a range of cultural perspectives and linguistic features of the French-speaking world

*It is **extremely important** that the day of the AP Exam not be the first time that students encounter print or audio texts that represent the French-speaking world outside of France.*

Print Sources

Stand-alone print sources for the exam:

- Print announcements and advertisements
- Literary texts (prose: short story, novel, memoir)
- Journalistic articles, opinion columns, editorials
- Letters

Print sources that can be combined with another source on the same topic:

- Maps or graphics with text
- Tables or charts with data

Audio Sources

- The most important criteria for selection are **comprehensibility** (accent, pace, minimal background noise/overlap) and **relevance** to a course theme and to a topic that could possibly interest students.
- Radio interviews and reports
- General-interest podcasts: explanations of how to do something, advice on how to achieve a goal
- Public service announcements
- Brief lectures
- Audio guides (museum tours, travel guides)

Multiple-Choice Questions

Interpretive Communication

- Mix of factual and interpretive questions
- Vocabulary **in context**
- Purpose of the text, point of view of speaker/writer
- Audience of the text
- Inferences and conclusions
- Questions of a “cultural” or “interdisciplinary” nature that ask students to show understanding of information in the print or audio resources

New Multiple-Choice Questions

- For texts that are “interpersonal” in nature (e.g., letters, interviews, promotional pieces):
 - What would be an appropriate reply to the letter/advertisement?*
 - What would be a logical follow-up question for the interviewer to ask?*
- For texts that are “presentational” in nature (e.g., brief lectures/oral presentations, print narratives):
 - How does the speaker/author support his (or her) main argument?*
(by citing scientific evidence, telling a personal anecdote, etc.)
 - Imagine that you are creating a presentation based on the topic of this lecture. What secondary source would you consult?*
- For combined sets:
 - How does information in the (article) relate to information in the (audio)?*
(general phenomenon/specific example, point/counterpoint of a debate)

TIPS FOR THE COMBINED READING AND LISTENING

Students will be asked to answer questions on both a print document and an audio. It is important that they rely not only on the print document and that they be prepared to compare both documents.



- Read the advance organizer and predict what the theme and content might be.
- Take notes while listening to the Audio!
- Write down Key Ideas and Key Vocabulary while listening to the Audio.

Timing of Multiple-Choice Questions with Audio

1. Preview time (generally, 1 min.) to read the advance organizer and skim the questions
2. Audio – first playing
3. Students get 1 minute to start answering questions
4. Audio – second playing
5. Students get 15 sec. x number of questions to finish answering questions

Free-Response Questions: Interpersonal Mode

What do students need to be able to do?

Interpersonal Communication

- Use appropriate formulas for starting and concluding the exchange
- React appropriately with key words and phrases (e.g., to show agreement/disagreement, surprise, sympathy)
- Maintain exchanges in various social situations (e.g., by accepting or refusing an invitation, apologizing, congratulating someone)
- State and support an opinion
- Reply to all questions and requests in the exchange

Free-Response Question #1

Interpersonal Writing (first task in pink handout)

- **Interpersonal Writing** **(FORMAL REGISTER)**
(Integrated Skills: Reading and Writing)

Students read a message and write a reply in which they respond to the requests and questions posed in the message; they also ask for details about something mentioned in the message.

(Timing: **15 min.** to read the message and write the response)

Advance Organizer: Interpersonal Writing

Introduction

Thème du cours : La vie contemporaine

C'est un message électronique de *Bénévolat*, un programme de services à la communauté au Québec. Vous recevez ce message parce que vous avez manifesté votre intérêt pour un stage bénévole cet été.

Chers futurs participants,

Nous vous remercions de l'intérêt que vous portez à notre programme *Bénévolat*. Découvertes, nouveaux amis et nouvelles activités vous permettront de connaître réellement le Québec pendant votre stage.

Dans l'immédiat, veuillez nous fournir quelques détails afin de permettre à notre correspondant de vous trouver une famille d'accueil et une entreprise adaptées à votre personnalité et à vos attentes :

- Quelles sont vos préférences en ce qui concerne la nature de votre stage ? (service de garderie, hôpital, refuge pour les animaux, etc.)
- Quel serait pour vous le type de famille d'accueil idéal ?

Notre équipe est à votre disposition si vous avez besoin d'aide.

Sincères salutations,

Hélène DUBRAY

Responsable du programme *Bénévolat*

Free-Response Questions: Presentational Mode

What do students need to be able to do?

Presentational Communication

- Organize their comments and observations:
 - Presentational Writing: organization in clear paragraphs (introduction, body of essay with examples, conclusion)
 - Presentational Speaking: introduction, observations with examples, conclusion
- Choose appropriate examples and cite/describe/explain them in their own words
- Use transition words and phrases to facilitate the reader's/listener's understanding
- Use a variety of communication functions: summarize, describe, explain, narrate, compare, persuade

Free-Response Question #2

Presentational Writing (second task in pink handout)

- **Presentational Writing**

(Integrated Skills: Reading, Listening, and Writing)

Students write a persuasive essay on a specific topic; in the essay, they present the viewpoints expressed in a print source and an audio source, and they state and support their own viewpoint on the topic. In the essay, students also cite a third informational source (e.g., a chart, map, or table).

(Timing: 6 min. to read, then listen twice to the audio, then 40 min. to write the essay. **Students have printed material in front of them the whole time.**)

Presentational Writing

- The task is constructed so that the print source and the audio source present clearly distinct viewpoints.
- Time management: Students have the printed material in front of them the whole time.
 - Print sources: For the first 6 minutes, **scan** the article and chart, and **underline** examples to use in the essay.
 - Audio sources: **Take notes!** The audio is played twice, but students must take notes in order to be able to pull an example or two to use in the essay.
 - Possible plan for writing time:
40 min. = 5 min. to outline, 35 min. to write

Presentational Writing

Thèmes du cours : La vie contemporaine,
La science et la technologie

Sujet :

**Faut-il limiter le temps que les adolescents
passent à jouer aux jeux vidéo ?**

Source numéro 1 (texte écrit, 450 mots):

« Les jeux vidéo peuvent-ils rendre accros ? », un article (publié sur Doctissimo.fr le 23 septembre 2010) qui discute de la dépendance créée par les jeux vidéo chez les adolescents.

Source numéro 2 (tableaux)

Résultats d'une enquête sur les jeunes et les jeux vidéo, menée auprès de 400 adolescents français (12 à 17 ans) par Ipsos pour le compte de la Délégation Interministérielle à la Famille.

Source numéro 3 (texte audio, 2 minutes et demie)

Interview sur France Bleu (Émission : « Le fait de la semaine », 26 décembre 2010) – Guillaumette Leneveu, directrice générale de l'Union Nationale des Associations Familiales, parle du bon usage des jeux vidéo.

Free-Response Question #3

Interpersonal Speaking (third task in pink handout)

- **Interpersonal Speaking** **(INFORMAL REGISTER)**
(Integrated Skills: Listening and Speaking)

Students participate in a simulated conversation by following an outline of five exchanges (i.e., 5 responses @ 20 seconds per response). Students should participate as fully and appropriately as possible; they have the outline in front of them during the conversation.

(Timing: 1 min. to read over the outline, then the conversation begins)

Advance Organizer: Interpersonal Speaking

Introduction

Thème du cours : La famille et la communauté

C'est une conversation au téléphone avec Sophie, une amie du lycée. Vous participez à cette conversation parce que Sophie voudrait vous parler d'un projet au lycée qu'on lui a demandé d'organiser.

Sophie • Elle vous salue et elle vous dit pourquoi elle vous appelle.

Vous • Réagissez et offrez-lui votre aide.

Sophie • Elle explique ses idées pour le projet et elle vous demande votre avis.

Vous • Dites-lui ce que vous en pensez et faites une suggestion.

Sophie • Elle dit qu'elle a un problème et elle vous pose des questions.

Vous • Répondez aux questions et dites-lui ce que vous pouvez faire.

Sophie • Elle vous remercie et elle vous propose un rendez-vous.

Vous • Excusez-vous et expliquez pourquoi vous ne pouvez pas accepter.

Sophie • Elle réagit brièvement et elle s'excuse parce qu'elle doit raccrocher.

Vous • Promettez encore de l'aider et terminez la conversation.

POSSIBLE SCRIPT FOR AN INTERPERSONAL SPEAKING TASK

N.B. STUDENTS DON'T SEE THE SCRIPT ON THE EXAM

Sophie : Salut ! C'est Sophie. Écoute, j'ai vraiment besoin que tu m'aides avec un projet. Tu sais, vendredi prochain, les parents vont passer la journée à l'école...alors la classe de français va faire quelque chose de spécial pour l'assemblée ce jour-là. Est-ce que tu pourrais m'aider ?

[Vous : (20 secondes)]

Sophie : Super, je compte sur toi, alors ! Parce que les parents seront là, j'ai l'idée de parler des fêtes ou des coutumes en famille dans quelques pays francophones. Qu'est-ce que tu en penses ? Tu as des idées ?

[Vous : (20 secondes)]

Sophie : Ah, merci, c'est bien. Mais j'ai un petit problème : tu sais, je ne peux pas tout faire, moi, toute seule! Comment est-ce qu'on peut partager le travail ? Tu crois qu'on a besoin d'une troisième personne ?

[Vous : (20 secondes)]

Sophie : D'accord, je vais réfléchir... Écoute, est-ce que tu es libre ce week-end ? Si tu peux venir, je t'invite chez moi samedi, comme ça on peut déjeuner et travailler ensemble.

[Vous : (20 secondes)]

Sophie : Bon, d'accord...oh ! Excuse-moi, c'est ma petite sœur qui me fait signe qu'elle veut partir pour son match de foot. Oh, qu'elle est agaçante ! Bon, je te rappelle demain, ça va ?

[Vous : (20 secondes)]

Free-Response Question #4

Presentational Speaking (final task in pink handout)

- **Presentational Speaking**

Students plan and give a two-minute oral presentation on a specific topic related to one of the six course themes. In the presentation, students first use *description* and *narration* to talk about their own experiences concerning the topic. Then, students make a *comparison* to something they've learned about the French-speaking world in relation to the topic.

- There is **no source material** for this task.
- For the cultural comparison, students may refer to materials they've studied as well as personal observations and life experiences, as long as it's relevant to the topic and to the French-speaking world.

Presentational Speaking

Thème du cours : La quête de soi

Sujet :

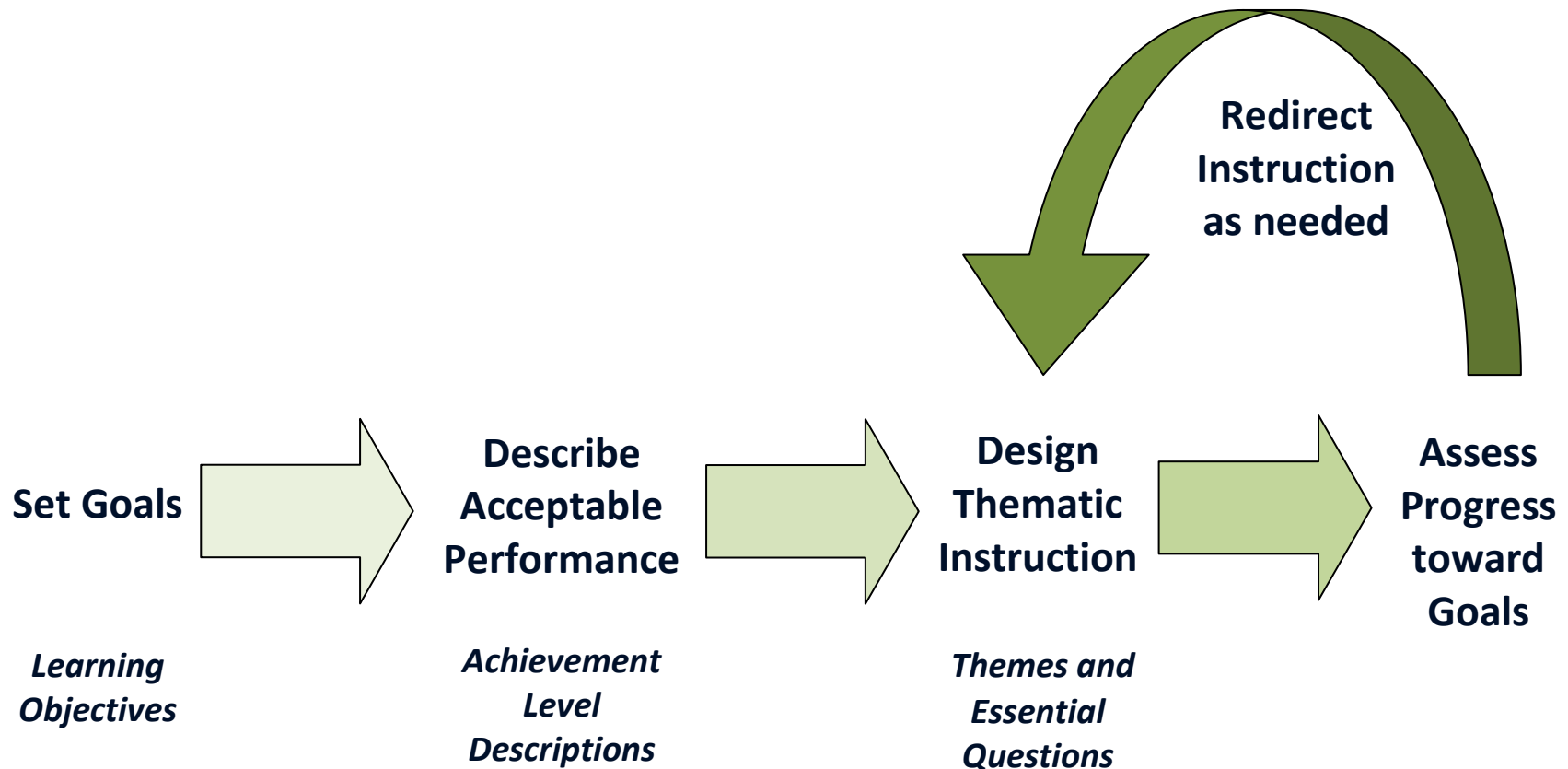
Dans votre communauté, quels genres d'événements ou d'activités sont considérés des manifestations de patriotisme ? Comparez vos observations d'une communauté où vous avez vécu avec vos observations d'une région du monde francophone que vous connaissez. Dans votre exposé, vous pouvez faire référence à ce que vous avez étudié, vécu, observé, etc.

(Timing: 4 min. to plan the response, then 2 min. to speak)

Leçons thématiques pour le nouveau cours

AP French Language and Culture Curriculum Framework

Graphique



AP Course Audit

AP Course Audit Materials

The following materials for the new AP French Language and Culture course are available to download from the **AP Course Audit** site:

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- Syllabus Development Guide
- Four (4) Annotated Sample Syllabi

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<http://www.collegeboard.com/html/apcourseaudit>

AP Course Audit for 2011-12

Basic information

- All AP French teachers will need to do a new Course Audit for the 2011-12 academic year.
- February 2011
 - Publication of the new *AP French Language and Culture Course and Exam Description*
 - Publication of a Syllabus Development Guide and sample syllabi for the new course on the AP Course Audit website
- March 2011 – January 31, 2012
 - New course syllabi to be submitted through the AP Course Audit website for authorization

AP Course Audit for 2011-12 (p. 5 of yellow handout)

What do I need to show in the course syllabus?

- Use of **authentic materials** in class:
 - Video and Audio: Film, television, podcasts, music
 - Print: Literature, newspapers, magazines, maps/charts/tables
- Activities that target each of the **three modes**:
 - Interpersonal: Spontaneous, direct communication (student-led class discussions, debates, unrehearsed role plays; e-pals, letter writing... **but not** memorized dialogues and skits [= Presentational])
 - Interpretive: Demonstration of understanding of a variety of authentic materials (comprehension questions, summaries, reports, citing examples from source materials that would support an argument)
 - Presentational: Oral presentations, PowerPoints, posters, essays...activities should have a defined audience

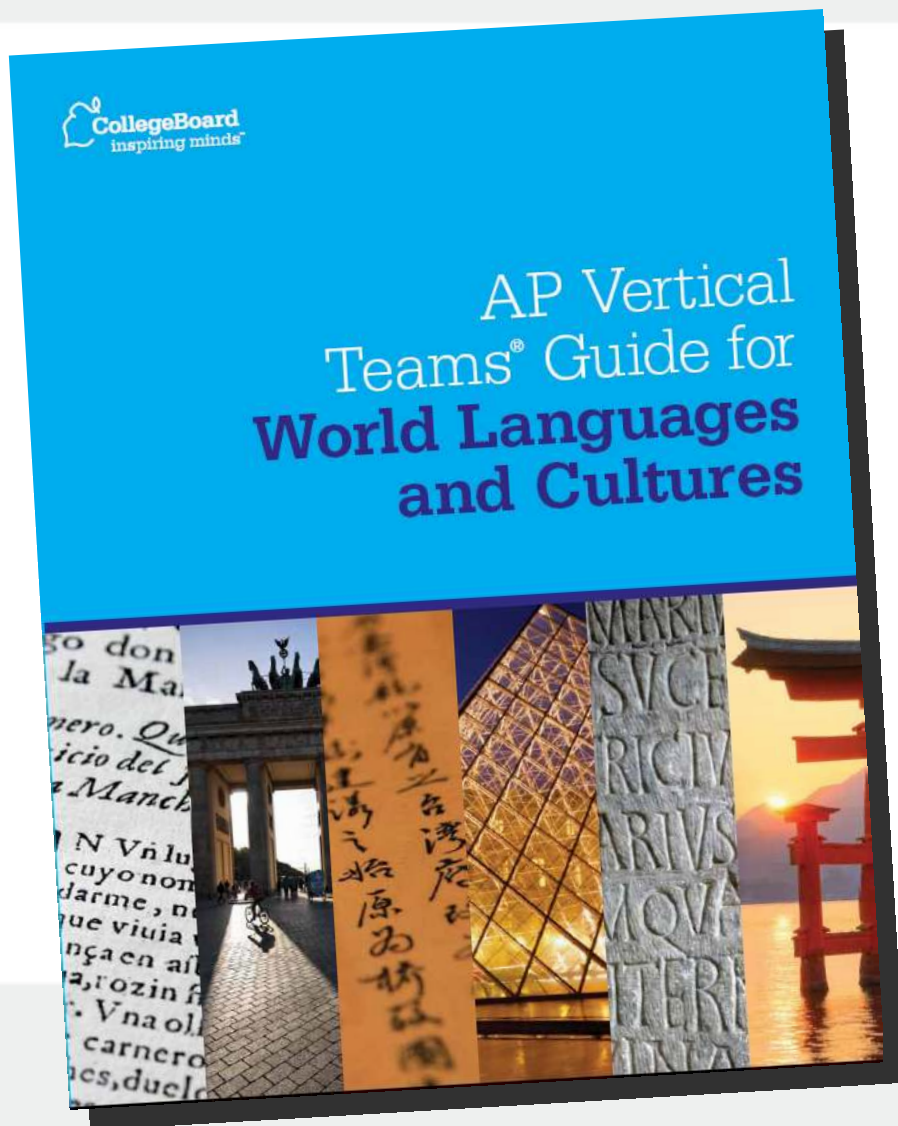
AP Course Audit for 2011-12 (p. 5 of yellow handout)

What do teachers need to show in the course syllabus?

- Inclusion of the **six themes** in the syllabus:
 - Indicate how your authentic materials represent the themes.
 - The themes may be addressed separately or in combination.
- Activities that encourage students to demonstrate comprehension of **cultural perspectives** and make **comparisons between cultures and languages**
 - Based on news broadcasts, films, literary readings, music, works of art, architecture, etc., what cultural and linguistic differences in the French-speaking world can students understand?
 - Based on what they study in class about the French-speaking world, what comparisons can students make to their own lives (e.g., the languages they speak, the communities in which they've lived or traveled) ?

Ressources “Pre-AP” Questions et conclusion

AP Vertical Teams Guide and Workshop



Build an AP Vertical Team or strengthen an existing one.

Align world language and culture curricula vertically across grade levels.

Implement a thematic approach to instruction using standards-based strategies for curriculum development.

Transfer new strategies to classroom practice.



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- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

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San Francisco, California

July 20–24, 2011

San Francisco Marriott Marquis and Moscone Center West

The AP Annual Conference is the largest professional development gathering of the Advanced Placement Program® and Pre-AP® communities, AP Coordinators, school counselors and administrators from across the United States and throughout the world. This year's conference promises to engage, inspire and promote innovation in our schools.

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PREVIOUS CONFERENCES

Review highlights from past Conferences. Discover why it is the "must-attend" annual event for education professionals.

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- » [2007 - Las Vegas, Nev.](#)

IACET CREDITS

Join us in San Francisco for the AP Annual Conference!

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If you have at least 3 years of experience teaching AP French, please consider applying to become an AP Exam Reader!

On AP Central, click on the link “Become an AP Reader”.

The screenshot shows the AP Central website page titled "Become an AP Exam Reader". The page features a navigation menu on the left with options like "HOME", "AP COURSE AND EXAMS", "AP COURSE AUDIT", "PRE-AP", "INSTITUTES AND WORKSHOPS", "TEACHING GROUPS", and "BECOME AN AP READER". Below the menu are several informational boxes: "Convenient online scoring from your home or office", "New Available! Online AP Scores for Schools and Districts", "AP Central AP Course Reader APPLY TODAY!", "SIEMENS Awards for Advanced Placement", and "Rigorous Program" for English Language Arts, Mathematics, and Grades 5-12. The main content area is titled "Become an AP Exam Reader" and includes a testimonial from Mary Trachsel, Associate Professor of Rhetoric at the University of Iowa, Iowa City. The testimonial describes the AP Reading as a unique professional development opportunity. Below the testimonial are three video thumbnails with titles: "A unique professional development opportunity", "How to apply", and "Join us...it's a great experience!".

Questions and Answers

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