



## Syllabus Development Guide: AP<sup>®</sup> French Language and Culture

*The guide contains the following sections and information:*

<b>Curricular Requirements</b>	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.
<b>Scoring Components</b>	Some curricular requirements consist of complex, multipart 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.
<b>Evaluation Guideline(s)</b>	These are the guidelines used by reviewers to evaluate the evidence in your syllabus. Use these guidelines to determine the level of detail reviewers require to demonstrate how the curricular requirements are met in your course.
<b>Key Term(s)</b>	These ensure that certain terms or expressions, within the curricular requirement or scoring component that may have multiple meanings, are clearly defined.
<b>Samples of Evidence</b> For each scoring component, three separate samples of evidence are provided. These statements provide clear descriptions of what acceptable evidence should look like.	

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<b>Curricular Requirement 1</b>	The teacher uses French almost exclusively in class and encourages students to do likewise.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> explicitly state that the course is conducted almost exclusively in French.
<b>Key Term(s)</b>	None at this time.
<b>Samples of Evidence</b>	
<ol style="list-style-type: none"> <li>1. All communication in the AP<sup>®</sup> French Language and Culture class is carried out in French, and class participation grades reflect the requirement that students use French almost exclusively in the classroom.</li> <li>2. The syllabus explicitly states that the course is an “immersion experience requiring the use of French exclusively.”</li> <li>3. The syllabus states that teacher and students speak French almost exclusively in class.</li> </ol>	

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<b>Curricular Requirement 2</b>	Instructional materials include a variety of authentic audio and video recordings and authentic written texts such as newspaper and magazine articles, as well as literary texts.
<b>Scoring Component 2a</b>	Instructional materials include a variety of authentic audio and video recordings.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> include at least one authentic audio and at least one authentic video recording.
<b>Key Term(s)</b>	<b>Authentic Materials:</b> Original materials created by and intended for native French speakers.
<p><b>Samples of Evidence</b></p> <ol style="list-style-type: none"> <li>1. The syllabus lists specific examples of feature films and radio news broadcasts as materials.</li> <li>2. The syllabus lists specific examples of TV news broadcasts, songs, and audio podcasts as materials.</li> <li>3. The course planner lists multiple occasions where students work with authentic audio and video materials such as podcasts, songs, and films.</li> </ol>	

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<b>Curricular Requirement 2</b>	Instructional materials include a variety of authentic audio and video recordings and authentic written texts such as newspaper and magazine articles, as well as literary texts.
<b>Scoring Component 2b</b>	Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> include authentic written texts from a variety of sources that are not literary in nature. Note: Online texts are acceptable.
<b>Key Term(s)</b>	<b>Authentic Materials:</b> Original materials created by and intended for native French speakers.
<p><b>Samples of Evidence</b></p> <ol style="list-style-type: none"> <li>1. The syllabus states that students are exposed to a variety of authentic written texts and cites various newspapers, magazine articles, and periodicals throughout.</li> <li>2. In the course overview section, the syllabus documents the use of authentic written texts such as newspaper and magazine articles, and the inclusion of this material is also mentioned in the quarter outlines.</li> <li>3. The syllabus includes websites where students frequently find and summarize materials, such as news articles, magazine features, editorial columns, letters to the editor, announcements, and advertisements.</li> </ol>	

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<b>Curricular Requirement 2</b>	Instructional materials include a variety of authentic audio and video recordings and authentic written texts such as newspaper and magazine articles, as well as literary texts.
<b>Scoring Component 2c</b>	Instructional materials include a variety of authentic literary texts.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> cite a variety of authentic literary texts. Easy reader texts are not considered authentic.
<b>Key Term(s)</b>	<b>Authentic Materials:</b> Original materials created by and intended for native French speakers.
<p><b>Samples of Evidence</b></p> <ol style="list-style-type: none"> <li>1. Literary selections such as graphic novels, poems, and plays are cited in the Primary Resources section of the syllabus.</li> <li>2. The syllabus demonstrates that students read unedited literary texts such as novels, plays, short stories, and poetry.</li> <li>3. The syllabus cites textbook readings that are literary in nature such as modern short stories, poetry, and novel excerpts.</li> </ol>	

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<b>Curricular Requirement 3</b>	The course provides opportunities for students to demonstrate their proficiency in Spoken and Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced* range.
<b>Scoring Component 3a</b>	The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced* range.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> demonstrate that students engage in spontaneous communication. Memorized dialogues are not considered Spoken Interpersonal Communication. Responding to questions posed by the teacher <b>is not</b> sufficient evidence in and of itself.
<b>Key Term(s)</b>	<b>Spoken Interpersonal Communication:</b> Direct (face-to-face or synchronous) oral communication between individuals who exchange new information and negotiate meaning.
<b>Samples of Evidence</b>	
<ol style="list-style-type: none"> <li>1. The syllabus includes activities in which students discuss a range of issues related to their families and community, and the course outline includes frequent discussions of cultural comparisons.</li> <li>2. The syllabus includes activities in which students participate in live audio or video chats online with partners in a French-speaking country.</li> <li>3. The syllabus includes a variety of activities to develop students' speaking skills, for example, student-led discussions, debates, Q&amp;A with a guest speaker, or participation in unrehearsed role-plays.</li> </ol>	

\*ACTFL Performance Guidelines for K–12 Learners. Yonkers, NY: The American Council on the Teaching of Foreign Languages, 1999.

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<b>Curricular Requirement 3</b>	The course provides opportunities for students to demonstrate their proficiency in Spoken and Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced* range.
<b>Scoring Component 3b</b>	The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced* range.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> demonstrate that students engage in Written Interpersonal Communication by providing specific examples.
<b>Key Term(s)</b>	<b>Written Interpersonal Communication:</b> Direct written communication between individuals who exchange new information and negotiate meaning.
<b>Samples of Evidence</b>	
<ol style="list-style-type: none"> <li>1. The syllabus includes activities in which students regularly exchange information in formats such as email, threaded discussions, letter writing, and interactive blogs.</li> <li>2. The syllabus states that “all students in the AP class will be paired with a partner in a French-speaking country. Students will be asked to maintain weekly written exchanges with their partner and to discuss topics given by their teachers that will be related to the course themes.”</li> <li>3. The syllabus includes activities in which students write regularly in dialogue journals exchanging information on topics related to what they are reading, viewing, discussing, and listening to in class.</li> </ol>	

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<b>Curricular Requirement 4</b>	The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, audiovisual, written, and print resources.
<b>Scoring Component 4a</b>	The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> demonstrate opportunities for students to synthesize information from each of the following three types of resources: audio, visual, and audiovisual. The syllabus <b>must</b> show student engagement with the three types of resources. A list of resources alone <b>is not</b> sufficient.
<b>Key Term(s)</b>	<b>Interpretive Communication:</b> Making a culturally appropriate interpretation of meanings that occur in oral and printed texts when there is no opportunity to negotiate meaning actively with the speaker or writer. <b>Authentic Materials:</b> Original materials created by and intended for native French speakers.
<b>Samples of Evidence</b>	
<ol style="list-style-type: none"> <li>1. Students engage in interpretive communication through regular activities based on podcasts, songs, and films, as well as maps, charts, and photographs.</li> <li>2. The syllabus includes activities in which students relate information from feature-length films or documentaries to their interpretation of works of art and music from the French-speaking world.</li> <li>3. During the course, students have opportunities to visit a museum (in person or online in a virtual tour) and demonstrate comprehension of visual resources (works of art) and audiovisual resources (guided tours).</li> </ol>	

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<b>Curricular Requirement 4</b>	The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, audiovisual, written, and print resources.
<b>Scoring Component 4b</b>	The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> demonstrate opportunities for students to synthesize information from authentic written or print resources. Acceptable evidence includes, but is not limited to, answering comprehension questions, performing thematic or formal analysis, and offering personal response or reaction to the materials used.
<b>Key Term(s)</b>	<b>Interpretive Communication:</b> Making a culturally appropriate interpretation of meanings that occur in oral and printed texts when there is no opportunity to negotiate meaning actively with the speaker or writer. <b>Authentic Materials:</b> Original materials created by and intended for native French speakers.
<b>Samples of Evidence</b>	
<ol style="list-style-type: none"> <li>Students complete a “current events” activity each quarter in which they compare viewpoints expressed in newspaper and magazine articles on an assigned topic, and then refer to those sources in developing and presenting their own viewpoint.</li> <li>The syllabus states that activities assigned after reading a poem, literary piece, newspaper article, or excerpt from a magazine story or book include: <ol style="list-style-type: none"> <li>building vocabulary and complete word associations</li> <li>answering questions, both multiple choice and free response</li> <li>writing an essay to compare and contrast themes</li> </ol> </li> <li>Students read books, give oral summaries to the class, and keep a reflective journal to summarize chapter events, record their questions, and predict events.</li> </ol>	

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<b>Curricular Requirement 5</b>	The course provides opportunities for students to demonstrate their proficiency in Spoken and Written Presentational Communication in the Intermediate to Pre-Advanced* range.
<b>Scoring Component 5a</b>	The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced* range.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> demonstrate that students engage in oral presentations for an intended audience other than the teacher.
<b>Key Term(s)</b>	<b>Spoken Presentational Communication:</b> Creation of spoken communications for interpretation by an audience.
<p><b>Samples of Evidence</b></p> <ol style="list-style-type: none"> <li>1. Students give oral presentations to the class, summarizing the content of a magazine article and a TV news broadcast.</li> <li>2. Students create and perform skits for a French 2 class in which they present a scene as characters from a film or literary text.</li> <li>3. The syllabus states, "Throughout the course, students prepare posters or PowerPoint presentations on cultural topics that they present orally to the class."</li> </ol>	

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<b>Curricular Requirement 5</b>	The course provides opportunities for students to demonstrate their proficiency in Spoken and Written Presentational Communication in the Intermediate to Pre-Advanced* range.
<b>Scoring Component 5b</b>	The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced* range.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> demonstrate that students prepare and present written presentations for an intended audience.
<b>Key Term(s)</b>	<b>Written Presentational Communication:</b> Creation of written communications for interpretation by an audience.
<p><b>Samples of Evidence</b></p> <ol style="list-style-type: none"> <li>1. Students prepare written presentations such as announcements of events, advertisements of products, and letters to the editor reacting to newspaper or magazine articles.</li> <li>2. Students submit a written report presenting essential information about a French-speaking country and write an essay about which French city they would like to visit.</li> <li>3. The syllabus states that once a month, students write a formal essay that synthesizes authentic listening and reading sources, such as documentaries, news reports, interviews, and newspaper and magazine articles.</li> </ol>	

\*ACTFL Performance Guidelines for K–12 Learners. Yonkers, NY: The American Council on the Teaching of Foreign Languages, 1999.

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<b>Curricular Requirement 6</b>	The course incorporates interdisciplinary topics and explicitly addresses all six course themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.
<b>Scoring Component 6a</b>	The course explicitly addresses the Global Challenges theme.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> explicitly state how the Global Challenges theme is addressed, with the sample resource(s) included. Simply stating that the course treats the Global Challenges theme <b>is not</b> sufficient. The syllabus <b>must</b> document study of at least one topic in the course as a whole that draws on more than one disciplinary perspective.
<b>Key Term(s)</b>	None at this time.
<p><b>Samples of Evidence</b></p> <ol style="list-style-type: none"> <li>1. The syllabus includes a student-focused discussion of war and human rights based on a documentary film.</li> <li>2. The syllabus states that students discuss themes of natural resource conservation in response to a podcast on global warming.</li> <li>3. The syllabus includes a Global Challenges unit that explores issues of poverty and globalization through discussion of journalistic texts and a series of TV documentaries.</li> </ol>	

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<b>Curricular Requirement 6</b>	The course incorporates interdisciplinary topics and explicitly addresses all six course themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.
<b>Scoring Component 6b</b>	The course explicitly addresses the Science and Technology theme.
<b>Evaluation Guideline(s)</b>	<p>The syllabus <b>must</b> explicitly state how the Science and Technology theme is addressed, with the sample resource(s) included. Simply stating that the course treats the Science and Technology theme <b>is not</b> sufficient.</p> <p>The syllabus <b>must</b> document study of at least one topic in the course as a whole that draws on more than one disciplinary perspective.</p>
<b>Key Term(s)</b>	None at this time.
<p><b>Samples of Evidence</b></p> <ol style="list-style-type: none"> <li>1. The syllabus states that students address the social impact of new communications technologies based on current news sources.</li> <li>2. The syllabus states that students participate in a debate about the ethics of cloning based on literary or journalistic readings.</li> <li>3. The syllabus includes a unit on discoveries and inventions studied from both historical and contemporary perspectives, using various online resources.</li> </ol>	

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<b>Curricular Requirement 6</b>	The course incorporates interdisciplinary topics and explicitly addresses all six course themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.
<b>Scoring Component 6c</b>	The course explicitly addresses the Contemporary Life theme.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> explicitly state how the Contemporary Life theme is addressed, with the sample resource(s) included. Simply stating that the course treats the Contemporary Life theme <b>is not</b> sufficient. The syllabus <b>must</b> document study of at least one topic in the course as a whole that draws on more than one disciplinary perspective.
<b>Key Term(s)</b>	None at this time.
<p><b>Samples of Evidence</b></p> <ol style="list-style-type: none"> <li>1. The syllabus describes how students address the Contemporary Life theme through discussions of health and well-being, based on a variety of audio and print sources.</li> <li>2. The syllabus states that students discuss how education impacts career choices and includes various audiovisual and print sources that address this topic.</li> <li>3. The syllabus includes a unit on youth culture and travel, using literary texts and various online sources.</li> </ol>	

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<b>Curricular Requirement 6</b>	The course incorporates interdisciplinary topics and explicitly addresses all six course themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.
<b>Scoring Component 6d</b>	The course explicitly addresses the Personal and Public Identities theme.
<b>Evaluation Guideline(s)</b>	<p>The syllabus <b>must</b> explicitly state how the Personal and Public Identities theme is addressed, with the sample resource(s) included. Simply stating that the course treats the Personal and Public Identities theme <b>is not</b> sufficient.</p> <p>The syllabus <b>must</b> document study of at least one topic in the course as a whole that draws on more than one disciplinary perspective.</p>
<b>Key Term(s)</b>	None at this time.
<p><b>Samples of Evidence</b></p> <ol style="list-style-type: none"> <li>1. The syllabus includes a unit on gender roles and identity studied from historical and contemporary perspectives, using short stories and clips from several films.</li> <li>2. The syllabus includes a section on Personal and Public Identities that uses autobiographies to focus on the formation of personal beliefs and values.</li> <li>3. The syllabus includes a section on national identity using maps, public opinion surveys, and a variety of expository texts.</li> </ol>	

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<b>Curricular Requirement 6</b>	The course incorporates interdisciplinary topics and explicitly addresses all six course themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.
<b>Scoring Component 6e</b>	The course explicitly addresses the Families and Communities theme.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> explicitly state how the Families and Communities theme is addressed, with the sample resource(s) included. Simply stating that the course treats the Families and Communities theme <b>is not</b> sufficient. The syllabus <b>must</b> document study of at least one topic in the course as a whole that draws on more than one disciplinary perspective.
<b>Key Term(s)</b>	None at this time.
<p><b>Samples of Evidence</b></p> <ol style="list-style-type: none"> <li>1. The syllabus includes a section in which students investigate developments in city life over time by researching online sources.</li> <li>2. The syllabus states that students will explore generational conflicts through literary texts and films.</li> <li>3. The syllabus states that students will learn about cultural understandings of the concept of friendship by studying contemporary music and social media.</li> </ol>	

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<b>Curricular Requirement 6</b>	The course incorporates interdisciplinary topics and explicitly addresses all six course themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.
<b>Scoring Component 6f</b>	The course explicitly addresses the Beauty and Aesthetics theme.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> explicitly state how the Beauty and Aesthetics theme is addressed, with the sample resource(s) included. Simply stating that the course treats the Beauty and Aesthetics theme <b>is not</b> sufficient. Also, simply citing literary texts and works of art as sample resources without providing a connection to the Beauty and Aesthetics theme <b>is not</b> sufficient. The syllabus <b>must</b> document study of at least one topic in the course as a whole that draws on more than one disciplinary perspective.
<b>Key Term(s)</b>	None at this time.
<b>Samples of Evidence</b>	
<ol style="list-style-type: none"> <li>1. The syllabus states that students consider the impact of advertising on conceptions of beauty and body image. Students study advertisements for clothing and weight-loss products, and view an online documentary.</li> <li>2. The syllabus addresses the aesthetics of language and literature in relation to the genre of fairy tales.</li> <li>3. The syllabus includes a research activity in which students investigate and present the history of a French-speaking city through its architecture and monuments.</li> </ol>	

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<b>Curricular Requirement 7</b>	The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> include more than one activity focusing on products and practices seeking to foster an understanding of perspectives. The syllabus includes activities that engage students in their understanding of cultural perspectives as revealed in products and practices.
<b>Key Term(s)</b>	<p><b>Products:</b> Both tangible (clothing, food, a literary work, a monument) and intangible items (a law, an educational system) created by the target culture.</p> <p><b>Practices:</b> Customs, routines, and patterns of social interaction representative of the target culture.</p> <p><b>Perspectives:</b> Values, attitudes, and assumptions that underlie both practices and products but that are less readily evident to the observer.</p>
<p><b>Samples of Evidence</b></p> <ol style="list-style-type: none"> <li>1. The syllabus includes a unit in which students study citizenship laws, examine the effects of their enforcement on the lives of immigrants (e.g., voting rights, marriage, health care), and discuss what it means to be a citizen.</li> <li>2. The syllabus states, "In response to a film, students work in pairs to create a French-language PowerPoint presentation on attitudes toward multiculturalism."</li> <li>3. The syllabus includes a unit on rites of passage and the cultural perspectives that inform them, based on a short novel.</li> </ol>	

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<b>Curricular Requirement 8</b>	The course provides opportunities for students to make comparisons between and within languages and cultures.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> include activities in which students make linguistic and cultural comparisons.
<b>Key Term(s)</b>	None at this time.
<p><b>Samples of Evidence</b></p> <ol style="list-style-type: none"> <li>1. Students research differences in the use of idiomatic expressions between French and their native language.</li> <li>2. The syllabus states, “Students watch news broadcasts from different areas of the French-speaking world, and discuss cultural and linguistic differences.”</li> <li>3. Activities identified in the syllabus require students to make linguistic and cultural comparisons, for example, studying cultural perspectives on censorship and free speech.</li> </ol>	

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<b>Curricular Requirement 9</b>	The course prepares students to use the target language in real-life settings.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> give specific examples of how the students are using the target language in the classroom or beyond in contexts applicable to real life. Simply stating a list of real-life situations <b>is not</b> sufficient.
<b>Key Term(s)</b>	None at this time.
<p><b>Samples of Evidence</b></p> <ol style="list-style-type: none"> <li>1. The syllabus includes a yearlong partnership between the students in this course and French high school students that provides regular opportunities for real-life language use.</li> <li>2. The syllabus states that students attend (in person or by viewing online) lectures, film nights, performances, or other cultural events conducted in French.</li> <li>3. Students develop a thematic portfolio to explore an area of personal interest by using a variety of authentic resources. Entries in the portfolio include references to the resources and spoken or written responses in which students summarize the content and explain why the resources are of particular interest to them.</li> </ol>	