

MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS

AP French Language and Culture	
TEKS	COLLEGE BOARD
<p>Levels III and IV: PreAPIII and AP IV:</p> <p>(1) Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:</p> <p>(A) engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;</p> <p>(B) interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and</p> <p>(C) present information and convey short messages on everyday topics to listeners and readers.</p> <p>(2) Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:</p> <p>(A) use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and</p> <p>(B) use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.</p> <p>(3) Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:</p> <p>(A) use resources (that may include technology) in the language and</p>	<p>Interpersonal Communication</p> <p>Spoken Interpersonal Communication</p> <p>I. Primary Objective: The student engages in spoken interpersonal communications.</p> <ul style="list-style-type: none"> A. The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations. B. The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations. C. The student elicits information and clarifies meaning by using a variety of strategies. D. The student states and supports opinions in oral interactions. E. The student initiates and sustains interaction through the use of various verbal and nonverbal strategies. F. The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions. G. The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. H. The student self-monitors and adjusts language production. I. The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political). J. The student demonstrates knowledge and understanding of content across disciplines <p>Written Interpersonal Communication</p> <p>II. Primary Objective: The student engages in written interpersonal communications.</p> <ul style="list-style-type: none"> A. The student engages in the written exchange of information,

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<p>cultures being studied at the intermediate proficiency level to gain access to information; and (B) use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.</p> <p>(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to: (A) use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied; (B) use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and (C) use the language at the intermediate proficiency level to demonstrate an understanding of the influence of one language and culture on another.</p> <p>(5) Communities. The student participates in communities at home and around the world by using languages other than English. The student is expected to: (A) use the language at the intermediate proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and (B) show evidence of becoming a lifelong learner by using the language at the intermediate proficiency level for personal enrichment and career development.</p>	<p>opinions, and ideas in a variety of time frames in formal situations. B. The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations. C. The student writes formal correspondence in a variety of media using appropriate formats and conventions. D. The student writes informal correspondence in a variety of media using appropriate formats and conventions. E. The student elicits information and clarifies meaning by using a variety of strategies. F. The student states and supports opinions in written interactions. G. The student initiates and sustains interaction during written interpersonal communication in a variety of media. H. The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions. I. The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. J. The student self-monitors and adjusts language production. K. The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political). L. The student demonstrates knowledge and understanding of content across disciplines.</p> <p>Interpretive Communication</p> <p>Audio, Visual, and Audiovisual Interpretive Communication</p> <p>III. Primary Objective: The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources. A. The student demonstrates comprehension of content from</p>

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	<p>authentic audio resources.</p> <p>B. The student demonstrates comprehension of content from authentic audiovisual resources.</p> <p>C. The student demonstrates comprehension of content from authentic visual resources.</p> <p>D. The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.</p> <p>E. The student understands the purpose of a message and the point of view of its author.</p> <p>F. The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.</p> <p>G. The student demonstrates critical viewing or listening of audio, visual, and audiovisual resources in the target cultural context.</p> <p>H. The student monitors comprehension and uses other sources to enhance understanding.</p> <p>I. The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).</p> <p>J. The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in audio, visual, and audiovisual resources.</p> <p>K. The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).</p> <p>L. The student demonstrates knowledge and understanding of content across disciplines.</p>

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	<p>Written and Print Interpretive Communication</p> <p>IV. Primary Objective: The student synthesizes information from a variety of authentic written and print resources.</p> <ul style="list-style-type: none"> A. The student demonstrates comprehension of content from authentic written and print resources. B. The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions. C. The student understands the purpose of a message and the point of view of its author. D. The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources. E. The student demonstrates critical reading of written and print resources in the target cultural context. F. The student monitors comprehension and uses other sources to enhance understanding. G. The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s). H. The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources. I. The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political). J. The student demonstrates knowledge and understanding of content across disciplines.

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	<p>Presentational Communication</p> <p>Spoken Presentational Communication</p> <p>V. Primary Objective: The student plans, produces, and presents spoken presentational communications.</p> <ul style="list-style-type: none"> A. The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance). B. The student retells or summarizes information in narrative form, demonstrating a consideration of audience. C. The student creates and gives persuasive speeches. D. The student expounds on familiar topics and those requiring research. E. The student uses reference tools, acknowledges sources, and cites them appropriately. F. The student self-monitors and adjusts language production. G. The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political). H. The student demonstrates knowledge and understanding of content across disciplines. <p>Written Presentational Communication</p> <p>VI. Primary Objective: The student plans and produces written presentational communications.</p> <ul style="list-style-type: none"> A. The student produces a variety of creative writings (e.g., original story, personal narrative, script). B. The student retells or summarizes information in narrative form, demonstrating a consideration of audience. C. The student produces persuasive essays. D. The student produces expository writing, including researched

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	<p>reports.</p> <p>E. The student uses reference tools, acknowledges sources, and cites them appropriately.</p> <p>F. The student self-edits written work for content, organization, and grammar.</p> <p>G. The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).</p> <p>H. The student demonstrates knowledge and understanding of content across disciplines.</p> <p>Themes and Recommended Contexts</p> <p>VII. Theme: Global Challenges / <i>Les défis mondiaux</i></p> <p>A. Recommended Contexts:</p> <ol style="list-style-type: none"> 1. Diversity Issues / • <i>La tolérance</i> 2. Economic Issues / • <i>L'économie</i> 3. Environmental Issues / • <i>L'environnement</i> 4. Health Issues / • <i>La santé</i> 5. Human Rights / • <i>Les droits de l'être humain</i> 6. Nutrition and Food Safety / • <i>L'alimentation</i> 7. Peace and War / • <i>La paix et la guerre</i> <p>VIII. Theme: Science and Technology / <i>La science et la technologie</i></p> <p>A. Recommended Contexts:</p> <ol style="list-style-type: none"> 1. Current Research Topics / <i>La recherche et ses nouvelles frontières</i> 2. Discoveries and Inventions / <i>Les découvertes et les inventions</i> 3. Ethical Questions / <i>Les choix moraux</i> 4. Future Technologies / <i>L'avenir de la technologie</i> 5. Intellectual Property / <i>La propriété intellectuelle</i> 6. The New Media / <i>Les nouveaux moyens de communication</i>

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	<p>7. Social Impact of Technology / <i>La technologie et ses effets sur la société</i></p> <p>IX. Theme: Contemporary Life / <i>La vie contemporaine</i></p> <p>A. Recommended Contexts:</p> <ol style="list-style-type: none"> 1. Advertising and Marketing / <i>La publicité et le marketing</i> 2. Education / <i>L'éducation et l'enseignement</i> 3. Holidays and Celebrations / <i>Les fêtes</i> 4. Housing and Shelter / <i>Le logement</i> 5. Leisure and Sports / <i>Les loisirs et le sport</i> 6. Professions / <i>Le monde du travail</i> 7. Rites of Passage / <i>Les rites de passage</i> 8. Travel / <i>Les voyages</i> <p>X. Theme: Personal and Public Identities / <i>La quête de soi</i></p> <p>A. Recommended Contexts:</p> <ol style="list-style-type: none"> 1. Alienation and Assimilation / <i>L'alienation et l'assimilation</i> 2. Beliefs and Values / <i>Les croyances et les systèmes de valeurs</i> 3. Gender and Sexuality / <i>La sexualité</i> 4. Language and Identity / <i>L'identité linguistique</i> 5. Multiculturalism / <i>Le pluriculturalisme</i> 6. Nationalism and Patriotism / <i>Le nationalisme et le patriotisme</i> <p>XI. Theme: Families and Communities / <i>La famille et la communauté</i></p> <p>A. Recommended Contexts:</p> <ol style="list-style-type: none"> 1. Age and Class / <i>Les rapports sociaux</i> 2. Childhood and Adolescence / <i>L'enfance et l'adolescence</i> 3. Citizenship / <i>La citoyenneté</i> 4. Customs and Ceremonies / <i>Les coutumes</i> 5. Family Structures / <i>La famille</i>

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	<p>6. Friendship and Love / <i>L'amitié et l'amour</i></p> <p>XII. Theme: Beauty and Aesthetics / <i>L'esthétique</i></p> <p>A. Recommended Contexts:</p> <ol style="list-style-type: none">1. Architecture / <i>L'architecture</i>2. Contributions to World Artistic Heritage / <i>Le patrimoine</i>3. Ideals of Beauty / <i>Le beau</i>4. Literature / <i>Les arts littéraires</i>5. Music / <i>La musique</i>6. Performing Arts / <i>Les arts du spectacle</i>7. Visual Arts / <i>Les arts visuels</i>