

**RHINEBECK CENTRAL SCHOOL DISTRICT  
PRIORITIZED CURRICULUM  
AP FRENCH SYLLABUS**

**COURSE OVERVIEW**

The 4<sup>th</sup> year French course takes this intensive knowledge of the spoken and written language, and focuses it on mastery of the target language, as well as successful performance on the AP exam. The overall design of the course is to mirror the various constructive aspects of the AP exam by doing projects and exercises to enhance mastery.

Through speaking, essay writing, listening comprehension testing, grammar exercises, and reading comprehension the students improve their speaking and writing abilities in the target language. They also learn to think in French, as use of English in the classroom is not permitted. Students are always encouraged to ask questions and make comments in the target language. All students enrolled in the course are required to take an AP exam, so preparation is a key aspect of this course. The course also encourages students to use online and printed resources to further their mastery of understanding spoken French, to expose them to French current events and other up-to-date cultural materials. These authentic materials, as well as French literature and film, provide a basis for classroom discussion, commentary, listening and viewing.

**RHINEBECK CENTRAL SCHOOL DISTRICT  
PRIORITIZED CURRICULUM  
AP FRENCH SYLLABUS**

**COURSE MATERIAL DESCRIPTIONS BY TASK AND TEACHING STRATEGIES**

**SPEAKING:**

*Le Petit Larousse Illustré 2005* - We use the graphic representation of each letter of the alphabet as the basis for an oral presentation. Each student gets two or three letters to present. They list the vocabulary on the board related to images used in the graphic to represent a particular letter of the alphabet. They must describe the location of the item in the image, explain the vocabulary in French to the class, take questions, and have the class repeat the words. They then write the words on the board for everyone to copy and fill in to a blank form. The individual student gets to make an intensive oral presentation, the class gets plenty of speaking opportunity, and we all prepare an alphabetical list of both new and familiar vocabulary for enrichment.

*AP Pictures from former exams* - Since the students will be confronted with this complex task on the AP, we use the pictures of years past to help them speak extemporaneously. The task evolves slowly. First, all students have a packet of pictures to work with, and each student is assigned one. We work as a group looking at each picture and identifying key vocabulary and grammar points to enhance the telling of the stories presented. Once we have notes for each picture students can begin to present. It is important that they learn to focus on the key points of each image and to take notes on positive and negative aspects of the performance. We then share our observations and corrections. Subsequent pictures are assigned for true extemporaneous presentations; always, however, reinforced with positive feedback and suggestions for improvement.

*France-Amérique News Journal* - This bi-weekly journal is an invaluable source for many tasks we perform in class. Students are assigned several articles throughout the year to teach to the class. Articles are copied for each student. In the first part of the presentation, the student is required to list important, challenging vocabulary on the board so all students may gloss their article. In the second part of the lesson, the student has each student in the class read aloud a section of the article. The class is then presented with one or two comprehension questions prepared by the presenter. The presenter ends the lesson with an oral summation of the article.

*Champs-Élysées* - The student may adapt an article from this audio magazine, and teach it to the class. They must go over key words and phrases and take questions on the text from the class, then work on a comprehension exercise, either one provided by the company or one of their own creations. The student then gives a short reading comprehension quiz to the class. Again, the student is up in front of the class, speaking French and teaching a lesson

**RHINEBECK CENTRAL SCHOOL DISTRICT  
PRIORITIZED CURRICULUM  
AP FRENCH SYLLABUS**

**GRAMMAR**

*Une Foix pour toutes* - At this point in their French studies the students have covered many aspects of French grammar, including *si* clauses and various topics related to the use of the subjunctive. We use the above text as a thorough review of all aspects of French grammar. The pace varies. Subsequent lessons require between one and a half to three weeks of review depending on the complexity of the subject matter. The object is to finish the entire text by the end of April. At the end of each lesson, we take the *premiere interrogation* together as a test. It is graded as homework. They then take the *deuxieme interrogation* as a test. Certain lessons require reinforcement through quizzes. There are quizzes for lesson one vocabulary, fourth lesson conjunctions, and eleventh lesson prepositions.

*AP Fill-in sections* - These notably challenging parts of the AP are done in class as we cover the grammar text. Certain portions of these exercises act as a "heads up" for upcoming grammar lessons. The individual answers are indexed to the lesson and section number in the text (*Une Foix Pou Toutes*) when possible.

*Troisieme Livre* - Certain lessons are used as reinforcement and review of grammar concepts already covered. They also serve as resources material for forms and rules.

**LISTENING COMPREHENSION**

*Champs-Elysees* - This audio magazine arrives once a month with valuable articles of current interest. There are various presenters so the students are exposed to different native speakers. The series also comes with an exercise book that highlights some of the articles. We use these articles as follows:

- As a simple listening exercise, we play the article and check off the key words and phrases in the exercise provided
- An article is copied and given to the students so that they may read it at home in advance. We then listen together and I stop the recording to ask a comprehension question or two of each student.

*L'Espace des Français* - This video series presents various items of regional interest to the students in short video clips. The commentary and interviews are with actual, native speakers. This video gives an excellent presentation of the various regions of France; their people, industry and geography. I have developed a listening comprehension exercise for each segment. Some are comprehension questions, other are fill in the blank exercises.

**RHINEBECK CENTRAL SCHOOL DISTRICT  
PRIORITIZED CURRICULUM  
AP FRENCH SYLLABUS**

*Profils des Français* - The seven minute interviews profile various members of French society, from children in a classroom to mendicants in a subway, and ask them about their lives. Videos are first viewed with a transcript and then without. On the second view, the students discuss what they have seen and answer questions about the video. The series comes with an instructor's manual with suggestions for activities. I use those that encourage the students to speak or write critically about the issues presented. The students themselves are asked to come up with questions to ask other members of the class.

*AP Released Material* - I use all released copies of the listening portion of the AP exam. The students listen to the material and answer the questions provided. After correcting our responses, we discuss the key words and phrases picked up or missed in each exchange. Earlier in the school year, we listen to the tape once, discuss them again, and answer the questions. Later, the students get on listening opportunity only.

**READING COMPREHENSION**

*Literature* - We read the following and test on the material:

Full Novels:

- *L'Étranger* - Albert Camus
- *Le Petit Prince* - Antoine de Saint-Exupéry
- *La Mort 'est pas une fin* - Agatha Christie
- *Le Tour du Monde en 80 Jours* - Jules Verne

Edited Novels:

- *Le Pêcheur d'Islande* - Pierre Loti
- *Les Enfants Terribles* - Jean Cocteau
- *Le Mur* - Jean Paul Sartre

**RHINEBECK CENTRAL SCHOOL DISTRICT  
PRIORITIZED CURRICULUM  
AP FRENCH SYLLABUS**

These readings are done as homework with frequent reading comprehension tests given. The students are tested on sections of the books involved. Class discussions are held to solicit questions or address problems the students are having as they read the text.

Short Works:

- *Toutes Latitudes* - Pierre-Edmond Robert, ed. Short stories by various French writers either born, or who lived abroad in the French speaking world
- *Histoires* - Comeau, Lamoureux. Et Lane, eds. Short writings by important persons in French history, letters by various native speakers and other non-literary writings.

These readings are done in class to foster discussion and usually come with comprehension questions to be answered.

*AP Released material* - The students produce four or five essays per semester, based on years of released questions from the AP exam.

Generally, they are approached as follows:

- a) There is a short in-class session talking about the question and then using the dictionary to come up with a short list of useful words. The students then share their list with the rest of the class.
- b) Students write a preliminary composition. At times it is read to the class and suggestions and corrections are offered. More often the teacher corrects it and gives written suggestions.
- c) Students write a final draft for submission.

Essays are judged by rubric on grammar, vocabulary and content.

*"Histoires" text* - This collection of short historical writings comes with essay questions based on the content of the passage. These are used as shorter writing exercises as time allows.

**RHINEBECK CENTRAL SCHOOL DISTRICT  
PRIORITIZED CURRICULUM  
AP FRENCH SYLLABUS**

**COURSE PLANNER**

Topics	Assessments	Timeline
<p>Grammar:</p> <ul style="list-style-type: none"> <li>▪ Chapter 1 - Une Fois Pour Toutes</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>▪ Answer and justify responses to questions accompanying the above story</li> <li>▪ Write a letter in the style and using the vocabulary of the above story about an important, personal decision (150 words)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Letter graded on tense use and extent of vocabulary</li> </ul>	<p>Summer</p>

**RHINEBECK CENTRAL SCHOOL DISTRICT  
PRIORITIZED CURRICULUM  
AP FRENCH SYLLABUS**

Topics	Assessments	Timeline
<p>Grammar:</p> <ul style="list-style-type: none"> <li>▪ UFPT lesson 1 - review exercises from summer packet</li> <li>▪ 1<sup>st</sup> test UFPT lesson 1 as homework with class discussion of challenges</li> <li>▪ UFPT lesson 2 - begin exercises and grammar rule review</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>▪ Le Tour du Monde en 80 Jours - 1<sup>st</sup> half</li> <li>▪ France-Amerique selected news article</li> </ul> <p>Oral:</p> <ul style="list-style-type: none"> <li>▪ News article discussion in class</li> <li>▪ Larousse 2005 picture presentations</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>▪ Espace video 1 &amp; 2, students discuss</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>▪ AP Essay - 1<sup>st</sup> and final draft</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quiz on vocabulary of lesson 1 UFPT</li> <li>▪ Quiz on gender rules lesson 1 UFPT</li> <li>▪ 2<sup>nd</sup> test on lesson 1 UFPT</li> <li>▪ Tour du Monde comprehension questions</li> <li>▪ Larousse presentation is critiqued in class and graded</li> <li>▪ Espace video - short comprehension questions</li> <li>▪ Essay scored, corrections required</li> </ul>	<p>September</p>

**RHINEBECK CENTRAL SCHOOL DISTRICT  
PRIORITIZED CURRICULUM  
AP FRENCH SYLLABUS**

Topics	Assessments	Timeline
<p>Grammar:</p> <ul style="list-style-type: none"> <li>▪ UFPT lesson 2 - continue exercises</li> <li>▪ 1<sup>st</sup> test UFPT lesson 2 as homework with class discussion of challenges</li> <li>▪ Troisieme Livre exercises on past participles and agreement &amp; imperative vs. passé compose</li> <li>▪ UFPT lesson 3 exercises</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>▪ Le Tour du Monde en 80 Jours - 2<sup>nd</sup> half</li> <li>▪ "La Dangereuse Nymphé de la Nuit" from <i>Toutes Latitudes</i></li> <li>▪ "Benjamin Franklin en France" from <i>Histoires</i></li> </ul> <p>Oral:</p> <ul style="list-style-type: none"> <li>▪ Larousse 2005 picture presentations continued</li> <li>▪ Students present different parts of "Nymphé" and "Benjamin Franklin" with questions for classmates</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>▪ Espace video 3</li> <li>▪ Film: Indochine (1992) in part with class discussion and critique</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>▪ AP Essay - 1<sup>st</sup> and final draft</li> </ul>	<ul style="list-style-type: none"> <li>▪ Comprehension questions on short stories collected</li> <li>▪ UFPT lesson 2 test</li> <li>▪ Tour du Monde Comprehension questions - 2 tests</li> <li>▪ Larousse presentation is critiqued in class and graded</li> <li>▪ Espace video - short comprehension questions</li> <li>▪ Essay scored, corrections required</li> </ul>	<p>October</p>



**RHINEBECK CENTRAL SCHOOL DISTRICT  
PRIORITIZED CURRICULUM  
AP FRENCH SYLLABUS**

Topics	Assessments	Timeline
<p>Grammar:</p> <ul style="list-style-type: none"> <li>▪ UFPT lesson 3 exercises continued</li> <li>▪ Troisieme Livre exercises on the conditional</li> <li>▪ 1<sup>st</sup> test UFPT lesson 3 and 4 as homework with class discussion of challenges</li> <li>▪ UFPT lesson 4 exercises</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>▪ <i>Le Petit Prince</i> all</li> <li>▪ "Lettres de Vincent a Theo Van Gogh" from <i>Histoires</i></li> <li>▪ AP reading selections from released exams</li> </ul> <p>Oral:</p> <ul style="list-style-type: none"> <li>▪ Larousse 2005 picture presentations continue</li> <li>▪ Student selected article from <i>France-Amerique</i> to be taught to the class with student generated composition questions</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>▪ Film: Indochine continued with class critique and observations</li> <li>▪ Espace video - all 3 sections on Paris</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>▪ AP Essay - 1<sup>st</sup> and final draft</li> </ul>	<ul style="list-style-type: none"> <li>▪ UFPT lesson 3 test</li> <li>▪ UFPT lesson 4 quiz - vocabulary/conjunctions</li> <li>▪ Comprehension question on Espace video</li> <li>▪ Larousse presentation graded</li> <li>▪ Essay scored, corrections required</li> <li>▪ 2 comprehension tests on <i>Le Petit Prince</i></li> </ul>	November

**RHINEBECK CENTRAL SCHOOL DISTRICT  
PRIORITIZED CURRICULUM  
AP FRENCH SYLLABUS**

Topics	Assessments	Timeline
<p>Grammar:</p> <ul style="list-style-type: none"> <li>▪ UFPT lesson 5 exercises</li> <li>▪ 1<sup>st</sup> test UFPT lesson 5 as homework with class discussion of challenges</li> <li>▪ Troisieme Livre exercises on the pronouns</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>▪ <i>Le Pecheur d'Islande</i> - all</li> <li>▪ AP reading selections from released exams</li> </ul> <p>Oral:</p> <ul style="list-style-type: none"> <li>▪ Larousse 2005 picture presentations finished - students discuss, ask questions about and record all new vocabulary generated by these presentations</li> <li>▪ AP picture assigned to student to present in timed format, other students critique and evaluate</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>▪ Profils des Francais 1 &amp; 2</li> <li>▪ Espace video continued</li> <li>▪ AP French 1984 exam listening exercises in part</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>▪ AP Essay - 1<sup>st</sup> and final draft</li> </ul>	<ul style="list-style-type: none"> <li>▪ UFPT lesson 4 test</li> <li>▪ UFPT lesson 5 test</li> <li>▪ Comprehension question quizzes on Espace and Profils</li> <li>▪ Larousse presentation scored</li> <li>▪ Essay scored, corrections required</li> </ul>	<p>December</p>

**RHINEBECK CENTRAL SCHOOL DISTRICT  
PRIORITIZED CURRICULUM  
AP FRENCH SYLLABUS**

Topics	Assessments	Timeline
<p>Grammar:</p> <ul style="list-style-type: none"> <li>▪ UFPT lesson 6 exercises</li> <li>▪ 1<sup>st</sup> test UFPT lesson 6 &amp; 7 as homework with class discussion of challenges</li> <li>▪ UFPT lesson 7 exercises begin</li> <li>▪ AP fill-in sections</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>▪ "Le Lever du Roi" from <i>Histoires</i></li> <li>▪ "Les Enfants Terribles" all</li> </ul> <p>Oral:</p> <ul style="list-style-type: none"> <li>▪ AP pictures - students will present two this month</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>▪ Espace video continued</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>▪ AP Essay - 1<sup>st</sup> and final draft</li> </ul>	<ul style="list-style-type: none"> <li>▪ UFPT lesson 6 test</li> <li>▪ Comprehension question on Espace video</li> <li>▪ Comprehension test on "Enfants"</li> <li>▪ Essay scored, corrections required</li> </ul>	January

**RHINEBECK CENTRAL SCHOOL DISTRICT  
PRIORITIZED CURRICULUM  
AP FRENCH SYLLABUS**

Topics	Assessments	Timeline
<p>Grammar:</p> <ul style="list-style-type: none"> <li>▪ UFPT lesson 7 exercises concluded</li> <li>▪ Troisieme Livre supplemental exam on the interrogatives</li> <li>▪ UFPT lesson 8 exercises</li> <li>▪ 1<sup>st</sup> test UFPT lesson 8 as homework with class discussion of challenges</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>▪ "La Mort n'est pas une fin" all</li> </ul> <p>Oral:</p> <ul style="list-style-type: none"> <li>▪ Student select and teach news article from <i>France-Amerique</i></li> <li>▪ AP picture presentation with class critique</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>▪ Profils 5 &amp; 6</li> <li>▪ 1993 AP listening</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>▪ AP Essay - 1<sup>st</sup> and final draft</li> </ul>	<ul style="list-style-type: none"> <li>▪ UFPT lesson 7 test</li> <li>▪ UFPT lesson 8 test</li> <li>▪ Comprehension question on Profils video</li> <li>▪ 2 comprehension tests on "La Mort"</li> <li>▪ Essay scored, corrections required</li> </ul>	February

**RHINEBECK CENTRAL SCHOOL DISTRICT  
PRIORITIZED CURRICULUM  
AP FRENCH SYLLABUS**

Topics	Assessments	Timeline
<p>Grammar:</p> <ul style="list-style-type: none"> <li>▪ UFPT lesson 9 &amp; 10 exercises</li> <li>▪ 1<sup>st</sup> test UFPT lesson 9 &amp; 10 as homework with class discussion of challenges</li> <li>▪ AP fill-in sections</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>▪ "L'Etranger" all</li> </ul> <p>Oral:</p> <ul style="list-style-type: none"> <li>▪ <i>Champs-Elysees</i> article chosen and taught to class</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>▪ 1993 AP listening exercises</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>▪ AP Essay - 1<sup>st</sup> and final draft</li> </ul>	<ul style="list-style-type: none"> <li>▪ UFPT lesson negative exercise p. 117, #2 - collected and graded</li> <li>▪ UFPT lesson 9 &amp; 10 test</li> <li>▪ 2 comprehension tests on "L'Etranger"</li> <li>▪ Student generated comprehension quiz on <i>Champs-Elysees</i> article</li> <li>▪ Essay scored, corrections required</li> </ul>	<p>March</p>

**RHINEBECK CENTRAL SCHOOL DISTRICT  
PRIORITIZED CURRICULUM  
AP FRENCH SYLLABUS**

Topics	Assessments	Timeline
<p>Grammar:</p> <ul style="list-style-type: none"> <li>▪ UFPT lesson 11 &amp; 12 exercises</li> <li>▪ 1<sup>st</sup> test UFPT lesson 11 &amp; 12 as homework with class discussion of challenges</li> <li>▪ AP fill-in sections</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>▪ "Le Mur" all</li> <li>▪ Pierre Loti en Algerie selections from <i>Toute Latitudes</i></li> </ul> <p>Oral:</p> <ul style="list-style-type: none"> <li>▪ AP picture presentation with class critique</li> <li>▪ Students select and teach a news article from <i>France-Amerique</i></li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>▪ Profils 7 &amp; 8</li> <li>▪ Film: "La Belle et la Bête" (1946)</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>▪ AP Essay - 1<sup>st</sup> and final draft</li> </ul>	<ul style="list-style-type: none"> <li>▪ UFPT lesson 11 &amp; 12 test</li> <li>▪ UFPT lesson 11 vocabulary quiz on prepositions</li> <li>▪ Comprehension question quiz on Profils video</li> <li>▪ Comprehension test on "Le Mur"</li> <li>▪ 2 comprehension tests on "L'Etranger"</li> <li>▪ Essay scored, corrections required</li> </ul>	<p>April</p>

**MAY:**

AP Review: 1998 Released Exam - entire test given in remaining class days, reviewed and scored