

YEAR 3

Contact hours: 375-450

Target proficiency level: Intermediate Low ([Source](#))

Age: Junior High - HS

Goals

- Build our community (if new students -- check [YEAR 1](#) for ideas)
- Transition students to more independent use of language by providing more choices and more open ended questions
- Develop intermediate cultural competency by transitioning from being an informed and educated tourist (Semester 1) to being an empathetic citizen of the world (Semester 2)

ACTFL Power Can-Do (focus of this course)

× I can **identify the topic and related information from simple sentences in longer** conversations, and informational and fictional texts (Interpretive)

× In my own and other cultures I can **make comparisons** between products and practices to help me understand perspectives (Intercultural)

ACTFL Secondary Can-Do

× I can request and provide information, express feelings, and basic needs **by creating simple sentences and asking appropriate follow-up questions** (Interpersonal)

× I can present information about familiar and everyday topics **using simple sentences** (Presentational)

Assessments

All forms of assessments will fall into one of the following categories:

Interpretive listening 25%

Interpretive reading 25%

Interpersonal speaking 20%

Presentational writing and speaking 20%

Semester exam 10% (If there is a mandated exam, otherwise, the weight is distributed back to Interpretive modes)

[Syllabus](#)

SEMESTER 1			
Routines	Intermediate Low cultural units	Story Listening and Reading	Super Important Specials
Opening How do you feel Sustained Silent Reading	1. How do people in the francophone world spend their summer vacation? (This can be a sensitive topic for some students, proceed with caution or ignore this topic) 2. What makes a French region an attractive destination for an American tourist? 3. What do people in West Africa eat, wear, and learn?	Full-period Story Listening then the next day we read the full text together	Major Events at school or in the world Exchange with visiting francophone speakers Example: Robes de papiers Movie Talk Example: Des papiers importants Song of the week Watch a movie together Kirikou et la sorcière
Closing Sometimes Write and Discuss			

For *those* days (or sub plans):

Watch an "[Hélène se promène](#)" video and write a retell in English

Summative Assessments :

- First Quarter ([Interpretive only](#)) : After reading and analyzing a French travel brochure, decide if the packages presented in the brochure would interest French and American teenagers. (IPA Lite)
- First/Second Quarter ([Presentational Speaking](#)): Create a 3 min infomercial about a French region of your choice. This video will be viewed and evaluated by our local French American Chamber of Commerce.
- Second quarter ([Mid Term](#)): After watching a video featuring Morocco and Marrakech in class, you decide to find out more about this city. You will first seek to comprehend information presented via two different media, then you will organize your thoughts about Marrakech in one well-written paragraph, and finally you will exchange your opinion about this city with some of your classmates.

(Full IPA) -- Email me in order to receive a copy of the assessment

IL= Interpretive Listening
IR = Interpretive Reading
IS=Interpersonal Speaking
PW=Presentational Writing

SEMESTER 2			
Routines	Intermediate Low Cultural topics	Story Listening and Reading	Super Important Specials
Opening Sustained Silent Reading	4. How does the daily life of a teenager in Senegal compare to mine? How are cultural values expressed differently in Senegal than in America? 5. How is the ideal friend? What is the difference between “un.e ami.e” and “un copain/une copine?” 6. What are the attitudes of French teens towards love?	Full-period Story Listening then we read the full text together the next day	Major events at school or in the world Exchange with visiting francophone speakers Example: Robes de papiers Movie Talk Example: Des papiers importants Song of the week Watch a movie together Cyrano de Bergerac Told the first part of the movie via Story Listening January New Year’s resolution (if not done in previous years) February/March Carnaval in the francophone world (if not done in previous years) Optional: Le Grand Concours
Closing Write and Discuss			

For *those* days (or sub plans):

Watch an [“Hélène se promène”](#) video and write a retell in English

Summative Assessments

- Third Quarter:
 - Write a short essay about the ideal friend (PW)
 - While browsing for “Dear Abby” columns, you come across a French website called “adoasis.net”. This website looks like the kind of place where French teenagers share about their problems and receive support and advice from others. You will read a “Dear Abby” letter from a French teenager, demonstrate comprehension, and make inferences. ([IPA lite](#))
- Fourth quarter ([Final exam](#)): How are adolescents doing these days? After watching a video and reading about French teens, you will compare and contrast the behaviors and attitudes of French teens with the behaviors and attitudes of teens in our community.

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