

The Well-Trained Mind Academy
French 1

Course Blackboard site wtma.blackboard.com

Required Text(s)

[Click here](#) for purchase links via Kit.

- *À plus 1. Published by Éditions Maison des Langues.*
- *Nuits mystérieuses à Lyon. ISBN 9781935575627*

Additional texts, readings, videos, and audio files will be provided for the students on Blackboard, either as PDFs or links.

Course Description

This introductory course is designed to excite students about the language and cultures of French-speaking countries and give them a foundation for continued study in high school or at the college level. Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning Languages](#) from the American Council on the Teaching of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities.

Students will develop basic competencies in the four modalities of language learning: listening, speaking, reading, and writing. At the conclusion of the course, students will be able to introduce themselves and answer simple questions about topics covered in the class (speaking), provide basic biographical information with accuracy (writing), be able to recognize and understand a few spoken expressions in conversation (listening), and can understand short, simple texts that convey simple information (reading).

Can-Do Statements

To track student development, we will be using the [Can Do Statements](#) established by the American Council on the Teaching of Foreign Languages. The benchmarks of what you'll be able to communicate are Novice-Low:

I can understand memorized or familiar words when they are supported by gestures or visuals in informational and fictional texts, as well as conversations. (*Interpretive Communication*)

I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. (*Interpersonal Communication*)

I can express some basic needs and basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals. (*Interpersonal Communication*)

I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals. (*Presentational Communication*)

In my own and other cultures **I can** identify products and practices to help me understand perspectives. (*Intercultural Communication*)

I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. (*Intercultural Communication*)

Course Methods

The approach to this course is to provide comprehensible input, first modeling language and then providing ample opportunities for students to practice words and structures necessary for expressing themselves. As a result, there is an emphasis on listening and reading first, then reproducing speech and text, and finally generating language to express ideas using the target language.

Stories play a major role in developing the skills for effective communication in French. Chapters of a short novel will be assigned at various parts of the course to encourage students to develop their reading skills and gain exposure to French language, as well as provide additional opportunities for students to see how the language is used in the context of a larger narrative.

Evaluation Criteria

Chapter test & final test (35% of final grade): Each test (one per chapter and a final), worth 5% of your overall grade, covers the material of each chapter. However, keep in mind that language is cumulative, so each exam also (necessarily) covers all previously learned material!

Vocabulary and Grammar Quizzes (5%): These quizzes are given in class and can be announced or unannounced. Prepare for these classes by watching the grammar lesson videos, completing notebook worksheets and grammar exercises, and learning the vocabulary before their due dates. If you keep up on your learning, you'll do fine!

Projects (7%): After winter break and at the end of the school year, you will be completing projects. These are designed to provide you with another opportunity to use the language skills you've recently acquired *and* be creative.

Grammar Notebook (10%): For every grammar lesson, students will be adding to their grammar notebooks. PDFs will be provided by the instructor; students are advised to fill out the notebook

by hand. Credit is awarded when students hand in a scan or a photograph of their work. **Images must be clear enough for instructor to read student handwriting**

Novel Work (10%): To get students reading in French, we'll be reading a text in French. Students will be asked to complete comprehension checks, short quizzes on vocabulary, and handouts. There will also be a brief comprehension quiz at the end of the semester on the novel, once completed.

One-on-one chat with the instructor (8%): In the interest of tracking your oral progress with French, you will be having a brief conversation with the instructor in French half-way through the year and again at the end of the year! This is meant to be a low-stress occasion for you to demonstrate the French that you've picked up over the course of your time in class.

Class Participation (25%): This grade includes participation and attendance (6%) and hand-in homework (19%).

PROGRAMME

The schedule is subject to frequent updates. Please see Blackboard/email for changes.

<i>Semaine # (Week)</i>	<i>Unité (Unit)</i>	<i>Examen (Exams)</i>
<i>Semaine 1</i>	<i>Overview of book, how to learn a language Unité 0, À plus</i>	
<i>Semaine 2</i>	<i>Unité 0, À plus</i>	
<i>Semaine 3</i>	<i>Unité 1, À plus, Leçon 1</i>	
<i>Semaine 4</i>	<i>Unité 1, À plus, Leçon 2</i>	
<i>Semaine 5</i>	<i>Unité 1, À plus, Leçon 3</i>	
<i>Semaine 6</i>	<i>„RÉVISION Unités 0 et 1</i>	<i>Examen, Unités 0 et 1</i>
<i>Semaine 7</i>	<i>Unité 2, À plus, Leçon 1</i>	
<i>Semaine 8</i>	<i>Unité 2, À plus, Leçon 2</i>	
<i>Semaine 9</i>	<i>Unité 2, À plus, Leçon 3</i>	
<i>Semaine 10</i>	<i>RÉVISION Unité 2</i>	<i>Examen, Unité 2</i>

<i>Semaine 11</i>	<i>Unité 3, À plus, Leçon 1</i>	
	<i>Thanksgiving Break, no class Jour d'Action de Grace, pas de classe</i>	
<i>Semaine 12</i>	<i>Unité 3, À plus, Leçon 2</i>	
<i>Semaine 13</i>	<i>Unité 3, À plus, Leçon 3</i>	
<i>Semaine 14</i>	<i>Chapitres 1 à 3, Reader Nuits mystérieuses à Lyon</i>	
<i>Semaine 15</i>	<i>Chapitres 4 à 6, Reader Nuits mystérieuses à Lyon</i>	
	<i>Vacances d'hiver Winter Break</i>	
<i>Semaine 16</i>	<i>RÉVISION Unité 3</i>	<i>Examen, Unité 3</i>
<i>Semaine 17</i>	<i>Semaine des examens: pas de classe, MAIS! Aussi, préparez vos projets de mi-semestre</i>	<i>Chat avec Mme</i>
<i>Semaine 18</i>	<i>Unité 4, À plus, Leçon 1</i>	
<i>Semaine 19</i>	<i>Unité 4, À plus, Leçon 2</i>	
<i>Semaine 20</i>	<i>Unité 4, À plus, Leçon 3</i>	

<i>Semaine 21</i>	<i>RÉVISION Unité 4</i>	<i>Examen, Unité 4</i>
<i>Semaine 22</i>	<i>Unité 5, À plus, Leçon 1</i>	
<i>Semaine 23</i>	<i>Unité 5, À plus, Leçon 2</i>	
<i>Semaine 24</i>	<i>Unité 5, À plus, Leçon 3</i>	
<i>Semaine 25</i>	<i>RÉVISION Unité 5</i>	<i>Examen, Unité 5</i>
	<i>Spring Break</i> <i>Vacances de printemps</i>	
<i>Semaine 26</i>	<i>Unité 6, À plus, Leçon 1</i>	
<i>Semaine 27</i>	<i>Unité 6, À plus, Leçon 2</i>	
<i>Semaine 28</i>	<i>Unité 6, À plus, Leçon 3</i>	
<i>Semaine 29</i>	<i>RÉVISION Unité 6</i>	<i>Examen, Unité 6</i>
<i>Semaine 30</i>	<i>Chapitres 7 à 9, Nuits mystérieuses à Lyon</i>	
<i>Semaine 31</i>	<i>Chapitres 10 et 11, Nuits mystérieuses à Lyon</i> + <i>RÉVISION: Reader</i>	<i>Examen, Reader</i>
<i>Semaine 32</i>	<i>Préparez vos projets de la fin de semestre!</i>	<i>Chat avec Mme</i>
<i>Semaine 33</i>	<i>Révision: Unités 1-3</i> <i>Préparez vos projets de la fin de semestre!</i>	

<i>Semaine 34</i>	<i>Révision: Unités 4-6</i> <i>Préparez vos projets de la fin de semestre!</i>	<i>Examen final</i> <i>Projet final</i>
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The Well-Trained Mind Academy
French II

Course Blackboard site: wtma.blackboard.com

Required Texts

[Click here](#) for purchase links via Kit.

- *À plus 2*. Published by Éditions Maison des Langues.
- Jeanne-Marie Leprince de Beaumont. Adaptation by S. Paquet. *La Belle et la Bête*.

Additional texts, readings, videos, and audio files will be provided for the students on Blackboard, either as PDFs or links.

Course Description

This course builds on the foundation established in French 1.

Over the course of the academic year, students will learn how to give their opinions, use the imperfect and present perfect, use and discuss common media, how to retell a story, and how to talk about the future, formulating both hypotheses and possibilities.

Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning Languages](#) from the American Council on the Teaching of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities.

Can-Do Statements

To track student development, we will be using the [Can Do Statements](#) established by the American Council on the Teaching of Foreign Languages. The benchmarks of what you'll be able to communicate (a combination of Novice Mid and Novice High "*I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.*"):

I can communicate on some very familiar topics using a variety of words and phrases that I have practiced and memorized. (Interpersonal Communication)

I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions. (Presentational Speaking)

I can write short messages and notes on familiar topics related to everyday life.
(Presentational Writing)

I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said. (Interpretive Listening)

I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read. (Interpretive Reading)

Course Methods

The approach to this course is to provide comprehensible input, first modeling language and then providing ample opportunities for students to practice words and structures necessary for expressing themselves. As a result, there is an emphasis on listening and reading first, then reproducing speech and text, and finally generating language to express ideas using the target language.

Stories play a major role in developing the skills for effective communication in French. Chapters of a short novel will be assigned at various parts of the course to encourage students to develop their reading skills and gain exposure to French language, as well as provide additional opportunities for students to see how the language is used in the context of a larger narrative.

Written Assignments

End of Unit Project (15% of final grade): At the end of every unit, you'll complete a final project (2.5%). These projects are designed to provide you with another opportunity to use the language skills you've recently acquired *and* be creative. Some projects will be completed on your own, while others require collaboration.

Quizzes and Tests

Chapter test & final test (35% of final grade): Each test (one per chapter and a final), worth 5% of your overall grade, covers the material of each chapter. However, keep in mind that language is cumulative, so each exam also (necessarily) covers all previously learned material!

Vocabulary and Grammar Quizzes (5%): These quizzes are given in class and can be announced or unannounced. Prepare for these classes by watching the grammar lesson videos, completing notebook worksheets and grammar exercises, and learning the vocabulary before their due dates. If you keep up on your learning, you'll do fine!

Other Assignments/Requirements

Grammar Notebook (12%): For every grammar lesson, students will be adding to their grammar notebooks. PDFs will be provided by the instructor; students are advised to fill out the notebook *by hand*. Credit is awarded when students hand in a scan or a photograph of their work. **Images must be clear enough for instructor to read student handwriting**

Novel Work (8%): To get students reading in French, we'll be reading a short novel, *le vol de oiseaux*. Students will be asked to complete comprehension checks, short quizzes on vocabulary, and handouts.

Class Participation (25%): This grade includes participation and attendance (6%) and hand-in homework (19%).

Grading breakdown:

Class Participation (Participation/Attendance/Homework)	25%
Vocabulary & Grammar Quizzes	5%
Grammar Notebook	12%
Novel Work	8%
End of Unit Project:	15%
Chapter Tests/Final Tests:	35%

Schedule

The schedule is subject to frequent updates from me. Please see Blackboard/email for changes.

Week #	Chapter	Test
Week 1	Overview of book, how to learn a language Unité 1, <i>À plus</i>	
Week 2		
Week 3		
Week 4		Test, Unité 1 Unit Project due
Week 5	Unité 2, <i>À plus</i>	
Week 6		
Week 7		
Week 8		Test, Unité 2 Unit Project due
Week 9	Unité 3, <i>À plus</i>	
Week 10		
Week 11		

		<i>Thanksgiving Break</i>	
Week 12			Test, Unité 3 Unit Project due
Week 13		Novel <i>La Belle et la Bête</i>	
Week 14		Novel <i>La Belle et la Bête</i>	
Week 15		Unité 4, À plus	
		<i>Winter Break</i>	
Week 16			
Week 17			
Week 18			Test, Unité 4 Unit Project due
Week 19		Novel <i>La Belle et la Bête</i>	
Week 20		Unité 5, À plus	
Week 21			
Week 22			
Week 23			Test, Unité 5 Unit Project due
Week 24		Novel <i>La Belle et la Bête</i>	
		<i>Spring Break</i>	
Week 25		Unité 6, À plus	
Week 26			
Week 27			
Week 28			Test, Unité 6 Unit Project due
Week 29		Novel <i>La Belle et la Bête</i>	
Week 30		Novel <i>La Belle et la Bête</i>	

Week 31		Novel <i>La Belle et la Bête</i>	
Week 32		<i>Review</i>	Final test

The Well-Trained Mind Academy
French III

Course Blackboard site: wtma.blackboard.com

Required Texts

[Click here](#) for purchase links via Kit.

- À plus 3. Published by Éditions Maison des Langues.
- *Au revoir les enfants*, by Louis Malle; adaptation by Régine Boutégèze

Additional texts, readings, videos, and audio files will be provided for the students on Blackboard, either as PDFs or links.

Course Description

This course builds on the foundation established in French II.

Over the course of the academic year, students will learn how to talk about goals, discuss health and wellbeing, give their opinions in a debate, talk about cause and effect, and use imperfect and conditional tenses as well as the passive voice.

Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning Languages](#) from the American Council on the Teaching of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities.

Can-Do Statements

To track student development, we will be using the [Can Do Statements](#) established by the American Council on the Teaching of Foreign Languages. The benchmarks of what you'll be able to communicate as a Novice High learner "*I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.*"):

I can identify the topic and some isolated facts from simple sentences in informational texts; *I can* understand familiar questions and statements from simple sentences in conversations. (*Interpretive Communication*)

I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. (*Interpersonal Communication*)

I can present on familiar and everyday topics, using simple sentences most of the time. (Presentational Communication)

I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. (Intercultural Communication)

Course Methods

The approach to this course is to provide comprehensible input, first modeling language and then providing ample opportunities for students to practice words and structures necessary for expressing themselves. As a result, there is an emphasis on listening and reading first, then reproducing speech and text, and finally generating language to express ideas using the target language.

Stories play a major role in developing the skills for effective communication in French. Chapters of a short novel will be assigned at various parts of the course to encourage students to develop their reading skills and gain exposure to French language, as well as provide additional opportunities for students to see how the language is used in the context of a larger narrative.

Written Assignments

End of Unit Project (23% of final grade): At the end of every other unit, you'll complete a project (each is worth 3.8% of your final grade). These projects are designed to provide you with another opportunity to use the language skills you've recently acquired and be creative. Some projects will be completed on your own, while others require collaboration.

Evaluation Criteria

Chapter test & final test (35% of final grade): Each test (one per chapter and a final), worth 5% of your overall grade, covers the material of each chapter. However, keep in mind that language is cumulative, so each exam also (necessarily) covers all previously learned material!

Vocabulary and Grammar Quizzes (5%): These quizzes are given in class and can be announced or unannounced. Prepare for these classes by watching the grammar lesson videos, completing notebook worksheets and grammar exercises, and learning the vocabulary before their due dates. If you keep up on your learning, you'll do fine!

Projects (7%): Every other unit, you will be completing projects. These are designed to provide you with another opportunity to use the language skills you've recently acquired and be creative.

Other Assignments/Requirements

Grammar Notebook (10%): For every grammar lesson, students will be adding to their grammar notebooks. PDFs will be provided by the instructor; students are advised to fill out the notebook by hand. Credit is awarded when students hand in a scan or a photograph of their work. *Images must be clear enough for instructor to read student handwriting*

Novel Work (10%): To get students reading in French, we'll be reading a text in French. Students will be asked to complete comprehension checks, short quizzes on vocabulary, and handouts. There will also be a brief comprehension quiz at the end of the semester on the novel, once completed.

One-on-one chat with the instructor. (8%): In the interest of tracking your oral progress with French, you will be having a brief conversation with me in French halfway through the year and again at the end of the year! This is meant to be a low-stress occasion for you to demonstrate the French that you've picked up over the course of your time in class.

Class Participation (25%): This grade includes participation and attendance (6%) and hand-in homework (19%).

Grading breakdown

Tests: 35%

End of unit projects: 7%

Quizzes: 5%

Chats with Madame S: 8%

Grammar Notebook: 10%

Novel Work: 10%

Attendance, Participation, and homework: 25%

Schedule

The schedule is subject to frequent updates from me. Please see Blackboard/email for changes.

Week #	Chapter	Test
Week 1	Overview of book, how to learn a language Unité 1, <i>À plus</i>	
Week 2		
Week 3		
Week 4		Test, Unité 1 Unit Project due
Week 5	Unité 2, <i>À plus</i>	
Week 6		
Week 7		
Week 8		Test, Unité 2 Unit Project due
Week 9	Unité 3, <i>À plus</i>	
Week 10		
Week 11		
	<i>Thanksgiving Break</i>	
Week 12		Test, Unité 3 Unit Project due
Week 13	Novel <i>Le Petit Prince</i>	
Week 14	Novel <i>Le Petit Prince</i>	
Week 15	Unité 4, <i>À plus</i>	
	<i>Winter Break</i>	
Week 16		
Week 17		

Week 18		Test, Unité 4 Unit Project due
Week 19	Novel <i>Le Petit Prince</i>	
Week 20	Unité 5, À plus	
Week 21		
Week 22		
Week 23		Test, Unité 5 Unit Project due
Week 24	Novel <i>Le Petit Prince</i>	
	<i>Spring Break</i>	
Week 25	Unité 6, À plus	
Week 26		
Week 27		
Week 28		Test, Unité 6 Unit Project due
Week 29	Novel <i>Le Petit Prince</i>	
Week 30	Novel <i>Le Petit Prince</i>	
Week 31	Novel <i>Le Petit Prince</i>	
Week 32	<i>Review</i>	Final test

The Well-Trained Mind Academy
French IV/V

Course Blackboard site: wtma.blackboard.com

Required texts:

[Click here](#) for purchase links via Kit.

- *Apprenons*, Wayside publishing, ISBN: 978-1-942400-81-3
- *Les Misérables*, Victor Hugo, ISBN: 9788853009111

Course Description

French IV and French V are offered as a combined course. Students are able to take the course twice and receive full high school credit for each year. The textbook, which covers two years of high school French study, will be taught in halves; one half will be offered one year, and the other half will be offered the second year--it does not matter if they start with the first half or the second half. To specify which year we are on, we use “Year A” when we talk about the class using the first half of the book, and “Year B” for the course that uses the second half of the book.

This course is modeled on intermediate college-level French courses. It is designed to excite students about the language and cultures of French-speaking countries. Students completing both years will complete the full French high school offerings at the Well-Trained Mind Academy and be prepared for ongoing study at the intermediate college level.

Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning Languages](#) from the American Council on the Teaching of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities.

Students will develop intermediate-level competencies in the four modalities of language learning: listening, speaking, reading, and writing. At the conclusion of the course, students will be able to introduce themselves and answer questions about topics covered in the class (speaking), write topic-based essays where students express their own thoughts and identify their own errors with accuracy (writing), be able to recognize and understand spoken expressions in conversation at different linguistic registers from a variety of regional dialects (listening), and can understand longer, more complex texts that convey cultural and literary information (reading).

As students continue deepening their language skills and learn the nuances of the language, they will be exposed to texts that are more like texts they will encounter in the French-speaking world. In class, students will learn strategies that help them read for understanding, so that they

move away from looking up every word they understand. They will also learn how to develop their language skills independently of help from an instructor.

Can-Do Statements

To track student development, we will be using the [*Can Do Statements*](#) established by the American Council on the Teaching of Foreign Languages. The benchmarks of what you'll be able to communicate as an intermediate-Low to intermediate_Mid learner:

I can communicate on a wide variety of cultural topics using a variety of words and phrases that I have practiced and memorized. (Interpersonal Communication)

I can present information about myself and a few cultural and literary topics using a variety of words, phrases, and memorized expressions. (Presentational Speaking)

I can write short compositions on familiar topics related to everyday life. (Presentational Writing)

I can understand words, phrases, and sentences related to everyday life. I can recognize information and understand the main topic of what is being said, along with some details and supporting information. (Interpretive Listening)

I can understand words, phrases, and sentences in multiple-paragraph texts and literary works. I can understand the main idea of what I have read. (Interpretive Reading)

Course Methods

The approach to this course is to provide comprehensible input, first modeling language and then providing ample opportunities for students to practice words and structures necessary for expressing themselves. As a result, there is an emphasis on listening and reading first, then reproducing speech and text, and finally generating language to express ideas using the target language.

Stories play a major role in developing the skills for effective communication in French. The textbook for this course provides an overarching narrative that follows a young Québécoise doctoral student and a Parisian businessman across the Francophone world, with stops in New Orléans, Paris, Martinique, Dakar, and Provence. Short narrative texts within the book encourage students to develop their reading skills and gain exposure to French language and Francophone culture, history and geographical localities, as well as provide additional opportunities for students to see how the language is used in the context of a larger narrative.

A note about the primary textbook: This is an intermediate-level text that helps students move from an introductory-level textbook to more advanced texts. In introductory-level textbooks, vocabulary lists are carefully organized to provide students with all the information they'll need to understand a new passage. The language is often simplified so that learners don't encounter structures they haven't seen before. When learners transition to intermediate-level texts, they sometimes struggle because they try to look up every word they do not recognize. In this course,

students will learn how to find new vocabulary and decide when to look a word up, and they will also learn to read a passage for meaning. They will also learn how to interpret a passage, even when they encounter unfamiliar grammatical structures. These skills prepare students for advanced language study.

Evaluation Criteria

Assessments

5 Chapter exams	20%
1 Midterm	5%
1 Final Exam	5%
4 Oral Assessments (<i>chats avec instructeur</i>)	10%
Homework	20%
Novel work	10 %
5 projects	15%
Participation	15%

PROGRAMME

The schedule is an example.

Schedule

The schedule is an example

Year A

Week #	Chapter	Test/Project
Week 1	Overview of books, how to learn a language <i>Apprenons, Chapitre 0</i> Leçon 1 Profil électronique Déterminer sa personnalité	
Week 2	Leçon 2 L'identité Les anglicismes	
Week 3	Leçon 3 Les réseaux sociaux L'identité numérique	Project 1

Week 4		Novel work	
Week 5		Leçon 4 Connectez-vous	
Week 6		Récapitulation Conversation	Test 1
Week 7		<i>Apprenons, Chapitre 1</i> Leçon 1 Structure du système éducatif français Comparaison du système français et américain	
Week 8		Fall break Novel work	
Week 9		Leçon 2 Restauration scolaire L'importance des activités extra-scolaires	
Week 10		Leçon 3 Les langues étrangères à l'école L'orientation vers un métier	Projet 2
Week 11		Leçon 4 Connectez-vous	
Week 12		Récapitulation Conversation	Test 2
Week 13		<i>Apprenons, Chapitre 2</i> Leçon 1 La chronologie et la durée	
Week 14		Leçon 2 Le transport et les voyages	
Week 15		Activité Thanksgiving	
Week 16		Novel work	
Week 17		Révisions	

Week 18		Exam week	Exam
		Winter break	
Week 1 Spring		<i>Apprenons, Chapitre 2, suite</i> Leçon 3 Blog de voyages Les vacances et le rythme scolaire	Project 3
Week 2		Leçon 4 Connectez-vous	
Week 3		Récapitulation Conversation	Test 3
Week 4		Novel work	
Week 5		<i>Apprenons, Chapitre 3</i> Leçon 1 Chercher un emploi Préparer un entretien	
Week 6		Leçon 2 Le télétravail Les heures de travail	
Week 7		Leçon 3 L'âge et le travail L'égalité des hommes et des femmes	Project 4
Week 8		Leçon 4 Connectez-vous	
		Spring break	
Week 9		Novel work	
Week 10		Récapitulation Conversation	Test 4
Week 11		<i>Apprenons, Chapitre 4</i> Leçon 1 La famille et la communauté	

Week 12		Leçon 2 L'expression des sentiments L'organisation d'une fête surprise	
Week 13		Leçon 3 La structure familiale Le temps en famille	Project 5
Week 14		Leçon 4 Connectez-vous	
Week 15		Récapitulation Novel Work	Test 5
Week 16		Révisions	
Week 17		Exam week	Exam

Year B

Week #		Chapter	Test/Project
Week 1		Overview of books, how to learn a language <i>Apprenons, Chapitre 5</i> Leçon 1 Les étapes vers un objectif Le numérique	

Week 2		Leçon 2 L'internet et les langues vivantes La technologie dans la salle de classe	
Week 3		Leçon 3 La communication et la technologie	Project 1
Week 4		Novel work	
Week 5		Leçon 4 Connectez-vous	
Week 6		Récapitulation Conversation	Test 1
Week 7		<i>Apprenons, Chapitre 6</i> Leçon 1 L'écologie	
Week 8		Fall break Novel work	
Week 9		Leçon 2 Les solutions pour l'avenir La protection de l'environnement	
Week 10		Leçon 3 L'individu et l'écologie L'environnement et l'achat des produits	Project 2
Week 11		Leçon 4 Connectez-vous	
Week 12		Récapitulation Conversation	Test 2
Week 13		<i>Apprenons, Chapitre 7</i> Leçon 1 Les points de vue et les préférences	
Week 14		Leçon 2 La consommation Les préférences de mode	
Week 15		Activité Thanksgiving	

Week 16		Novel work	
Week 17		Révisions	
Week 18		Exam week	Exam
		Winter break	
Week 1 Spring		<i>Apprenons, Chapitre 7, suite</i> Leçon 3 L'art et le marketing	Project 3
Week 2		Leçon 4 Connectez-vous	
Week 3		Récapitulation Conversation	Test 3
Week 4		Novel work	
Week 5		<i>Apprenons, Chapitre 8</i> Leçon 1 La culture	
Week 6		Leçon 2 Les aînés et leurs valeurs Les coutumes et les rites de passage	
Week 7		Leçon 3 L'union européenne La diversité	Project 4
Week 8		Leçon 4 Connectez-vous	
		Spring break	
Week 9		Novel work	
Week 10		Récapitulation Conversation	Test 4

Week 11		<i>Apprenons, Chapitre 9</i> Leçon 1 Le concept de beauté	
Week 12		Leçon 2 Définition et expression de la beauté Visite artistique	
Week 13		Leçon 3 L'histoire et l'architecture	Project 5
Week 14		Leçon 4 Connectez-vous	
Week 15		Récapitulation Novel Work	Test 5
Week 16		Révisions	
Week 17		Exam week	Exam