



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

French
Grade 8

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French Grade 8

Course Description:

This course begins with a review of the basic materials presented in the seventh grade. Listening, speaking, reading, writing, and cultural awareness skills continue to be developed. The time dimension is extended to include the use of the past tense. A wide variety of cultural activities enhances and facilitates language learning. This course represents the second half of a Level I high school course. The expectation is that students will be ready to take French Level II as freshmen.

Suggested Course Sequence

- Unit 1: All about me - 31 days
- Unit 2: Food, glorious food - 30 days
- Unit 3: Let's go shopping! – 29 days
- Unit 4: Home, sweet home – 27 days
- Unit 5: City Life - 32 days
- Unit 6: Vacation Plans – 30 days

Course Summary/Grade-level Goals

The goal of French 8 CPA is to provide many opportunities for students to express themselves, using both the spoken and the written language. Some interactive activities include creating and performing dialogues, games, and "interviews." The focus is to increase their listening comprehension, reading, and cultural awareness through various reading selections and computer websites. Technology is also infused into this course through an array of real-world examples of the topics we explore.

NOVICE HIGH: Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so. Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice- High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse.

Interpretive Mode: The Interpretive Mode of communication: students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of "one-way" reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, "interpretation" differs from "comprehension" because it implies the ability to read or listen "between the lines" and "beyond the lines."

Interpretive Mode Course Goals:

By the end of the French 8 course students will be able

Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials such as books, audio recordings, videos, games, and realia that have

been produced for use by native speakers of the target language using electronic information sources such as podcast, video-casts, and websites related to targeted themes.

Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

Recognize some common gestures and cultural practices associated with target culture(s).

Identify people, places, objects, and activities in daily life based on oral or written descriptions.

Demonstrate comprehension of short conversations and brief written messages on familiar topics.

Identify the main idea and other significant ideas in readings from age- and level-appropriate books, audio recordings, videos, games, and realia that have been produced for use by native speakers of the target language.

Interpersonal Mode: The Interpersonal Mode of communication: Students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

Interpersonal Mode Course Goals:

-Use digital tools, such as blogs, e-mail, and video-conferencing to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

-Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.

-Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

- Ask and respond to questions, make requests, and express preferences in various social situations.

- Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational Mode: The Presentational Mode of communication: in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include a presentation to a group, posting an online

video or webpage, creating and posting a podcast or video-cast, and writing an article for a newspaper.

Presentational Mode Course Goals:

-Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation (combination of text, audio, still images, video, interactivity and animation) on targeted themes to be shared virtually with a target language audience.

-Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

-Describe in writing people and things from the home and school environment.

-Tell or retell stories from age- and level-appropriate, culturally authentic materials such as books, audio recordings, videos, games, and realia that have been produced for use by native speakers of the target language orally or in writing.

-Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

Unit Overview			
Content Area:	French		
Unit Title:	Unit 1: All about me		
Target Course/Grade Level:	Grade 8, Novice – High Level		
Unit Summary:			
<p>Students use the target language in the three modes of communication to explore how preferences related to hobbies, community and cultural activities, and weekend/after school activities are similar and different in the home and target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)</p> <ul style="list-style-type: none"> • Interpretive: They interpret authentic written and video/audio texts such as blogs, community bulletin boards, and advertisements that focus on community/cultural events and community service opportunities. • Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to community/cultural events and community service opportunities • Presentational: They use sentence level discourse to describe how they and others are involved in community and cultural activities, how they and others contribute positively to their community, and the effect that friends, family, acquaintances, and community context have on their choices related to the above. They compare and contrast cultural practices related to community and cultural events that occur in the home and target culture(s) 			
21st century themes:	Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy; Media Literacy; Communication Literacy; Life and Career Skills X		
Learning Targets			
Standards: World Languages, Novice-high 6-12			
CPI#	Cumulative Progress Indicator (CPI)		
7.1.NM.A.2 7.1.NM.A.5	Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s). Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.		
7.1.NM.B.1 7.1.NM.B.4	Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.		
7.1.NM.C.3	Describe in writing people and things from the home and school environment.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; vertical-align: top;"> Unit Essential Questions <ul style="list-style-type: none"> • What are you and your friends like? • How do your friends and family participate in the town community life? • How do you invite someone to participate in an event? </td> <td style="width: 60%; vertical-align: top;"> Unit Enduring Understandings: <ul style="list-style-type: none"> • The study of another language and culture deepens understanding of where and how people live and why events occur. • Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> • What are you and your friends like? • How do your friends and family participate in the town community life? • How do you invite someone to participate in an event? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • The study of another language and culture deepens understanding of where and how people live and why events occur. • Personal preferences and skills are key factors to consider when making decisions about postsecondary plans.
Unit Essential Questions <ul style="list-style-type: none"> • What are you and your friends like? • How do your friends and family participate in the town community life? • How do you invite someone to participate in an event? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • The study of another language and culture deepens understanding of where and how people live and why events occur. • Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. 		

- How do you express preferences?
- What community events do French-speaking teenagers participate in?

Unit Learning Targets

Students will be able to demonstrate knowledge of the following concepts:

- Using social media to talk about yourself
- Community service opportunities
- Community activities
- The structures necessary to
 - Express preferences
 - Put events in sequential order (e.g. first, second, then, next, finally)
 - Inquire and talk about free time in the present time frame
- Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording)

It is understood that students at the NH level will have already mastered the following:

- Physical Characteristics
- Personality qualities
- Pastime activities
- Expressions of likes and dislikes
- The structures necessary to:
 - Describe physical qualities and personality qualities
 - Express emotions
 - Tell age

Express likes and dislikes

Students will be able to demonstrate the following skills:

- Identify main idea of an authentic text dealing with events in the community.
- Demonstrate comprehension of a series of oral and written directions related to places and events in the community.
- Exchange information about the home community and the target culture(s) community using digital tools such as blogs, wikis, or SKYPE.
- Exchange information about community service opportunities available in the home community and the target culture(s) community with individuals from the target culture using digital tools such as blogs, wikis, or SKYPE.
- Create a multi-media rich presentation comparing community events and community service opportunities in the home and target culture(s).

Evidence of Learning

Summative Assessment (3 days)

Interpretive: Listening comprehension of an authentic audio source

Reading comprehension of an authentic printed and digital source

Interpersonal: Recorded students interpersonal exchanges, letter to an e-pal

Presentational: Student projects – a wiki page project. Partner class project

Equipment Needed: Interwrite Board, projector, laptops

Teacher Resources: PC, Language Lab,
 Bien Dit 1 textbook
 Bien Dit 1 cahier de vocabulaire et grammaire
 Transparencies (from a variety of sources)
 DVD: télévocab
 Grammavision
 Téléroman
 On rappe

	Skype Teacher created materials to correspond with Bien Dit 1
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Formative Assessments

- Recorded students' exchanges
- Vocabulary and grammar quizzes
- Mini-skits
- Cultural trivia
- Listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues)
- Reading comprehension of culturally authentic sources (a penpal letter, a magazine article)
- Information gap interpersonal exchanges
- Exit slip (short written response)

Lesson Plans

Lesson #	Lesson Name	Time frame (50 minutes a day)
1	Introduce yourself to your classmates and e-pal, ask their age and how they are doing	2 days
2	Using a wiki page, ask and speak about likes and dislikes	2 days
3	Use être and avoir and adjective agreement to describe yourself	2 days
4	Use –er, verbs faire and sortir to talk and inquire about your favorite activities	2 days
5	Talk about your favorite home town activities and how often you participate in them	2 days
7	Learn about community activities in francophone communities	1 day
8	Ask and say how you contribute to the community life of your home town	2 days
9	Talk about your family, what they are like, using noun-adjective agreement and possessive pronouns	2 days
10	Talk about the role your family plays in the life of the community	2 days
11	Share your feelings about school subjects and teachers	2 days
12	Ask and say how you contribute to the community life of your home town	2 days
12	Using Est-ce que	2 days
13	Developing listening and reading skills (Téléroman, "Connections")	2 days
14	Developing reading and writing skills	2 days
15	Cumulative review.	2 days
16	Summative assessment (interpretive, interpersonal, presentational skills)	3 days

Teacher Notes: Unit length: 31 days

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://my.hrw.com>

<http://www.flevideo.com>

<http://apprendre.tv5monde.com>

<http://epals.com>

<http://maryglasgow.com>

Unit Overview	
Content Area:	French
Unit Title:	Unit 2: Food, glorious food
Target Course/Grade Level:	Grade 8, Novice – High Level
Unit Summary:	
<p>Students use the target language in the three modes of communication to engage in the study of food as a source of nutrition and explore the role it plays in social, familial, and commercial situations. They consider how cultural, geographic, familial, and commercial forces influence food choices. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)</p> <ul style="list-style-type: none"> • Interpretive: Students examine authentic written and video/audio texts such as menus, advertisements, recipes, food blogs, maps, charts, and other text related to food, sources of food, and production and manufacturing of food in the home and target cultures. • Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community in which they ask and answer questions and express preferences related to the above. • Presentational: Students create graphs and charts to convey information about the sources of food, its nutritional value and its role in social, familial and commercial situations. They use sentence level discourse to describe how they and others select and prepare food, which food options are available to them, and why and what nutritional impact their selections have on overall health. They compare and contrast practices related to food selection and preparation in the home and target cultures 	
21st century themes:	Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy; Media Literacy; Communication Literacy; Life and Career Skills
Learning Targets	
Standards: World Languages, Novice-High 6-12	
CPI#	Cumulative Progress Indicator (CPI)
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral and written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to cuisine
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1.NH.C.1	Recombine basic information at the word and sentence level related to cuisine to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C3	Describe in writing people and things from home and school environment.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What would you like to eat and drink? • How do you like your dish? • What would you suggest? • How much does a dish cost at a restaurant? • What are your favorite foods? • What foods are considered healthy/unhealthy in the USA? • What foods are considered healthy/unhealthy in a target culture? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Healthy eating habits and fitness practices may vary across cultures. • Many products and practices related to home and community are shared across cultures; others are culture-specific.
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Unit Learning Targets

Students will be able to demonstrate knowledge of the following concepts:

- Names of common vegetables, fruits, grains, proteins, and dairy items
- Names of common ‘empty calorie’ foods
- Selected vocabulary related to a balanced diet
- The structures necessary to discuss the purchasing, growing, eating, and ordering of food in the present time frame
- Communication strategies to facilitate conversations related to the theme (asking for clarification, circumlocution, expressions of reacting, rewording)
- Culturally authentic gestures and practices associated with eating
- The structures necessary to:
 - Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?)
 - Extend, accept, and refuse an invitation
- Memorized questions related to ordering and paying for a meal
- Currency from target culture and conversion to American equivalent

Students will be able to demonstrate the following skills:

- Identify foods that are prevalent in the home and target cultures as found in culturally authentic materials from electronic information sources and other sources.
- Recognize gestures associated with ordering food and food quantities.
- Identify some cultural practices associated with food (e.g. what food is considered healthy in the target culture(s)).
- Identify the main idea and key ideas associated with food products, origins, and where to purchase them as found in culturally authentic materials from electronic information sources and other resources.
- Identify the main idea and key ideas associated with balanced diet and food choices as found in culturally authentic materials from electronic information sources and other

Evidence of Learning

Summative Assessment (4 days)

Interpretive: Listening comprehension of an authentic audio source

Reading comprehension of an authentic printed and digital source

Interpersonal: Recorded students interpersonal exchanges, letter to an e-pal

Presentational: Student projects - a digital presentation “Our Café”, Partner class project

<p>Equipment Needed:</p>	<p>Interwrite Board, projector, laptops, you tube, TV5,</p>
<p>Teacher Resources:</p>	<p>PC, Language Lab, Bien Dit 1 textbook Bien Dit 1 cahier de vocabulaire et grammaire Transparencies (from a variety of sources) DVD: télévocab</p>

	Grammavision Téléroman On rappe Teacher created materials to correspond with Bien Dit 1
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Formative Assessments

- Recorded students' exchanges
- Vocabulary and grammar quizzes
- Mini-skits
- Cultural trivia
- listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues)
- reading comprehension of culturally authentic sources (a penpal letter, a magazine article)
- Information gap interpersonal exchanges
Exit slip (short written response)

Lesson Plans

Lesson #	Lesson Name	Time frame (50 min a day)
1	Review food groups and table setting	4 days
2	Offer food	2 days
3	Ask an opinion about food.	2 days
4	Use the partitive article to express quantity	2 days
5	Use verbs finir, grossir, maigrir to talk about healthy/unhealthy foods	2 day
6	Use the verb <i>vouloir</i> to express	2 days
7	Learn about meals in a target culture	2 days
8	Inquire about food and order, how much something is using the verb <i>prendre</i>	4 days
9	Use the imperative to make formal and informal requests	2 days
10	Use the verb <i>boire</i> to express your drink preferences	2 days
11	Develop listening and reading skills	2 days
12	Develop listening, reading and writing skills	2 days
13	Cummulative review	2 days
14	Summative assessment (interpretive, interpersonal, presentational skills)	4 days

Teacher Notes: Unit length: 31 days

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

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<http://maryglasgow.com>

Unit Overview			
Content Area:	French		
Unit Title:	Unit 3: Let's go shopping!		
Target Course/Grade Level:	Grade 8, Novice – High Level		
Unit Summary:			
<p>Students explore how cultural products and practices influence fashion and shopping habits and consider which characteristics of teen fashion are shared across cultures. They compare and contrast their community with communities from the target culture(s).</p> <ul style="list-style-type: none"> • Interpretive: They interpret authentic written and audio/video texts such as advertisements, blogs, short articles, and short clips from sites such as YouTube that focus on fashion and shopping and target culture communities. • Interpersonal: They engage in short unscripted/unrehearsed conversations with classmates, the teacher, and members of the target culture community in which they ask and respond to questions related to linguistic and cultural diversity within the home and target culture communities. • Presentational: They use sentence level discourse to compare and contrast how people from linguistically and culturally diverse communities in the home and target culture communities shop and dress. 			
21st century themes:	Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy; Media Literacy; Communication Literacy; Life and Career Skills		
Learning Targets			
Standards: World Languages, Novice-High 6-12			
CPI#	Cumulative Progress Indicator (CPI)		
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.		
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response		
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions		
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.		
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.		
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.		
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.		
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Unit Essential Questions <ul style="list-style-type: none"> • What do you like to wear to school and out-of school events? • What are you wearing today? • What do you think about an outfit? • What would you recommend to wear? • How much does something cost? • Where do you go to buy clothes? • How does fashion in your home and target cultures differ? </td> <td style="width: 50%; vertical-align: top;"> Unit Enduring Understandings: <ul style="list-style-type: none"> • Current trends and issues influence popular culture. </td> </tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> • What do you like to wear to school and out-of school events? • What are you wearing today? • What do you think about an outfit? • What would you recommend to wear? • How much does something cost? • Where do you go to buy clothes? • How does fashion in your home and target cultures differ? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Current trends and issues influence popular culture.
Unit Essential Questions <ul style="list-style-type: none"> • What do you like to wear to school and out-of school events? • What are you wearing today? • What do you think about an outfit? • What would you recommend to wear? • How much does something cost? • Where do you go to buy clothes? • How does fashion in your home and target cultures differ? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Current trends and issues influence popular culture. 		

<ul style="list-style-type: none"> • How do shopping traditions in your home and target cultures differ? 	
<p>Unit Learning Targets <i>Students will be able to demonstrate knowledge of the following concepts:</i></p> <ul style="list-style-type: none"> • Nouns to identify types of shops, clothing, parts of a garment • Adjectives to describe different types of clothing styles • Structures necessary: <ul style="list-style-type: none"> ○ to describe what people wear ○ to express opinions about clothing ○ to inquire about prices, sizes, material, color and pattern ○ to make a selection between two items ○ to ask and give advice ○ to make a decision • Communication strategies (asking for clarification, circumlocution, expressions of reacting, rewording, expressing lack of understanding) <p>The Following items have already been assessed in previous units and are being recycled in this unit:</p> <ul style="list-style-type: none"> • Comparative expressions • Noun-adjective agreement • Expressions of likes and dislikes • Pastime activities • Weather • Family members <p><i>Students will be able to demonstrate the following skills:</i></p> <ul style="list-style-type: none"> • Recognize previously learned words and phrases related to clothing and shopping as found in highly contextualized culturally authentic materials. • Determine the meaning of unknown words related to clothing and shopping as found in highly contextualized culturally authentic materials. • Identify characteristics of communities as found in age- and level-appropriate culturally authentic materials. • Identify the main idea and other significant ideas associated with clothing and shopping as found in culturally authentic materials. • Ask and answer questions related to how people from linguistically and culturally diverse communities dress and shop using digital tools and face-to-face communication. • Compare and contrast how people from linguistically and culturally diverse communities dress and shop. <p>Recombine previously learned material orally and in writing to compare how people dress and shop in the home and target cultures showing how the community and cultural products and practices impact fashion and shopping habits</p>	
Evidence of Learning	
<p>Summative Assessment (4 days) <u>Interpretive:</u> Listening comprehension of an authentic audio source Reading comprehension of an authentic printed and digital source <u>Interpersonal:</u> Recorded students interpersonal exchanges, letter to an e-pal <u>Presentational:</u> Student projects - a digital presentation about you and your e-pal</p>	
<p>Equipment Needed:</p>	<p>Interwrite Board, projector, laptops, you tube, TV5</p>
<p>Teacher Resources:</p>	<p>PC, Language Lab, Bien Dit 1 textbook Bien Dit 1 cahier de vocabulaire et grammaire Transparencies (from a variety of sources) DVD: télévocab Grammavision Téléroman</p>

		On rappe Teacher created materials to correspond with Bien Dit 1
Formative Assessments <ul style="list-style-type: none"> • Recorded students' exchanges • Vocabulary and grammar quizzes • Mini-skits • Cultural trivia • Listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues) • Reading comprehension of culturally authentic sources (a penpal letter, a magazine article) • Information gap interpersonal exchanges Exit slip (short written response)		
Lesson Plans		
Lesson #	Lesson Name	Time frame (50 min a day)
1	Geocultural overview: Le Sénégal Discuss its geographic location	1 day
2	Geocultural overview: Le Sénégal Discuss the impact of natural environment on life in Senegal	1 day
3	Identify the names of clothing items	2 days
4	Offer help	2 days
5	Ask for opinions; use demonstrative adjectives	2 days
6	Use demonstrative adjectives; use interrogative adjectives	2 days
7	Use the verb <i>mettre</i>	2 days
8	Learn about the traditional clothing in Senegal. Compare the system of discounts in France and the USA	2 days
9	Ask about prices	2days
10	Make a decision; use the <i>passé composé</i> of <i>-er</i> verbs	2 days
11	Use <i>passé composé</i> with irregular verbs	2 days
12	Use adverbs with <i>passé compose</i> to show when you bought something	2 days
13	Develop listening, reading and writing skills	2 days
14	Cummulative review	2 days
15	Summative assessment (interpretive, interpersonal, presentational skills)	4 days
Teacher Notes: Unit length: 30 days		
Curriculum Development Resources Click links below to access additional resources used to design this unit: http://my.hrw.com http://www.flevideo.com http://apprendre.tv5monde.com http://epals.com http://maryglasgow.com		

Unit Overview	
Content Area:	French
Unit Title:	Unit 4: Home, sweet home
Target Course/Grade Level:	Grade 8, Novice – High Level
Unit Summary:	
<p>Students explore how people live, work, and socialize in a community influenced by cultural products and practices and consider which characteristics of a community are shared across cultures. They compare and contrast their community with communities from the target culture(s).</p> <ul style="list-style-type: none"> • Interpretive: They interpret authentic written and audio/video texts such as advertisements, blogs, short articles, and short clips from sites such as YouTube that focus on the home and target culture communities. • Interpersonal: They engage in short unscripted/unrehearsed conversations with classmates, the teacher, and members of the target culture community in which they ask and respond to questions related to linguistic and cultural diversity within the home and target culture communities. • Presentational: They use sentence level discourse to compare and contrast how people from linguistically and culturally diverse communities in the home and target culture communities live, work, and socialize. 	
21st century themes:	Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy; Media Literacy; Communication Literacy; Life and Career Skills X
Learning Targets	
Standards: World Languages, Novice-High 6-12	
CPI#	Cumulative Progress Indicator (CPI)
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
Unit Essential Questions <ul style="list-style-type: none"> • What is your house like? • What does your family do in each of the rooms? • What chores do you do and when? • How would you ask permission being a guest? • How is your house different/similar to that of target cultures? • What types of lodging are found in the target cultures? • What is the role of a home in your and target cultures 	Unit Enduring Understandings: <ul style="list-style-type: none"> • The study of another language and culture deepens understanding of where and how people live and why events occur. • Many products and practices related to community are shared across cultures; others are culture-specific. • Human and animal migration are often related to the availability of resources and the ability to adapt to the environment.

Unit Learning Targets

Students will be able to demonstrate knowledge of the following concepts:

- Adjectives to describe different types of communities e.g. neighborhood, city, town, urban, suburban, rural
- Places in the community e.g. bank, library, supermarket, etc.
- Activities that occur in various places of the community
- Structures necessary:
 - to tell where places in the community are located
 - to describe how people live, work, and socialize in the community
- Communication strategies (asking for clarification, using circumlocution, expressing lack of understanding)

The Following items have already been assessed in previous units and are being recycled in this unit:

- Comparative expressions
- Expressions of likes and dislikes
- Pastime activities
- Weather

Family members

Students will be able to demonstrate the following skills:

- Recognize previously learned words and phrases related to places in the community as found in highly contextualized culturally authentic materials.
- Determine the meaning of unknown words related to places in the community as found in highly contextualized culturally authentic materials.
- Identify characteristics of communities as found in age- and level-appropriate culturally authentic materials.
- Identify the main idea and other significant ideas associated with communities as found in culturally authentic materials.
- Ask and answer questions related to how people from linguistically and culturally diverse communities live, work, and socialize using digital tools and face-to-face communication.
- Compare and contrast how people from linguistically and culturally diverse communities live, work, and socialize.

Recombine previously learned material orally and in writing to compare how people live, work, and socialize in the home and target cultures showing how the community and cultural products and practices impact life, work, and socialization.

Evidence of Learning

Summative Assessment (4 days)

Interpretive: Listening comprehension of an authentic audio source

Reading comprehension of an authentic printed and digital source

Interpersonal: Recorded students interpersonal exchanges, letter to an e-pal

Presentational: Student projects - a digital presentation about a castle. Partner class project

Equipment Needed: Interwrite Board, projector, laptops, you tube, TV5,

Teacher Resources: PC, Language Lab,
 Bien Dit 1 textbook
 Bien Dit 1 cahier de vocabulaire et grammaire
 Transparencies (from a variety of sources)
 DVD: télévocab
 Grammavision
 Téléroman
 On rappe
 Teacher created materials to correspond with Bien Dit 1

Formative Assessments <ul style="list-style-type: none"> • Recorded students' exchanges • Vocabulary and grammar quizzes • Mini-skits • Cultural trivia • listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues) • reading comprehension of culturally authentic sources (a penpal letter, a magazine article) • Information gap interpersonal exchanges • Exit slip (short written response) 	
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Lesson Plans

Lesson #	Lesson Name	Time frame (50 minutes a day)
1	Asking for permission. Talk about house chores	2 days
2	Ask how often you do things; Use the verbs <i>pouvoir</i> and <i>devoir</i>	2 days
3	Use the verbs <i>pouvoir</i> and <i>devoir</i> ; use the <i>passé composé</i> of <i>-ir</i> and <i>-re</i> verbs	2 days
4	Use negative expressions to talk about activities in and outside of your home	2 day
5	Learn about cultural ceremonies in Senegal and architectural peculiarities of typical American and French homes	2 days
6	Describe a house	2 days
7	Ask and respond where something is in relation to furniture and rooms of the house	3 days
8	Use the verbs <i>dormir</i> , <i>sortir</i> and <i>partir</i> to talk about actions inside and outside of home	2 days
9	Use <i>passé composé</i> with <i>être</i>	2 days
10	Use the verb <i>nettoyer</i> to talk about cleaning	2 days
11	Develop listening, reading and writing skills	2 days
12	Cummulative review	2 days
13	Summative assessment (interpretive, interpersonal, presentational skills)	4 days

Teacher Notes: Unit length: 28 days

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://my.hrw.com>

<http://www.flevideo.com>

<http://apprendre.tv5monde.com>

<http://epals.com>

<http://maryglasgow.com>

Unit Overview			
Content Area:	French		
Unit Title:	Unit 5: City Life		
Target Course/Grade Level:	Grade 8, Novice – High Level		
Unit Summary:			
<p>Students explore how city planning, services and businesses are influenced by cultural products and practices and consider which characteristics of cities are shared across cultures. They compare and contrast their community with communities from the target culture(s).</p> <ul style="list-style-type: none"> • Interpretive: They interpret authentic written and audio/video texts such as advertisements, blogs, short articles, and short clips from sites such as YouTube that focus on city life and target culture communities. • Interpersonal: They engage in short unscripted/unrehearsed conversations with classmates, the teacher, and members of the target culture community in which they ask and respond to questions related to linguistic and cultural diversity within the home and target culture communities. • Presentational: They use sentence level discourse to compare and contrast city life of people from linguistically and culturally diverse communities in the home and target culture communities. 			
21st century themes:	Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy; Media Literacy; Communication Literacy; Life and Career Skills X		
Learning Targets			
Standards: World Languages, Novice-High 6-12			
CPI#	Cumulative Progress Indicator (CPI)		
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.		
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response		
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions		
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.		
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.		
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.		
7.1.NH.B.4 7.1.NH.B.3	Ask and respond to questions, make requests, and express preferences in various social situations. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.		
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.		
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Unit Essential Questions: <ul style="list-style-type: none"> • What errands do you usually run in the city? • Where do you go to get certain products and services in your city? • How do you give walking and driving directions around town? • How do you ask for directions around town? </td> <td style="width: 50%; vertical-align: top;"> Unit Enduring Understandings: <ul style="list-style-type: none"> • Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. • The study of another language and culture deepens understanding of where and how people live and why events occur. </td> </tr> </table>		Unit Essential Questions: <ul style="list-style-type: none"> • What errands do you usually run in the city? • Where do you go to get certain products and services in your city? • How do you give walking and driving directions around town? • How do you ask for directions around town? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. • The study of another language and culture deepens understanding of where and how people live and why events occur.
Unit Essential Questions: <ul style="list-style-type: none"> • What errands do you usually run in the city? • Where do you go to get certain products and services in your city? • How do you give walking and driving directions around town? • How do you ask for directions around town? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. • The study of another language and culture deepens understanding of where and how people live and why events occur. 		

- What similarities and differences are there in the way the cities are planned in your hometown and that of a target culture?
- How does life in a big city compare to that in the suburbs?
- Would you like to live in the city and why?

Unit Learning Targets

Students will be able to demonstrate knowledge of the following concepts:

- Nouns to identify types of shops, clothing, parts of a garment
- Adjectives to describe different types of clothing styles
- Structures necessary:
 - to describe places in town
 - to ask for information
 - to ask for and give directions
 - to plan your day
 - to compare buildings and cities
 - to interpret schedules
 - to name means of transportation
- Communication strategies (asking for clarification, circumlocution, expressions of reacting, rewording, expressing lack of understanding)

The Following items have already been assessed in previous units and are being recycled in this unit:

- Comparative expressions city life city life
- Noun-adjective agreement
- Expressions of future plans
- Chores and pastime activities
- Weather
- Family members
-

Students will be able to demonstrate the following skills:

- Recognize previously learned words and phrases related to city life as found in highly contextualized culturally authentic materials.
- Determine the meaning of unknown words related to city life as found in highly contextualized culturally authentic materials.
- Identify characteristics of communities as found in age- and level-appropriate culturally authentic materials.
- Identify the main idea and other significant ideas associated with city life as found in culturally authentic materials.
- Ask and answer questions related to urban lifestyle of people from linguistically and culturally diverse communities using digital tools and face-to-face communication.
- Compare and contrast urban lifestyle from linguistically and culturally diverse communities.

Recombine previously learned material orally and in writing to compare cities in the home and target cultures showing how the community and cultural products and practices impact city planning, businesses and services

Evidence of Learning

Summative Assessment (4 days)

Interpretive: Listening comprehension of an authentic audio source

Reading comprehension of an authentic printed and digital sources

Interpersonal: Recorded students interpersonal exchanges, letter to an e-pal

Presentational: Student projects - a digital presentation “Ma Ville”, Partner class project

Equipment Needed:	Interwrite Board, projector, laptops, you tube, TV5,	
Teacher Resources:	PC, Language Lab, Bien Dit 1 textbook Bien Dit 1 cahier de vocabulaire et grammaire Transparencies (from a variety of sources) DVD: télévocab Grammavision Téléroman On rappe Teacher created materials to correspond with Bien Dit 1	
Formative Assessments		
<ul style="list-style-type: none"> • Recorded students' exchanges • Vocabulary and grammar quizzes • Mini-skits • Cultural trivia • listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues) • reading comprehension of culturally authentic sources (a penpal letter, a magazine article) • Information gap interpersonal exchanges Exit slip (short written response) 		
Lesson Plans		
Lesson #	Lesson Name	Time frame (50 min. a day)
1	Geocultural review of the region of Midi: discuss the geographical differences between the upper part of Southern France and the coastal regions below. Discuss different types of festivals held in Southern France and their origins. Prepare and taste some regional foods	2 days
2	Plan your day	2 days
3	Ask for and give directions	2 days
4	Use the verb <i>voir</i> to say who and what you see and saw and where	2 days
5	Use the verbs <i>connaître</i> and <i>savoir</i> to talk about places in town	2 days
6	Use the imperative to make commands	1 day
7	Learn about services and businesses found in a typical French city	3 days
8	Identify services in town (pharmacy, bank, post office)	2 days
9	Ask for information about services	2 days
10	Make a request using the present tense an inversion	3 days
11	Use the partitive with things you buy in town	1 day
12	Use <i>passé composé</i> with irregular verbs	2 days
13	Develop listening, reading and writing skills	2 days
14	Cummulative review	2 days
15	Summative assessment (interpretive, interpersonal, presentational skills)	4 days
Teacher Notes: Unit length: 33 days		
Curriculum Development Resources		
Click links below to access additional resources used to design this unit:		
http://my.hrw.com		
http://www.flevideo.com		
http://apprendre.tv5monde.com		
http://epals.com		
http://maryglasgow.com		

Unit Overview			
Content Area:	French		
Unit Title:	Unit 6: Vacation Plans		
Target Course/Grade Level:	Grade 8, Novice – High Level		
Unit Summary:			
<p>Students explore how travel and vacation are influenced by cultural products and practices and consider which characteristics are shared across cultures. They compare and contrast their community with communities from the target culture(s).</p> <ul style="list-style-type: none"> • Interpretive: They interpret authentic written and audio/video texts such as advertisements, blogs, short articles, and short clips from sites such as YouTube that focus on travel and vacation in target culture communities. • Interpersonal: They engage in short unscripted/unrehearsed conversations with classmates, the teacher, and members of the target culture community in which they ask and respond to questions related to linguistic and cultural diversity within the home and target culture communities. • Presentational: They use sentence level discourse to compare and contrast travel and vacation of people from linguistically and culturally diverse communities in the home and target culture communities. 			
21st century themes:	Creativity and Innovation; Critical Thinking and Problem Solving; Communication and Collaboration; Information Literacy; Media Literacy; Communication Literacy; Life and Career Skills		
Learning Targets			
Standards: World Languages, Novice-High 6-12			
CPI#	Cumulative Progress Indicator (CPI)		
7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.		
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response		
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions		
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.		
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.		
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.		
7.1.NH.C.1 7.1.NH.C.2	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.		
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Unit Essential Questions: <ul style="list-style-type: none"> • How do you make a reservation at a hotel by phone and e-mail? • What modes of transportation do you take to get to your destination? • How do you book a ticket? • What do you bring on a vacation to a different country? • How do you board a plane? </td> <td style="width: 50%; vertical-align: top;"> Unit Enduring Understandings: <ul style="list-style-type: none"> • The amount of leisure time available and how it is spent varies among cultures. </td> </tr> </table>		Unit Essential Questions: <ul style="list-style-type: none"> • How do you make a reservation at a hotel by phone and e-mail? • What modes of transportation do you take to get to your destination? • How do you book a ticket? • What do you bring on a vacation to a different country? • How do you board a plane? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • The amount of leisure time available and how it is spent varies among cultures.
Unit Essential Questions: <ul style="list-style-type: none"> • How do you make a reservation at a hotel by phone and e-mail? • What modes of transportation do you take to get to your destination? • How do you book a ticket? • What do you bring on a vacation to a different country? • How do you board a plane? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • The amount of leisure time available and how it is spent varies among cultures. 		

- How do you board a train?
- What happens on the plane?
- What happens on the train?

Unit Learning Targets

Students will be able to demonstrate knowledge of the following concepts:

- Nouns to identify types of shops, clothing, parts of a garment
- Adjectives to describe different types of clothing styles
- Structures necessary:
 - to make reservations
 - to ask for information
 - to ask for and give travel advice
 - to plan an itinerary travelling to a different country
 - to interpret application forms
 - to interpret schedules
 - to write a formal e-mail
 - to make a phone call
 - to identify parts of the train and the plane
- Communication strategies (asking for clarification, circumlocution, expressions of reacting, rewording, expressing lack of understanding)

The Following items have already been assessed in previous units and are being recycled in this unit:

- Expressions of future plans
- Outdoor activities
- Weather
- Family members
- Telling time
- Clothing

Students will be able to demonstrate the following skills:

- Recognize previously learned words and phrases related to travel and vacation activities as found in highly contextualized culturally authentic materials.
- Determine the meaning of unknown words related to travel and vacation as found in highly contextualized culturally authentic materials.
- Identify characteristics of communities as found in age- and level-appropriate culturally authentic materials.
- Identify the main idea and other significant ideas associated with city life as found in culturally authentic materials.
- Ask and answer questions related to travel and vacation of people from linguistically and culturally diverse communities using digital tools and face-to-face communication.
- Compare and contrast attitudes towards vacation from linguistically and culturally diverse communities.

Recombine previously learned material orally and in writing to compare cities in the home and target cultures showing how the community and cultural products and practices impact the length of vacation and travel modes

Evidence of Learning

Summative Assessment (31 days)

Interpretive: Listening comprehension of an authentic audio source

Reading comprehension of an authentic printed and digital sources

Interpersonal: Recorded students' interpersonal exchanges, letter to an e-pal

Presentational: Student projects - a digital presentation "A perfect vacation", partner class project

Equipment Needed:	Interwrite Board, projector, laptops, you tube, TV5
Teacher Resources:	PC, Language Lab, Bien Dit 1 textbook Bien Dit 1 cahier de vocabulaire et grammaire Transparencies (from a variety of sources) DVD: télévocab Grammavision Téléroman On rappe Teacher created materials to correspond with Bien Dit 1

Formative Assessments

- Recorded students' exchanges
 - Vocabulary and grammar quizzes
 - Mini-skits
 - Cultural trivia
- Listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues)
 - Reading comprehension of culturally authentic sources (a penpal letter, a magazine article)
 - Information gap interpersonal exchanges
 - Exit slip (short written response)

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Identify types of living accommodations. Give travel advice	2 days
2	Get information; use the verb <i>appeler</i>	2 days
3	Use the verb <i>appeler</i> , use prepositions with countries and cities	2 days
4	Use idioms with <i>faire</i>	2 days
5	Learn about electrical outlets in Europe, and souvenirs of Southern France	2 days
6	Ask for information	2 days
7	Buy tickets and make a transaction. Use <i>passé composé</i> with <i>avoir</i>	2 days
8	Use <i>passé composé</i> with <i>être</i>	2 days
9	Use ordinal numbers	2 days
10	Develop listening, reading and writing skills	2 days
11	Cummulative review	2 days
12	Summative assessment (interpretive, interpersonal, presentational skills)	4 days
13	Final exam review. Final Summative assessment	5 days

Teacher Notes: Unit length: 31 days

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://my.hrw.com>

<http://www.flevideo.com>

<http://apprendre.tv5monde.com>

<http://epals.com>

<http://maryglasgow.com>