French
Grade 8

Adopted

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The eighth grade French course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language Student Learning Standard 7.1.

Fair Lawn
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I. Course Synopsis

The French 8 curriculum develops reading, writing, speaking, and listening skills aligned with the Grade-Specific (8) New Jersey Student Learning Standards Initiative and the College and Career Readiness Anchor Standards for World Languages. Throughout the year, students will explore four thematic units which are each anchored by an essential question and a cumulative goal to benchmark the development of language proficiency. Students will engage in lessons that are differentiated, interactive, and characterized by authenticity.   In addition, students will interact with a variety of informational texts, dialogues and electronic sources in the target language related to our four central themes, which enable us to provide a high level of comprehensible input, and thus a higher level of critical thinking.   Assessment will be on-going and substantially performance-based.

II. Philosophy & Rationale

A. Modes of Communication:

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

The interpretive mode: Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen "between the lines."

The interpersonal mode: Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

The presentational mode: Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this "one to many" mode of communication are making a presentation to a group or writing an article for the school newspaper.

B. "Can Do" statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they "can do" with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:
• setting goals
• selecting strategies
• self-assessing
• providing evidence
• reflecting before setting new goals

C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students' learning in terms of *proficiency* rather than performance. Language proficiency refers to a student's ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

III. Scope & Sequence
There are four thematic units (Units 1-4); the goal is to study each unit within one marking period. Vocabulary, Language Functions, and Culture are embedded in each unit.

Unit 1:   Clothing (8-10 weeks):
How do I express myself by what I wear?

Unit 2:   Travel (8-10 weeks):

What enrichment can travel bring?

Unit 3:   Movies/Technology (8-10 weeks):
How do I connect with the world?

Unit 4:   My Future Endeavors (8-10 weeks):
What will my future bring?

IV. Unit Descriptions

Unit 1: Clothing

Enduring Understanding:
Everyone expresses themselves differently, and clothing choices are just one way that we do so. Cultures use clothing to identify themselves as part of a group. Different cultures have their own traditional clothing that is representative of the people who wear it. Clothing choices and prices vary depending on the part of the world where one is.

Essential Questions:
1.   How do I express myself by what I wear?
2.   What do people in the target culture commonly wear?
3.   What do I have to know how to say in order to make a purchase?

Can Do Statements:

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- I can greet and leave people in a polite way.
- I can state my clothing preferences
- I can identify and describe what someone is wearing.
- I can answer a few simple questions.
- I can recommend appropriate clothing for a season or activity
- I can ask for and give prices
- I can compare clothing items
- I can categorize
- I can ask for help in a store.
- I can introduce myself and provide basic personal information.
- I can answer questions about what I like and dislike.
- I can answer questions about what I am doing and what I did.
- I can answer questions about where I'm going or where I went.
- I can answer questions about something I have learned.

Language Functions:
- Agreeing/Disagreeing
- Asking for/Giving Information
- Comparing/Contrasting
- Complimenting
- Counting
- Describing objects
- Describing weather
- Expressing intentions

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- Expressing likes/dislikes/preferences
- Expressing opinions
- Giving reasons and explaining causality
- Identifying
- Listing
- Reporting
- Stating ownership

Grammar:
- Noun/Adjective agreement (Review)
- Comparative and superlative statements
- Present Tense (Review)
- Adjectives to describe clothing
- Demonstrative Adjectives and pronouns
- Preterit Tense Formation

Suggested Vocabulary:
- Clothing and Accessories
- Colors, fit, size words
- Categories of clothing
- Recycle weather terms, seasons, body parts, numbers
- Demonstrative adjectives

Suggested Activities / Benchmark Assessments:

- "Guess who" game
- Reading authentic catalogues/clothing ads/fashion magazines
- Picture prompts
- Role play: "What outfit should I wear?"
- Describe a trip to a mall
- Conduct a fashion show
- Use a designated website to shop within a prescribed budget
- Perform a skit between a salesperson and customer
- Student self-assessments

Unit 2: Travel

Enduring Understanding:
The experiences that one encounters while traveling can open your mind to so many different things. In this unit, students will examine the different places one can visit, how one can travel and what one might see there. Students will be able to discuss a trip that they have taken and how it affected them. Additionally, students will examine the geography and travel possibilities in different French speaking countries.

Essential Questions:
1. What enrichment can travel bring?
2. How do I prepare to travel?

3. Where and how do people travel around the world?

Can Do Statements:
- I can identify regions and countries of the target language
- I can use words and expressions related to the airport
- I can describe places that I've visited
- I can express my preferences for places I've visited
- I can prepare for a trip
- I can demonstrate an understanding of cultural differences associated with target region
- I can evaluate modes of transportation
- I can demonstrate an understanding of different currencies and exchange rates

Language Functions:
- Asking for/Giving information
- Describing events
- Describing places
- Describing objects
- Explaining
- Expressing how often, how well
- Expressing likes/dislikes/preferences
- Giving biographical information
- Giving directions
- Making appointments, arrangements, reservations
- Narrating

- Planning
- Recounting experiences/events
- Telling/Retelling stories

Grammar:
- Preterit tense (regular and irregular)
- Telling time

Suggested Vocabulary:
- Modes of transportation and adjectives to describe them
- Vacation activities
- Prepositions of location
- Tourist attractions

Suggested Activities / Benchmark Assessments
- Sequence dialogue activities
- Speaking prompts
- Picture prompts
- Research a city that uses the target language and prepare an itinerary
- Journal entries
- Student self-assessments
- Perform a skit
- Create a photo album/scrapbook documenting a trip

Unit 3: Movies/Technology

Enduring Understanding:
In today's world, we encounter technology at every turn. While technology may be enjoyable and make our lives easier, it may also have some negative effects. Television shows and movies can help connect us with different cultures and time periods. Our television and movie preferences can often say something about who we are as individuals.

Essential Questions:
1. How do I connect with the world?
2. Does technology have a positive or negative influence on our lives?
3. What are the different elements of a movie or TV show?

Can Do Statements:
- I can identify and describe movie/tv/technology preferences
- I can discuss television shows/movies
- I can discuss how television / movies / technology affect our lives
- I can analyze appropriate readings related to the theme.
- I can identify current technologies
- I can examine the uses of current technologies
- I can debate the use of technology in the classroom.

Language Functions:
- Analyzing/interpreting

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- Asking for/giving information
- Comparing/contrasting
- defining
- describing objects
- describing procedures, processes
- Evaluating
- Expressing how often, how well
- Expressing likes/dislikes/preferences
- Expressing opinions
- Identifying
- Recounting experiences/events
- Reporting
- Summarizing
- Telling time
- Telling/Retelling stories
- Accepting/refusing invitations
- Expressing interest/lack of interest/indifference or boredom
- Extending invitations
- Making appointments, arrangements, reservations
- Offering alternatives/solutions

Grammar:
- Review of present tense
- Review of preterit tense

- Review of near future
- Review of comparatives and superlatives
- Telling time

Suggested Vocabulary:
- Movie Genres
- Television programs
- Descriptive Adjectives
- Frequency words
- Question words
- Time expressions
- Current Technologies
- Computer/Internet Terms

Suggested Activities / Benchmark Assessments:
- Vocabulary Quiz
- Survey classmates on their viewing habits
- Convert military time to standard time
- Debate positive and negative aspects of television
- Summarize a current TV show or movie for a "Name that Show game"
- Write a movie review
- Design and present original news clips using the preterit
- Read or view authentic entertainment materials
- Design a time line of a movie

- Complete an envelope task matching movies and translations
- Create, design and view commercials in the target language
- Extrapolate details from TV / Radio ads
- Speaking Test
- Create a promotional poster / commercial for a TV show / Movie
- Summarize a current TV show or Movie
- Interpret a TV timetable

Unit 4: Future Endeavors

Enduring Understanding:
Eighth graders will be embarking on a new journey to the high school and beginning to make plans for their futures. While the future is uncertain, everyone will map out their own future by making plans.

Essential Questions:
1. What will my future bring?
2. Are you an optimist or a pessimist about the future?
3. What are some educational or professional options for the future?
4. How will I help make a positive change in the future?

Can Do Statements:
- I can identify and express preferences about various professions.
- I can rate professions based on their preferences.
- I can make predictions for the future

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- I can state my summer vacation plans
- I can identify volunteer opportunities abroad.
- I can make plans for the future.

Language Functions:
- Asking for/Giving information
- Describing people
- Describing places
- Explaining
- Expressing daily routines
- Expressing hope
- Expressing intentions
- Expressing interest/lack of interest/indifference or boredom
- Expressing needs/wishes/wants
- Giving biographical information
- Giving reasons and explaining causality
- Hypothesizing
- Planning
- Presenting information
- Reporting
- Speculating on the future
- Talking about the future

Grammar:

- Simple future
- Formal future tense

Suggested Vocabulary:
- Professions
- Recycle around town vocabulary
- School subjects / College majors
- School / College / Career Vocabulary
- Future time expressions (next week, in 20 years)
- Recycle travel vocabulary

Suggested Activities / Benchmark Assessments:
- Plan a trip for the summer vacation
- Write job descriptions for a "Who am I" game
- Read horoscopes to find out your future
- Create a time capsule making predictions about the future
- Read / Extrapolate details from authentic readings (resumes, job listing, etc.)

V. Core Instructional Materials:
Suggested materials that teachers use are, but are not limited to:
- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as www.youtube.com, www.teachertube.com,

- online game resources found on websites such as www.quia.com, www.quizlet.com, www.socrative.com, www.kahoot.com and www.polleverywhere.com
- Our World Language teacher website

VI. Assessments

Formative Assessments
- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading
- Envelope activities
- AB Information Gap activities
- Class surveys
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Weekly Journal Prompts – with Double Entry Journals
- Rough Drafts

Summative Assessments
- Vocabulary Quizzes
- Integrated Performance Assessments

- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students

ACCOMMODATIONS			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition
Student self-assessment, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities
MODIFICATIONS			

Speaking	Groups/Pairs	Reading	Writing
Provide:	Teach:	Use:	
-sentence starters	-rules and expectations	-peer tutoring	-Shorten task
-processing time	-skills of independence –	-label main ideas	-Require lists rather than
-cues and prompts	bridging phrases,	-label 5 W's	sentences
-embedded choices	disagreeing agreeably,	-visual imagery	Allow:
-practice time	voice level	-graphic organizers	-note-taking
	-strategies for moving in	Allow:	-visual representation of ideas
	and out of groups	-Highlighting of key	-collaborative writing
	-signal for getting	words/concepts	-Brainstorm word bank
	teacher's attention	-Silent pre-reading	-Pre-writing with graphic
	Allow:	-Partner reading	organizers
	Flexible grouping	Teach:	Provide:
	Adequate/extra time	-Pre-reading strategies	-Model of writing
	Assign group roles	-'During' reading strategies	-Structure for writing
		-Post-reading strategies	-Fill-in-blank form for
			note-taking

VIII. New Jersey Student Learning Standards

- New Jersey Student Learning Standards (http://www.state.nj.us/education/cccs/2014/wl/WL-1-NH.pdf)

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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 in culturally authentic materials using electronic information and other 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.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 or written descriptions.

7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.

7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

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

7.1.NH.C.3 Describe in writing people and things from the home and school environment.

7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

- Technology standards (http://www.state.nj.us/education/cccs/2014/tech/):

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- Workplace readiness standards (http://www.state.nj.us/education/cccs/1996/05ccwrready.html):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- 21st Century Content Standards (http://www.state.nj.us/education/cccs/standards/9/#91):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

VIII. Interdisciplinary Connections and Alignment to Technology standards
The following topics have connections to other content areas:

- Social Studies - (Geography of Target Language Countries, Immigration, Service Learning)

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

6.1.4.D.18 Explain how an individuals beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- Math - Currency Exchange Rates, Metric System

NJSLS .MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs

NJSLS .MATH.CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- English - Central Idea/Summarizing, Transition words, Sequencing of events

NJSLS .ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLS .ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

NJSLS .ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

NJSLS .ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Technology - *See above*

- 21st Century Life and Careers - *See above*