French

Grade 8

For interventions for curriculum and instruction: Diverse learners: please see Appendix A & B

For 21st Century Themes, Skills and Standards for each unit please access Genesis Lesson Planner

For Technology Integration and Standards please access Genesis Lesson Planner
## Unit 1: La Rentree

Please note: CPI alignment to the Common Core State Standards are the same as in the previous grade level.

### Content Area: World Language

### Course & Grade Level: French, Grade 8

#### Summary and Rationale
At the beginning of the year, students revisit the theme of school life in order to surface prior learning and set a context for the year-long course of study. They examine their feelings about school; they investigate similarities and differences between their experiences in the United States and those of French students around the world. This learning enhances their understanding of cultural practices of French teenagers.

#### Recommended Pacing
40 days

### State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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7.1.NH.A.4 Identify people, places, and objects and activities in daily life based on oral and/or written descriptions.

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

7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age-and level appropriate, culturally authentic materials.

CPI #7.1 B Cumulative Progress Indicator (CPI)
Strand B Interpersonal Mode

7.1.NM.B.2 Give and follow a series of oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures, intonation and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NM.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NM.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

CPI #7.1 C Cumulative Progress Indicator (CPI)
Strand C Presentational Mode

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.

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 simulate common cultural practices.

Instructional Focus

Unit Enduring Understandings:
Students will understand that

- The cultural and academic differences between American schools and those in Francophone countries reflect more than a difference in course work and daily schedules. Theses differences paint of the French people and their mores.

- A person’s personality and experiences have an impact on daily routine and on levels of stress concerning school.

- Individuals have control over their school experiences. Personal choices, attitudes, and actions strongly influence academic and social successes and failures.

Objectives

Students will know:

- Culturally appropriate greetings
• What they need for daily success in French class
• Reflexive verbs in the singular form to describe their morning routines
• Expressions to describe their peers and teachers
• Vocabulary related to goal setting
• Expression of feelings and emotions
• Comparative expressions and structures

**Students will be able to: Using the 3 modes**

• Create an electronic presentation advertising the unique qualities of their school
• Critique courses based on interests and future plans
• Compare morning routines and how they get ready for school each day with peers
• “Publish” a new article or a video clip announcing the opening of an ideal school for teenagers; describe the courses, schedule, extra-curricular activities; supplies needed; clothing worn and students
• Compare and contrast two different schools—one from a French speaking country and the other from the United States
• Formulate questions and answers to gather information about their classmates
• Interview classmates and teacher in order to get to know the people in the class
• Compare and contrast French students' experience in school with their own through an email exchange or by researching French schools and their offerings

**Resources**

**Suggested Resources:**

Flash Cards for:

Emotions
Reflexive verbs
Necessary classroom objects and supplies
Worksheets on daily routines and emotions
Plastic flyswatters for games
Markers & crayons
Sentences strips to cue students for the proper reflexive pronoun
Digital Voice Recorders for interpersonal task and assessments
http://www.lcdf.ac-orleans-tours.fr/
http://www.condorcet-fcpe.com/
http://dafina.net/forums/file.php
http://www.cortland.edu/flteach/civ/ecoles/termina.jpg

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<th>Unit 2: Comparison of Two Environments</th>
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Please note: CPI alignment to the NJSLS are the same as in the previous unit.

Content Area: World Language
Course & Grade Level: French, Grade 8

Summary and Rationale
Students consider some of the ecological issues facing the world in the 21st century. They pay particular attention to the Francophone world and compare the issues in those locations with problems in the United States and their towns and homes. After reading, discussing and writing about problems, they suggest possible solution to land, air water pollution.

Recommended Pacing
30 days

State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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**Instructional Focus**

**Unit Enduring Understandings:**

Students will understand that
- People actions are changing the world and environment in which they live and the environment is changing their actions.
- There are many problems with today’s ecology and everyone contributes to these situations.
- A person’s daily diet and activities can positively or negatively affect his/her life.

**Objectives**

Students will know:
- Information about parts of the Francophone world including location of these countries, languages spoken, and significant environmental problems.
- Facts about endangered species.
- Vocabulary related to the ecology, pollution, deforestation, global warming, and endangered animals.
- Descriptive adjectives
- Expressions that denote feelings and emotions
- Relative pronouns qui and que
- Comparative and superlative expressions and uses
- Verbal expressions used to narrate about the theme
- Present and immediate future tenses of select verbs
- Command forms of verbs
- Expressions for making predictions and giving one’s opinion
  - il faut
  - on doit
  - on a besoin de
  - il est important de
  - il est nécessaire de
  - nous pouvons
  - il est essentiel de

**Students will be able to: Using the 3 Modes**
- Read and get the main idea and supporting details from an article on wolves
- Ask and answer questions about authentic French texts dealing with ecological issues
- Use communication strategies (clarifications, gestures, asking for repetition) to negotiate meaning in conversation with classmates and the teacher
- Interview school personnel, families and friends concerning environmental issues, synthesize the information gathered to prepare a presentation on current ecological problem in school, at home and in the community
- Describe environmental conditions in their school, their state, country and in Francophone locations
- Give suggestions to address problems that pollution and other environmental factors cause for animals, the water supply, forest and climate
- Make predictions about future problems that people and animals will face in light of current environmental problems

## Resources

### Suggested Resources:

- Reading on Une ecole verte
- Internet websites (ex: [www.animauxdefrance.fr](http://www.animauxdefrance.fr))
- [http://www.wwf.fr/](http://www.wwf.fr/) (general site for animals around the world)
- [http://tri-recyclage.ecoemballages.fr/recycling](http://tri-recyclage.ecoemballages.fr/recycling)
- [http://www.club-panda.fr/interactive](http://www.club-panda.fr/interactive) site for kids about animals: both endangered and wild
- [http://www.wwf.fr/s-informer/nos-missions/especes-menacees](http://www.wwf.fr/s-informer/nos-missions/especes-menacees) (info about animals that are endangered)
- La Legende du Loup Garou
- Article: Le Loup
- Illustration for le Petit Chaperon Rouge
- Props for Play
- Digital Voice Recorder

## Unit 3: Les Loisirs et les Divertissements

### Please note: CPI alignment to the NJSLS are the same as in the previous unit.

**Content Area:** World Language  
**Course & Grade Level:** Grade 8  

### Summary and Rationale

Students will re-examine leisure time activities and entertainments, their preference, and their attitudes as they consider how their life choices impact their overall and physical and mental well-being. Further, they will compare and contrast their lifestyle with those of French teenagers to gain a deeper understanding of the perspectives of the French people.

### Recommended Pacing

40 days

### State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other
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**Instructional Focus**

**Unit Enduring Understandings:**

Students will understand that

- Leisure activities can help or hinder a person’s well-being
- Leisure activities can cross cultures but, at the same time, reflect cultures.
Leisure activities have been influenced by recent technology.

**Objectives**

**Students will know:**
- The names of typical French games
- Where and how French students spend their free time
- The names and information about current French musicians
- The different components of cinema
- The meaning and usage of the verbs *connaitre* and *savoir*
- How to use direct object pronouns
- Formation and use of passe compose
- Use of *c'était* / *il/elle était*
- How to narrate a series of events in the past
- Express to extend an invitation, expressions used when accepting/refusing invitations
  - Est-ce que tu veux?
  - Est-ce que tu peux?
  - Oui bien sur
  - Oui merci
  - Oui, d’accord
  - Je veux bien
  - Je regrette, mais
  - Je ne peux pas
  - Je dois

**Students will be able to:** Using the 3 modes
- Describe and discuss various games and leisure time activities of French and American teenagers
- Compare and contrast French and American leisure activities
- Identify and discuss French musical artists; express their preferences
- Identify different films by their genres
- Identify the films, actors etc. That they know using connaitre and direct object pronouns
- Analyze film plots
- Critique films and support their opinions with details
- Make plans with friends to attend a movie, concert, play, or sporting event (extend, accept, and turn down invitations)
- Hypothesize about possible ending of films
- Retell the plot of a film

**Resources**

**Suggested Resources:**

Interpretive piece on la maison de jeunesse or le café
Le box office: Web site for movie synopses and descriptions
Various French movies (DVD): La Belle et la Bete, les jeux interdits, Asterix et Obelix, Argent de Poche
http://www.ugc.fr/ (to see current movie synapses)
http://www.ecranlarge.com/ (to view trailers)
Astrapi: has various movie posters for recent films