

French

Grade 8

Prepared by:

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

August 23, 2022

Born on Date **September 2014**

Revised NJSL Date **December 2019**

Revised **August 22, 2022**

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.

Course Sequence:

Unit 1: All about me - 31 days

Unit 2: Food, glorious food - 30 days

Unit 3: Let's go shopping! 30 days

Unit 4: Home, sweet home - 27 days

Unit 5: City Life - 32 days

Unit 6: Vacation Plans - 30 days

Pre-requisite:

French grade 7

Unit 1- Overview

Content Area: French

Unit Title: All about me

Grade Level: 8, Novice-Mid

Core Ideas:

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).

Unit 1 - Standards

Standards (Content and Technology):

CPI#:	Statement: by the end of grade 8, students will be able to
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Performance Expectations (NJSLS)

7.1.NM.IPRET .1:	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NM.IPRET .2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NM.IPRET .3	Respond and act on a series of oral and written instructions, directions, and commands
7.1.NM.IPRET .4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NM.IPRET .5	Identify some unique linguistic elements in the target culture.
7.1.NM.IPERS .1:	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NM.IPERS .2:	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NM.IPERS .3:	Make requests and express preferences in classroom settings and in various social situations.

7.1.NM.IPERS .4:	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NM.IPERS .5:	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NM.IPERS .6:	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NM.PRSN T.1:	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NM.PRSN T.2:	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NM.PRSN T.3	Describe orally and in writing people and things from the home and school environment
7.1.NM.PRSN T.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSN T.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NM.PRSN T.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Career Readiness, Life Literacies, and Key Skills	
9.1.8.FP.4:	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.CR.2: C	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
Computer Science and Design Thinking	
8.2.8.ITH.2:	Compare how technologies have influenced society over time.
8.2.8.NT.4:	Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.
Intercultural Statements (Amistad, Holocaust, LGBT, AAPI, DEI etc...)	
Learners will recognize the global trend	Similar to the USA, many communities in French-speaking countries are comprised of people of many ethnicities, races, LGBT groups. The ideas of equal rights and tolerance play a major

towards diverse communities	part in public policies, education and culture – discuss current events, song Elle s’appellait Sarah
Learners recognize and identify a few typical practices of the target culture.	Learn authentic songs and dances as a reflection of target-language people.: La bouré
Learners will develop respect for different family members and other individuals in a society	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students’ own culture(s), the effects of weather patterns in target language regions of the world and in the students’ own regions. Familial coat of arms of Quebec
Interdisciplinary Connection	
6.2.8.GeoPP. 3.a:	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
NJLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<p>SOCIAL AND EMOTIONAL LEARNING</p> <p>SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Such as:</p> <ul style="list-style-type: none"> • Integrating personal and social identities • Identifying personal, cultural, and linguistic assets • Identifying one’s emotions 	

- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate

clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one’s actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one’s role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Unit Essential Question(s):

- What are you and your friends like?
- How do your friends and family participate in the town community life?

Unit Enduring Understandings:

- The study of another language and culture deepens understanding of where and how people live and why events occur.

- How do you invite someone to participate in an event?

- Personal preferences and skills are key factors to consider when making decisions about postsecondary plans.

Evidence of Learning

Formative Assessments:

Recorded students' exchanges

Vocabulary and grammar quizzes

Mini-skits

Cultural trivia

Listening comprehension activities

Journal entry

Reading comprehension of culturally authentic sources

Information gap interpersonal exchanges

Exit slip (short written response)

Summative/Benchmark Assessment(s):

Interpretive: of an authentic printed and digital source

Interpersonal: Recorded students' interpersonal exchanges. A letter to a pen pal. Role play

Presentational: Student projects - planning a stay at a summer camp in Quebec

Alternative Assessments:

Assessment using Self- and Peer-Evaluations, Dynamic Assessment, Task-based assessment

Resources/Materials:

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://maryglasgow.com>

padlet.com

<http://googleclassroom.com>

Key Vocabulary:

Physical Characteristics

Personality qualities

Pastime activities

The structures necessary to:

Describe physical qualities and personality qualities

Express emotions

Tell age Express likes and dislikes

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Students will be able to:	Suggested Tasks/Activities:	Day(s) to Complete
Making an introduction	Introduce yourself to your classmates, ask their age and how they are doing	e-book activities, graphic organizer	2
Verbs etre and avoir	Use etre and avoir and adjective agreement to describe yourself	e-book activities, graphic organizer	2
-er verb review Verb sortir	Use -er, verbs faire and sortir to talk and inquire about your favorite activities	Using graphic organizer – record your presentation	2
Favorite activities in Midland Park	Talk about your favorite home town activities and how often you participate in them	Quick chat, e-book activities, journal entry	2

Favorite activities in Charleville, France	Learn about community activities in francophone communities	Read e-pals' presentations of themselves, share in small groups the portraits of your e-pals	2
Contributing to the community life	Ask and say how you contribute to the community life of your home town	Round robin, quick chat, journal entry	2
Family activities	Talk about your family, what they are like, using noun-adjective agreement and possessive pronouns	e-book activities, small group response to visual clues, journal entry, video and discussion	2
Family role in the community	Talk about the role your family plays in the life of the community	Mini-digital presentation	2
Sharing opinions	Share your feelings and opinions about school subjects and teachers	Quick chat, e-book activity, journal entry, TPR	2
Contributing to the community life	Ask and say how you contribute to the community life of your home town	Questionnaire, e-book activities, authentic videos, journal entry	2
Asking questions with Eet-ce que	Using Est-ce que to ask questions to e-pals	Making a list of questions to ask your e-pals	2
Padlet response	Using a padlet page, ask and speak about likes and dislikes	Recording a video- presentation on padlet.com	3
Cumulative review	Self-assess on the knowledge the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Textbook activities – prepare-toi pour l'examen	2
Summative assessment	Apply the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Role play, digital presentations, online exam, discussion of the exam results	4
Teacher Notes: total hours 31			

Additional Resources:**youtube.com****kahoot.com****quizlet.com****quia.com****français.lingolia.com****Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
Presentation accommodations (changes the way information is presented)	Give tests orally	Advances learners option for differentiated instruction incorporated in “Bien Dit” series,	Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series.	Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series
Response accommodations (changes the way kids complete assignments or tests)	Give instructions/directions in writing and orally	Anchor activities	Online Grammar tutor	Preferential seating
Setting accommodations.	Assign a buddy, same language or English speaking	Peer tutoring		Strategic/flexible grouping and pairing
Timing accommodations	Allow errors in speaking			Ample wait time before calling on students
Scheduling accommodations.	Allow errors in writing			Student self-assessment, self – monitoring progress

Organization skills accommodations	Accept writing in first language			Allow extended time to answer questions, and permit drawing, as an explanation
Assignment modifications.	Highlight key vocabulary			Accept participation at any level, even one word
	Reduce amount of work required			
	Assess comprehension through demonstration or other alternative means (gestures, drawings)			
	Allow open book tests			
	For each question, indicate page number in textbook where answer is found			
	Rephrase questions, directions, and explanations			
	Use group projects rather than individual work			
	Reduce multiple choices to two			
	Provide study guides and/ or outlines			
	Provide video on subject			

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Unit 2- Overview

Content Area: French

Unit Title: Food, glorious food	
Grade Level: 8, Novice-Mid	
Core Ideas:	
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	
Unit 2 - Standards	
Standards (Content and Technology):	
CPI#:	Statement: by the end of grade 8, students will be able to
Performance Expectations (NJSLS)	
7.1.NM.IPRET .1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NM.IPRET .2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET .3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET .4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET .5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPRET .6	Interpret some common cultural practices associated with the target culture(s).
7.1.NM.IPRET .7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NM.IPRET .8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS .1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS .2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS .3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS .4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS .5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS .6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSN T.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSN T.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSN T.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSN T.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSN T.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Career Readiness, Life Literacies, and Key Skills

9.1.8.FP.4:	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.CR.2: C	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.4.8.GCA.1:	Model how to navigate cultural differences with sensitivity and respect

Computer Science and Design Thinking

8.2.8.ITH.2:	Compare how technologies have influenced society over time.
8.2.8.NT.4	Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options
Intercultural Statements (Amistad, Holocaust, LGBT, AAPI, DEI etc...)	
Learners will recognize the global trend towards diverse communities	<p>Similar to the USA, many communities in French-speaking countries are comprised of people of many ethnicities, races, LGBT groups. The ideas of equal rights and tolerance play a major part in public policies, education and culture.</p> <p>L'école Cordon Bleu invites students from various cultures</p>
<p>SOCIAL AND EMOTIONAL LEARNING</p> <p>SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:</p> <ul style="list-style-type: none"> • Integrating personal and social identities • Identifying personal, cultural, and linguistic assets • Identifying one's emotions • Demonstrating honesty and integrity • Linking feelings, values, and thoughts • Examining prejudices and biases • Experiencing self-efficacy • Having a growth mindset • Developing interests and a sense of purpose <p>SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:</p> <ul style="list-style-type: none"> • Managing one's emotions • Identifying and using stress-management strategies • Exhibiting self-discipline and self-motivation • Setting personal and collective goals • Using planning and organizational skills • Showing the courage to take initiative 	

- Demonstrating personal and collective agency

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
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RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

<ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • Identifying solutions for personal and social problems • Learning to make a reasoned judgment after analyzing information, data, facts • Anticipating and evaluating the consequences of one’s actions • Recognizing how critical thinking skills are useful both inside & outside of school • Reflecting on one’s role to promote personal, family, and community well-being • Evaluating personal, interpersonal, community, and institutional impacts 	
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students’ own culture(s), the effects of weather patterns in target language regions of the world and in the students’ own regions.
Interdisciplinary Connection	
6.2.8.GeoPP. 3.a:	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
6.1.8.EconNE .4.b:	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted
1.5.8.Cr1a:	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
Unit Essential Question(s):	Unit Enduring Understandings:

- 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?

- 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

Evidence of Learning

Formative Assessments:

Recorded students' exchanges

Vocabulary and grammar quizzes

Mini-skits

Cultural trivia

Listening comprehension activities

Journal entry

Reading comprehension of culturally authentic sources

Information gap interpersonal exchanges

Exit slip (short written response)

Summative/Benchmark Assessment(s):

Interpretive: of an authentic printed and digital source

Interpersonal: Recorded students' interpersonal exchanges. A letter to a pen pal. Role play: Au restaurant

Presentational: Student projects - create and present a recipe

Alternative Assessments:

Assessment using Self- and Peer-Evaluations, Dynamic Assessment, Task-based assessment

Resources/Materials:

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://maryglasgow.com>

<http://padlet.com>

<http://quizlet.com>

<http://easyfrench.com>

<http://googleclassroom.com>

Key Vocabulary and structure

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

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Students will be able to:	Suggested Tasks/Activities:	Day(s) to Complete

Food and drinks	Review food groups and table setting	TPR, visual prompts, categorizing, e-book activities, journal entry	2
offering	Offer food	Pair work - response to visual clues, mini-skit with manipulatives, e-book activities, journal entry	2
Asking opinion	Ask an opinion about food.	Pair work - response to visual clues, mini-skit with manipulatives, e-book activities, journal entry	2
Partitive article	Use the partitive article to express quantity	Small and large group work - response to visual clues, mini-skit with manipulatives, e-book activities, journal entry	2
Verbs finir, grosser, maigrir	Use verbs finir, grossir, maigrir to talk about healthy/unhealthy foods	e-book activities, verb games (snakes and ladders, Boum) Verbathon	2
vouloir	Use the verb <i>vouloir</i> to express preference	e-book activities, verb games (snakes and ladders, Boum) Verbathon	2
French dishes	Learn about meals in a target culture	Response to visual clues, fill the gap activities, journal entry	2
Saying/asking price	Inquire about food and order, how much something is using the verb <i>couter</i>	Pair work in response to visual clues, number games, mini-skits	2
The Imperative	Use the imperative to make formal and informal requests	Pair work with manipulatives, e-book activities, journal entry	2
Boire	Use the verb <i>boire</i> to express your drink preferences	e-book activities, verb games (snakes and ladders, Boum) Verbathon	2
Listening and Reading	Develop listening and reading skills	Reading culturally authentic current events articles	2
Writing	Develop listening, reading and writing skills	Reading an article from the textbook and responding to it in writing	2

Application	Cumulative review	Textbook activities – prepare-toi pour l'examen	2
Assessment	Summative assessment (interpretive, interpersonal, presentational skills)	Role Play, digital presentations, online exam, discussion of the exam results	3

Teacher Notes: total hours 31

Additional Resources:

youtube.com

kahoot.com

quizlet.com

quia.com

français.lingolia.com

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
Presentation accommodations (changes the way information is presented)	Give tests orally	Advanced learners option for differentiated instruction incorporated in “Bien Dit” series,	Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series.	Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series
Response accommodations (changes the way kids complete assignments or tests)	Give instructions/directions in writing and orally	Anchor activities	Online Grammar tutor	Preferential seating
Setting accommodations.	Assign a buddy, same language or English speaking	Peer tutoring		Strategic/flexible grouping and pairing

Timing accommodations	Allow errors in speaking			Ample wait time before calling on students
Scheduling accommodations.	Allow errors in writing			Student self-assessment, self – monitoring progress
Organization skills accommodations	Accept writing in first language			Allow extended time to answer questions, and permit drawing, as an explanation
Assignment modifications.	Highlight key vocabulary			Accept participation at any level, even one word
	Reduce amount of work required			
	Assess comprehension through demonstration or other alternative means (gestures, drawings)			
	Allow open book tests			
	For each question, indicate page number in textbook where answer is found			
	Rephrase questions, directions, and explanations			
	Use group projects rather than individual work			

	Reduce multiple choices to two			
	Provide study guides and/ or outlines			
	Provide video on subject			

Unit - Overview

Content Area: French

Unit Title: Let's go shopping	
Grade Level: 8, Novice-Mid	
Core Ideas:	
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).	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement: by the end of grade 8, students will be able to
Performance Expectations (NJSL)	
7.1.NM.IPRET .1:	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes
7.1.NM.IPRET .2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET .3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET .4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET .5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS .1:	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS .2:	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS .3:	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS .4:	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS .5:	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS .6:	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSN T.1:	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSN T.2:	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSN T.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSN T.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSN T.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
Career Readiness, Life Literacies, and Key Skills	
9.1.8.FP.4:	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.CR.2: C	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.EG.6:	Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods
9.1.8.EG.7:	Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
9.1.8.EG.8:	Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
9.2.8.CAP.4:	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
Computer Science and Design Thinking	
8.2.8.ITH.2:	Compare how technologies have influenced society over time.

8.2.8.NT.4:	Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.
8.1.8.NI.4:	Explain how new security measures have been created in response to key malware events.
Intercultural Statements (Amistad, Holocaust, LGBT, AAPI, DEI etc...)	
Learners will recognize the global trend towards diverse communities	Similar to the USA, many communities in French-speaking countries are comprised of people of many ethnicities, races, LGBT groups. The ideas of equal rights and tolerance play a major part in public policies, education and culture. – current events
Learners recognize and identify a few typical practices of the target culture.	Bargaining in West Africa's souk Students will create batiks
Learners will develop respect for different family members and other individuals in a society	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions. – research and present traditional costumes in French-speaking countries: la coiffe bretonne, le boubou, les espadrilles, etc
Interdisciplinary Connection	
6.2.8.GeoPP. 3.a:	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.1.8.History UP.3.c:	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1.2.8.Pr5a:	Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.

SOCIAL AND EMOTIONAL LEARNING

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative

- Demonstrating personal and collective agency

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one’s actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one’s role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Unit Essential Question(s):

- 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:

- The study of another language and culture deepens understanding of where and how people live and why events occur.
- Current trends and issues influence popular culture.

Evidence of Learning

Formative Assessments:

- Recorded students’ exchanges
- Vocabulary and grammar quizzes
- Mini-skits
- Cultural trivia
- Listening comprehension activities
- Journal entry
- Reading comprehension of culturally authentic sources
- Information gap interpersonal exchanges

Exit slip (short written response)

Summative/Benchmark Assessment(s):

Interpretive: of an authentic printed and digital source

Interpersonal: Recorded students’ interpersonal exchanges. A letter to a pen pal. Role play – au magasin des vêtements

Presentational: Student projects - fashion show

Alternative Assessments:

Assessment using Self- and Peer-Evaluations, Dynamic Assessment, Task-based assessment

Resources/Materials:

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://maryglasgow.com>

padlet.com

<http://googleclassroom.com>

<http://gallerieslafayette.com>

Key Vocabulary:

Nouns to identify types of shops, clothing, parts of a garment

Adjectives to describe different types of clothing styles

Structures necessary:

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

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
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	Students will be able to:		
Le Senegal	Overview Senegal. Discuss its geographic location, economy, culture, environmental issues	View the Geoculture video, complete the comprehension packet, discuss in small groups. Respond to the digital quiz .In pairs, read captions to each other for the partner to identify the cultural phenomenon/issues	2
Names of clothing	Identify the names of clothing items	In small and large group activities, match clothing items to their images, occasions and seasons to wear, TPR, bingo game. E-book activities, journal entry	2
Describing clothing, verb metre	Describe the color, pattern, style, material, using the verb metre	Using visual prompts, describe various clothing items. Sketch to stretch. E-book activities, journal entry	2
Asking and giving opinion	Ask and give for opinions	In pairs, describe an outfit and ask/give opinion. Pay a compliment. E-book activities. Journal entry	1
Demonstrative pronouns	Use demonstrative adjectives to indicate which clothing item is being talked about.	TPR, class activities to identify which t-shirt, pants, etc. are being described. E-book activities, journal entry.	1
Interrogative pronouns	Integrate interrogative pronouns in a dialogue imitating shopping experience	Quick chat in response to visual clues. E-book activities. Journal entry	1
Offering help	Integrate expressions for offering help in a dialogue imitating shopping experience	Quick chat in response to visual clues. E-book activities. Journal entry	1
Asking/telling size	Understand the size chart for shoes and clothing in France and Senegal	Number review. Quick chat in response to visual clues. E-book activities. Journal entry	2
Role play: au magasin des vêtements	Exchange questions and answers imitating a shopping scene	Using the expressions learned in the unit, present a role play asking/offering help, what item	3

		you want to buy, asking/telling the color, style, size, expressing opinion	
Fashion	Learn about the traditional clothing in Senegal. Compare the system of discounts in France and the USA	Read authentic fashion reviews, online shopping using	2
Passé composé of regular verbs	use the <i>posse composé</i> of <i>-er, -ir</i> and <i>-re</i> verbs to say what happened	Quick chat in response to visual clues. E-book activities. Online games. Battleship game. Journal entry	3
Passé Composé of irregular verbs	Say what happened using irregular verbs	Quick chat in response to visual clues. E-book activities. Online games. Battleship game. Journal entry	3
Expressions of time	Say when they bought something		1
Padlet response	Using a padlet page, ask and speak about likes and dislikes in fashion	Writing a paragraph accompanied by a photo on padlet.com	2
Cumulative review	Self-assess on the knowledge the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Textbook activities – prepare-toi pour l'examen	2
Summative assessment	Apply the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Role play, digital presentations, online exam, discussion of the exam results	3

Teacher Notes: total hours 31

Additional Resources:

youtube.com

kahoot.com

quizlet.com

quia.com

français.lingolia.com

Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
Presentation accommodations (changes the way information is presented)	Give tests orally	Advances learners option for differentiated instruction incorporated in “Bien Dit” series,	Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series.	Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series
Response accommodations (changes the way kids complete assignments or tests)	Give instructions/directions in writing and orally	Anchor activities	Online Grammar tutor	Preferential seating
Setting accommodations.	Assign a buddy, same language or English speaking	Peer tutoring		Strategic/flexible grouping and pairing
Timing accommodations	Allow errors in speaking			Ample wait time before calling on students
Scheduling accommodations.	Allow errors in writing			Student self-assessment, self – monitoring progress
Organization skills accommodations	Accept writing in first language			Allow extended time to answer questions, and permit drawing, as an explanation
Assignment modifications.	Highlight key vocabulary			Accept participation at any level, even one word
	Reduce amount of work required			

	Assess comprehension through demonstration or other alternative means (gestures, drawings)			
	Allow open book tests			
	For each question, indicate page number in textbook where answer is found			
	Rephrase questions, directions, and explanations			
	Use group projects rather than individual work			
	Reduce multiple choices to two			
	Provide study guides and/ or outlines			
	Provide video on subject			

Unit 3- Overview

Content Area: French

Unit Title: Home, Sweet Home	
Grade Level: 8, Novice -Mid	
Core Ideas:	
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).	
Unit 3- Standards	
Standards (Content and Technology):	
CPI#:	Statement: by the end of grade 8, students will be able t
Performance Expectations (NJSLS)	
7.1.NM.IPRET .1:	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET .2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET .3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET .4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET .5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS .1:	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS .2:	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS .3:	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS .4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS .5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS .6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSN T.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSN T.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSN T.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSN T.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSN T.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
Career Readiness, Life Literacies, and Key Skills	
9.1.8.FP.4:	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.CR.2: C	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.1.8.PB.6:	Construct a budget to save for short-term, long term, and charitable goals.
9.2.8.CAP.8:	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
Computer Science and Design Thinking	
8.2.8.ITH.2:	Compare how technologies have influenced society over time.
8.2.8.NT.4:	Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.
8.1.8.CS.4:	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
Intercultural Statements (Amistad, Holocaust, LGBT, AAPI, DEI etc...)	

Learners will recognize the global trend towards diverse communities	Similar to the USA, many communities in French-speaking countries are comprised of people of many ethnicities, races, LGBT groups. The ideas of equal rights and tolerance play a major part in public policies, education and culture – current events
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people – types of housing in various French –speaking countries: La case, la maison à colombage, mas provençal
Learners will develop respect for different family members and other individuals in a society	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students’ own culture(s), the effects of weather patterns in target language regions of the world and in the students’ own regions – discuss the fact that extended families are neighbors in Marocco, Senegal, forming a circle-shaped group of housing where everyone can watch the children
Interdisciplinary Connection	
6.2.8.GeoPP. 3.a:	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1.5.8.Cr1a:	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr1b:	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
SOCIAL AND EMOTIANAL LEARNING	

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others

- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Unit Essential Question(s):

- 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:

- 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.

Evidence of Learning

Formative Assessments:

- Recorded students' exchanges
- Vocabulary and grammar quizzes
- Mini-skits
- Cultural trivia
- Listening comprehension activities
- Journal entry
- Reading comprehension of culturally authentic sources
- Information gap interpersonal exchanges
- Exit slip (short written response)

Summative/Benchmark Assessment(s):

Interpretive: of an authentic printed and digital source

Interpersonal: Recorded students' interpersonal exchanges. A letter to a pen pal. Role play

Presentational: a digital project: "My Ideal House"

Alternative Assessments:

Assessment using Self- and Peer-Evaluations, Dynamic Assessment, Task-based assessment

Resources/Materials:

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://maryglasgow.com>

padlet.com

<http://googleclassroom.com>

century21.fr

Key Vocabulary:

Nouns to identify types of shops, clothing, parts of a garment

Adjectives to describe different types of clothing styles

Structures necessary:

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)

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Students will be able to:	Suggested Tasks/Activities:	Day(s) to Complete
Household chores	Ask for permission. Talk about house chores	TPR, e-book activities, journal entry, quick chat, authentic videos about chore distribution in French-speaking countries	2
Verbs pouvoir/devoir	Ask how often you do things; Use the verbs pouvoir and devoir	Verb games: chutes and ladders, dice game, beach ball quick	2

		answer, e-book activities, journal entry, mini-role play	
Passé Composé of regular verbs	Use the <i>passé composé</i> of <i>-ir</i> and <i>-re</i> verbs to ask/tell what chores have been completed	Round robin, card game with verbs (“boum”), e-book activities, journal entry, quick chat	2
Negative response in <i>passé composé</i>	Use negative expressions to talk about activities in and outside of your home	Review weather, have students answer negatively to the questions about the chores that could not be done due to weather, e-book activities, journal entry	2
Architecture	Learn about architectural peculiarities of typical American and French, Canadian and Senegalese homes	Scavenger hunt – types of lodging. Explain how the economy, natural resources and weather contributed to the choice of architectural design.	2
Parts of a house: rooms	Explain in which room they perform certain activities	Respond to visual prompts, review verbs related to everyday activities around the house, e-book activities, journal entry	2
Parts of the house: furniture	Describe what furniture there is in each room	e-book activities, use manipulatives to “furnish” a room and describe it, sketch to stretch: describing rooms from authentic cultural sources, quick chat, journal entry	2
Prepositions of locations	Ask and respond where something is in relation to furniture and rooms of the house	TPR, e-book activities, scavenger hunt, quick chat, journal entry	2
Passé composé of motion verbs	Respond with a correct form of the verbs of motion in the past tense	TPR, Minecraft video, e-book activities, online practice games, battleship game, journal entry	2
Project: My ideal house	Apply their knowledge of the key vocabulary and structure to create a digital presentation of their ideal home	Using a rubric, students will create and present their dream house mentioning the following: style, location, number of floors and rooms, describe two rooms in detail, including the furniture and activities performed in the room,	3

		advantages /disadvantaged of the house	
Padlet response	Using a padlet page, ask and speak about your house	Share pictures of their home with the e-pals in France	2
Cumulative review	Self-assess on the knowledge the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Textbook activities – prepare-toi pour l'examen	2
Summative assessment	Apply the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Role play: at the realtor's, online exam, discussion of the exam results	3

Teacher Notes: total hours 27

Additional Resources:

youtube.com

kahoot.com

quizlet.com

quia.com

français.lingolia.com

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Consult student's IEP	Consult students' ELL plan	Consult with G and T teacher	Consult I & RS	Consult students' 504 plan
Presentation accommodations (changes the way information is presented)	Give tests orally	Advances learners option for differentiated instruction incorporated in "Bien Dit" series,	Slow-paced learners option for differentiated instruction incorporated in	Slow-paced learners option for differentiated instruction incorporated in "Bien Dit" series

			“Bien Dit” series.	
Response accommodations (changes the way kids complete assignments or tests)	Give instructions/directions in writing and orally	Anchor activities	Online Grammar tutor	Preferential seating
Setting accommodations.	Assign a buddy, same language or English speaking	Peer tutoring		Strategic/flexible grouping and pairing
Timing accommodations	Allow errors in speaking			Ample wait time before calling on students
Scheduling accommodations.	Allow errors in writing			Student self-assessment, self – monitoring progress
Organization skills accommodations	Accept writing in first language			Allow extended time to answer questions, and permit drawing, as an explanation
Assignment modifications.	Highlight key vocabulary			Accept participation at any level, even one word
	Reduce amount of work required			
	Assess comprehension through demonstration or other alternative means (gestures, drawings)			
	Allow open book tests			

	For each question, indicate page number in textbook where answer is found			
	Rephrase questions, directions, and explanations			
	Use group projects rather than individual work			
	Reduce multiple choices to two			
	Provide study guides and/ or outlines			
	Provide video on subject			

Unit 4- Overview

Content Area: French

Unit Title: City Life

Grade Level: 8, Novice- Mid

Core Ideas:

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).

Unit 4- Standards

Standards (Content and Technology):

CPI#:	Statement: by the end of grade 8, students will be able to
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Performance Expectations (NJSL)

7.1.NM.IPRET .1:	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET .2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET .3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET .4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET .5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS .1:	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS .2:	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS .3:	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS .4:	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS .5:	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS .6:	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSN T.1:	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSN T.2:	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSN T.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSN T.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSN T.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
Career Readiness, Life Literacies, and Key Skills	
9.1.8.FP.4:	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.CR.2: C	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.FI.2:	Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM,
9.1.8.FP.5:	Determine how spending, investing, and using credit wisely contributes to financial well-being.

9.4.8.GCA.1:	Model how to navigate cultural differences with sensitivity and respect
Computer Science and Design Thinking	
8.2.8.ITH.2:	Compare how technologies have influenced society over time.
8.2.8.NT.4:	Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.
8.1.8.NI.4:	Explain how new security measures have been created in response to key malware events
8.1.8.CS.1:	Recommend improvements to computing devices in order to improve the ways users interact with the devices
Intercultural Statements (Amistad, Holocaust, LGBT, etc...)	
Learners will recognize the global trend towards diverse communities	Similar to the USA, many communities in French-speaking countries are comprised of people of many ethnicities, races, LGBT groups. The ideas of equal rights and tolerance play a major part in public policies, education and culture – current events
Learners will recognize and identify a few typical practices of the target culture.	Cities are planned differently in Europe – Paris developed in a form of a snale
Learners will develop respect for different family members and other individuals in a society	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students’ own culture(s), the effects of weather patterns in target language regions of the world and in the students’ own regions. Intergenerational living projects in France and Quebec. Sharing space in a house is a different concept in African cultures
Interdisciplinary Connection	
6.2.8.GeoPP. 3.a:	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
6.1.8.History CC.3.c:	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
2.1.8.SSH.1:	Differentiate between gender identity, gender expression and sexual orientation.

SOCIAL AND EMOTIONAL LEARNING

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness

- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

Unit Essential Question(s):

- What errands do you usually run in town?
- Where do you go to get certain products?
- How do you give walking and driving directions?
- How do you ask for directions around town?
- 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 Enduring Understandings:

- Due to globalization and advances in technology, the products and practices 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

Formative Assessments:

- Recorded students' exchanges
- Vocabulary and grammar quizzes
- Mini-skits
- Cultural trivia
- Listening comprehension activities
- Journal entry
- Reading comprehension of culturally authentic sources
- Information gap interpersonal exchanges
- Exit slip (short written response)

Summative/Benchmark Assessment(s):

Interpretive: of an authentic printed and digital source

Interpersonal: Recorded students' interpersonal exchanges. A letter to a pen pal. Role play

Presentational: Student projects - a digital presentation of a city on France

Alternative Assessments:

Assessment using Self- and Peer-Evaluations, Dynamic Assessment, Task-based assessment

Resources/Materials:

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

<http://my.hrw.com>

Key Vocabulary:

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

http://www.flevideo.com http://apprendre.tv5monde.com http://maryglasgow.com padlet.com google earth http://googleclassroom.com	<p>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</p> <p>Communication strategies asking for clarification, circumlocution, expressions of reacting, rewording, expressing lack of understanding</p>
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s) Students will be able to:	Suggested Tasks/Activities:	Day(s) to Complete
Le Midi	discuss the geographical differences between the upper part of Southern France and the coastal regions below. Discuss different types of festivals held in le Midi	Geoculture video, reponse to comprehension questions, scavenger hunt, pair Q and A	2
Places in town	Learn about places in town to visit for services or recreation	Name places in your town, using Google earth – explore various cities in France and Quebec, e-book activities, journal entry, pair work in response to visual clues created by the teacher, e-book activities, journal entry	3
Asking and giving directions	Ask for and give directions using various city maps	Pair activity – driving a car in a city, giving directions to various places in the classroom and school, driving an RC car in a model city (using shoeboxes for buildings), e-book activities, journal entry	3
Verb voir	Use the verb <i>voir</i> to say who and what you see and saw and where	Using google earth say what objects you see in the street (light, bench, tree, etc), e-book activities, journal entry	2
Verbs savoir and connaitre	Use the verbs <i>connaitre</i> and <i>savoir</i> to talk about places in Paris	Research and respond to the slideshow of Paris with some facts about famous monuments in	3

		Paris, quick chat with savoir/connaitre – do you know what it is/ this person/where something is/ a city	
Services in town	Identify services in town {pharmacy, bank, post office)	Reading from e-book about bank, pharmacy and post office services, noting the differences with the community we live in, e-book activities, journal entry	2
The imperative	Use the imperative to make commands	Quick chat: asking a friend to do you a favor running an errand in town. Use the partitive with things you buy in town	3
Polite requests	Make a request using the present tense of a vous form an inversion	Quick chat – talking to an employee at a bank/pharmacy/post office	2
Passé Composé of regular and irregular verbs and irregular verbs	Use the passé composé of regular, irregular verbs and motion verbs to answer questions	Watch a video about an afternoon in Paris and answer comprehension questions	1
Padlet response	Using a padlet page, ask and speak about a place in town you frequesnt	Recording a video- presentation on padlet.com	2
Research of a city in France	Research and present information about a city in France, including its geographic location, climate, places to visit, things to do using the past tense	Create a journal to a visit in a city on France	3
Cumulative review	Self-assess on the knowledge the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Textbook activities – prepare-toi pour l'examen	2
Summative assessment	Apply the target vocabulary and grammar in interpretive, interpersonal and presentational activities	Role play, digital presentations, online exam, discussion of the exam results	4

Teacher Notes: total hours 32

Additional Resources:

youtube.com

kahoot.com

quizlet.com

quia.com

français.lingolia.com

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
Presentation accommodations (changes the way information is presented)	Give tests orally	Advances learners option for differentiated instruction incorporated in “Bien Dit” series,	Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series.	Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series
Response accommodations (changes the way kids complete assignments or tests)	Give instructions/directions in writing and orally	Anchor activities	Online Grammar tutor	Preferential seating
Setting accommodations.	Assign a buddy, same language or English speaking	Peer tutoring		Strategic/flexible grouping and pairing
Timing accommodations	Allow errors in speaking			Ample wait time before calling on students

Scheduling accommodations.	Allow errors in writing			Student self-assessment, self – monitoring progress
Organization skills accommodations	Accept writing in first language			Allow extended time to answer questions, and permit drawing, as an explanation
Assignment modifications.	Highlight key vocabulary			Accept participation at any level, even one word
	Reduce amount of work required			
	Assess comprehension through demonstration or other alternative means (gestures, drawings)			
	Allow open book tests			
	For each question, indicate page number in textbook where answer is found			
	Rephrase questions, directions, and explanations			
	Use group projects rather than individual work			
	Reduce multiple choices to two			

Midland Park Public Schools

	Provide study guides and/ or outlines			
	Provide video on subject			