



West Windsor-Plainsboro Regional School District
French - Grade 8

Unit 1: La Rentrée (Back to School)

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; their morning routines and daily responsibilities as they prepare for school, and they investigate similarities and differences between their experiences in the United States and those of students around the world. This learning enhances their understanding of cultural practices and perspectives of teenagers from around the globe--with an emphasis on the francophone world.

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

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|----------------|---|
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| 7.1.IL.IPRET.2 | React to a series of oral and written instructions connected to daily life. |
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| 7.1.IL.IPRET.5 | Compare and contrast some unique linguistic elements in English and the target language. |
| 7.1.IL.IPRET.6 | Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community. |
| 7.1.IL.IPERS.1 | Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. |
| 7.1.IL.IPERS.2 | Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life |
| 7.1.IL.IPERS.3 | Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. |
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| 7.1.IL.PRSNT.2 | Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. |
| 7.1.IL.PRSNT.3 | Use language creatively to respond in writing to a variety of oral or visual prompts |
| 7.1.IL.PRSNT.4 | Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. |
| 7.1.IL.PRSNT.5 | Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions. |

New Jersey Student Learning Standards for English Language Arts Companion Standards

READING

Standard: Key Ideas and Details

| CPI # | Cumulative Progress Indicator (CPI) |
|----------------|---|
| RL.8.1. | Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.8.2. | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |

Standard: Standard: Craft and Structure

| CPI # | Cumulative Progress Indicator (CPI) |
|--------------|---|
| RL.8.4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| RL.8.5. | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |

WRITING

Standard: Text Types and Purposes

| CPI # | Cumulative Progress Indicator (CPI) |
|--------------|---|
| NJSLSA.W3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

Standard: Production and Distribution of Writing

| CPI # | Cumulative Progress Indicator (CPI) |
|--------------|--|
| NJSLSA.W4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| NJSLSA.W5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| NJSLSA.W6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |

New Jersey Student Learning Standards for Social Studies

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| 6.2.8.HistoryCC .1.c | Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure. |
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New Jersey Student Learning Standards for Computer Science & Design Thinking

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| 8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |
| 8.1.8.AP.6 | Refine a solution that meets users' needs by incorporating feedback from team members and users |

New Jersey Student Learning Standards for Career Readiness, Key Skills, & Life Literacies

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| 9.1.8.CR.2: | Compare various ways to give back through strengths, passions, goals, and other personal factors |
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Instructional Focus

Unit Enduring Understandings

- The cultural and academic differences between OUR schools and those around the world and in Francophone countries reflect more than a difference in course work and daily schedules. These differences paint a picture of adolescents around the world 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-- to a degree. Personal choices, attitudes, and actions strongly influence academic and social successes and challenges.

Unit Essential Questions

- How does my school experience reflect the cultural perspectives of my society?
- How can I make this school year a successful one for me?
- What does an equitable school experience feel/look like?

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
- Common **regular** verbs in the present
- Vocabulary related to goal setting, equity, and routines/chores
- Expression of feelings and emotions
- Comparative expressions and structures (related to school)

Students will be able to:

- Critique courses based on interests and future plans
- Compare morning routines and how they get ready for school each day with peers
- Compare and contrast two different schools-one from another 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 Francophone students' experiences in school with their own through an email exchange or by researching Francophone schools and their offerings
- Establish personal goals for the new academic year and share those goals with others

Evidence of Learning

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. In each unit, an Integrated Performance Based Assessment (IPA) or proficiency based assessments are used to assess student proficiency in the target language using the 3 Modes of

Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback, and self-reflection.

Possible Assessments:

Interpretive - Les Écoles du Monde

Presentational - Sur le Chemin d'École

Interpersonal - Getting ready for school

Resources

Flash Cards for: ● Emotions ● Reflexive verbs ● Necessary classroom objects and supplies ● Worksheets/google docs on daily routines and emotions ● Quizlets/Blookets/Quizizz/Kahoots ● Markers & crayons ● Sentence strips to cue students for the proper reflexive pronoun ● Digital Voice Recorders for interpersonal tasks and assessments ● Surveys to measure personal preference, SEL experiences, and equity in the classroom.

<http://www.lcdf.ac-orleans-tours.fr/>

<http://www.condorcet-fcpe.com/>

http://dafina.net/forums/file.php?55,file=21628,filename=1.Emploi_du_temps_2e3.jpg

<http://www.cortland.edu/flteach/civ/ecoles/termina.jpg>

- [Equity Survey](#)
- [Brainstorming/Semantic Mapping](#)
- [Equity Walk/ 4 Corners](#)
- [Videos & other resources related to Equity](#)
- [Le manque d'équité dans le système éducatif en France \(text\)](#)
- [Le manque d'équité dans le système éducatif en France \(interpretive questions\)](#)

Unit 2: LA VIE VERTE (The Green Life)

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 in their towns and homes. After reading, discussing, and writing about environmental problems and the overall inequality around the planet for resources, they suggest possible solutions to land, air, and water pollution.

Recommended

45 days

New Jersey Student Learning Standards for World Language

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Instructional Focus

Unit Enduring Understandings

- Peoples' 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.
- Access to basic resources (i.e. clean water, clean air) is tied to privilege and/or geography.

Unit Essential Questions

- How can I make my community and school "green" or ecologically friendly places?
- What can I do to promote the awareness of the endangered species of animals?
- What actions, be them large or small, can I make to extend the life and health of our planet.

Objectives

Students will know:

- Information about parts of the world and major Francophone nations 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:

- Read and understand the main idea and supporting details from authentic articles
- Ask and answer questions about authentic French texts dealing with ecological issues

- Use communication strategies (circumlocution, clarifications, gestures, asking for repetition, etc.) to negotiate meaning in conversations 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 problems in school, at home, and in the community
- Describe and empathize with 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, forests, and climate
- Respond to questions posted on a class blog concerning the school environment
- Make predictions about future problems that people and animals will face in light of current environmental problems
- Participate in a panel discussion about environmental problems that the world is facing and possible solutions

Evidence of Learning

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. In each unit, an Integrated Performance Based Assessment (IPA) or proficiency based assessments are used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback, and self-reflection.

Possible Assessments:

Interpretive: Le Temenage de Clement (article)

Presentational: "Le Prix Vert".

Interpersonal: Ecological issues around your town and schools.

Resources

Suggested Resources: Reading on Une École Verte ● Internet websites (ex: www.animauxdefrance.fr) ● <http://www.wwf.fr/> (general site for animals around the world) ● <http://tri-recyclage.ecoemballages.fr/> (recycling) ● <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> (info about animals that are endangered) ● La Légende du Loup Garou ● Article: Le Loup ● Illustrations for Le Petit Chaperon Rouge ● Props for Play ● Digital Voice Recorder ● Eco Surveys ● Global Empathy Awareness articles (Ramata, Les Elephants, Les Dechets) ●

Brainstorming/Semantic Mapping

● [Aie Aie!](#) (Interpretive task for equity and the planet) [Questions for Aie! Aie!](#)

● [Ramata Page 1](#)

● [Ramata Page 2](#)

● [Ramata Questions on Google form](#)

● [La deuxième vie d'un sac en plastique](#) (youtube clip to facilitate a discussion on the planet, resources, jobs for those that need to work, and a thriving business run by a woman in India)

● [un dessin-une discussion](#)

Unit 3: VIVRE UNE VIE SAINE! (Healthy Living)

Content Area: World Language

Course & Grade Level: French, Grade 8

Summary and Rationale

Developing awareness of healthy lifestyles and school lunch practices is a critical factor in preparing today's youth for living well in the 21st century. By grounding a study of healthy living in a cross-cultural comparison each student will learn to critically reflect upon his/her own healthy lifestyle and compare this with other cultures. Each student will gain insights into the products, practices and perspectives of others as well as their own. Students will reflect upon personal habits and examine what is viewed as healthy living around the world. In addition, students will examine school lunch culture and food allergies to understand the impact these have on youth today.

55 days

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Unit Enduring Understandings

- Food is often connected to culture and what we eat and prepare at home reflect our origins.
- Where we live and work can have an effect on our overall diet and health.
- A healthy diet for one person may be different for someone else, but there are guidelines that can have a positive effect on our lives.
- Meal time customs vary widely among cultures and reflect perspectives of a people.
- Proper nutrition at any age, especially when young, provides the building blocks for a strong and healthy core
- A person's daily diet and activities can positively or negatively affect his/her life.

Unit Essential Questions

- How can I live a healthy life?
- Is a healthy lifestyle the same or different depending on where I live and my family background?
- Why do I have to be careful about diet, nutrition, and exercise when I am young and healthy?

Objectives

Students will know:

- Culturally appropriate greetings
- The categories of the most updated food pyramid and items associated with each one
- ALLER in the past tense related to going to restaurants
- Past tense of thematic verbs associated with eating, cooking, and dining
- Expressions to politely order food from a market vendor or in a restaurant
- Vocabulary related to food, drinks, and nutrition
- Expressions of quantity
- The parts of the body
- Command forms of thematic verbs related to preparation of recipes
- The cultural differences between a typical grocery store in France and one in their town
- Names and descriptions of sports and physical fitness activities
- Names and descriptions of common health conditions/problems and remedies
- Expressions for making suggestions and giving advice

Students will be able to:

- Identify parts of the body as related to healthy lifestyles
- Identify popular foods and drinks and the different parts of the food pyramid
- Describe their favorite cafes/restaurants/supermarkets
- Understand and interpret written and spoken language about various ways of staying healthy
- Exchange information about ways to stay healthy and provide advice to peers
- Discuss their eating schedules and meal preferences with peers and with the school nurse

- Express preference and support why they prefer certain foods
- Compare and contrast restaurants that are popular in our region and that are germane to our different cultures
- Formulate questions and answers used to gather information about eating habits of peers, family, and friends
- Ask and answers questions regarding food or menu options in a restaurant
- Use communication strategies (use gestures, asking for repetition, and circumlocution, etc.) to be able to negotiate meaning
- Transfer the knowledge gained in the discussion of healthy eating to express and describe their personal views on what they need and want to eat on a daily basis
- Compare and contrast cultural products, practices and perspectives related to healthy living

Evidence of Learning

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Possible Assessments:

Interpretive - Comment sont les cantines dans le monde (article)

Presentational: Improving the overall lunchtime experience.

Interpersonal: Our school lunch system.

Resources

Suggested Resources:

Flash Cards for:

- o Foods
- o Drinks

o Food Pyramid

o Quantities

- Plastic foods and drinks

- Website for descriptions of food groups: <http://www.pratique.fr/sante/aliment/em21d.htm>

- Website that contains the food pyramid:

<http://www.unilever.ch/fr/nosmarques/vivresainement/forumnutrition/themesalimentaires/alimentationsaine/lapyramidealimentaire.asp>

- Transparencies for discussions:

<http://www.schizodoxe.com/docs/2007/06/melander.jpg>

http://imblog.aufeminin.com/blog/D20050125/11513_674033760_crepes_suzette_H010355_L.jpg

- Worksheets on healthy food choices

- Plastic flyswatters for games

- Sentence strips to cue students for partitives

- Digital Voice Recorders for interpersonal tasks and assessments

- [Youtube clips for school lunches around the world](#). (great for cultural comparisons)

- [School Lunch in Japan](#) (each student in Japan contributes to make their lunch period possible)

- [Un repas servi d'un chef](#) (video of a chef in a small town stretching a budget to make gourmet meals)

- [Dans les coulisses de nos cantines](#) (Ensuring equity at lunch-central kitchens in France provide the same lunch for ALL surrounding schools)

- [l'équité au supermarché \(Photo for questions\)](#)

Unit 4: Les Loisirs et Les Spectacles (Activities and Films)

Content Area: World Language

Course & Grade Level: French, Grade 8

Summary and Rationale

Students will re-examine leisure time activities with a focus on entertainment options, their preferences, and their attitudes as they consider how their life choices impact their overall physical and mental well-being. Further, they will generate suggestions as to how to incorporate enjoyable activities to alleviate stress and support themselves and friends socially and emotionally.

Recommended Pacing

35 days

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Unit Enduring Understandings

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

Unit Essential Questions

- How can I lead a well-rounded, healthy lifestyle?
- Which culture's activities do you identify more closely with and why?
- Does culture shape cinema or does cinema shape culture?
- Has technology affected the way you spend your free time? If so, how? If not, why not?

Objectives

Students will know:

- The names of popular sports/games.
- Where and how WWP students spend their free time
- The different components of cinema (le genre, la durée du film, le lieu, etc.)
- The meaning and usage of the verbs connaître and savoir
- Identify the films, actors, etc. that they know using connaître and direct object pronouns
- How to use direct object pronouns
- Formation and use of passé composé
- 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

Students will be able to:

- Describe and discuss various games, sports, and films that are popular amongst adolescents
- Identify and discuss popular actors/artists; express their preferences
- Identify different films by their genres
- 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 endings of films
- Retell the plot of a film

Evidence of Learning

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Possible Assessments:

Interpretive: Le Petit Nicolas (article)

Presentational - Film camp

Interpersonal: Convincing your partner to see the movie.

Resources

Suggested Resources:

Interpretive pièce on la maison de jeunesse or le café

- Le boxoffice: Web site for movie synopses and descriptions
- Various French movies (DVD): La Belle et la Bête, Les Jeux Interdits, Astérix et Obélix, Argent de Poche
- <http://www.ugc.fr/> (to see current movie synopses)
- <http://www.ecranlarge.com/> (to view trailers)
- Astrapi: has various movie posters for recent films
- [George Clooney lance un programme \(text\)](#) (20 pts)
- [George Clooney Interpretive task](#)
- [Le racisme au football](#)