

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 8 French Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2014 New Jersey Student Learning Standards in World Language

| Curriculum Scope and Sequence | | | |
|-------------------------------|--------------------|----------------------------------|---------|
| Content Area | Exploratory French | Course Title/Grade Level: | Grade 8 |

| Topic/Unit Name | | Suggested Pacing (Days/Weeks) |
|--------------------------------------|-----------------------|-------------------------------|
| <u>Topic/Unit #1</u> | My life & My Hobbies | 6 Weeks |
| <u>Topic/Unit #2</u> | Food & The Restaurant | 6 Weeks |
| <u>Topic/Unit #3</u> | Style & Fashion | 4 Weeks |
| <u>Topic/Unit #4</u> | My Town & Directions | 2 Weeks |
| <u>Topic/Unit #5</u> | My House & My Chores | 6 Weeks |

| Topic/Unit 1 Title | My Life & My Hobbies | Approximate Pacing | 6 Weeks |
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| STANDARDS | | | |
| NJSLS World Language | | | |
| <ul style="list-style-type: none"> ● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. ● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. ● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). ● 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts. ● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. ● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. ● 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. ● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. ● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings ● 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. ● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. ● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. ● 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. ● 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. | | | |
| Interdisciplinary Connections: | | Career Readiness, Life Literacies, and Key Skills | |

1.3.P.B.5 Participate in and listen to music from a variety of cultures and times.

Activity: Students will listen to traditional music from Senegal called mbalax. They will listen to music from the artists Youssou N'Dour, Alioune Mbyae Nder and Fallou Dieng. They will also learn about traditional Senegalese instruments called the sabar, cora, djembe and balafon.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Activity: Students will read an infographic about the most common past-times and hobbies in Madagascar. They will compare and contrast their most popular hobbies with those of students their age in Africa. Students will understand that not everyone has access to the same passions due to poverty and technology in developing countries. We will have a group discussion about this.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Activity: Students will create a digital poster about their hobbies in each season.

Computer Science & Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

Activity: Students will use the website GoFormative to describe basic hobbies in the present tense in French. They will use their data from their assignment to make a targeted study list of the vocabulary that they need to review.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- How can I talk about my hobbies and my life in French?
- How can I ask someone else about their hobbies and life in French?
- How can I talk about the things that I am going to do?
- How can I invite someone to do an activity with me?

Enduring Understandings:

- Team sports and instruments in French use the verb jouer whereas individual sports use the verb faire.
- The future tense in French is formed by using a conjugated form of aller + an infinitive.

- Hobbies and pastimes are different across different cultures.

STUDENT LEARNING OBJECTIVES

| Key Knowledge | Process/Skills/Procedures/Application of Key Knowledge |
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| <p>Students will know:</p> <ul style="list-style-type: none"> • The present tense of the verb faire, aller, and venir • Musical instruments using the jouer + de construction • Team sports using the jouer + a construction • Individual sports using faire • Yes/No question formation with est-ce que • Open ended question formation with est-ce que • Invitation questions and responses • Common past-times in Africa | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Speak and write in complete sentences using faire, aller, and venir in context. • Identify different musical instruments and sports in French and use them in complete sentences. • Describe pictures in French and recognize descriptions aurally. • Formulate questions in the present tense using complete sentences. • Respond to questions in the present tense using complete sentences. • Role-play a situation extending and receiving an invitation. • Compare and contrast hobbies in French speaking countries and in the United States |

ASSESSMENT OF LEARNING

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| <p>Summative Assessment (Assessment at the end of the learning period)</p> | <p>Students will create a skit where they have to invite a classmate to do an activity and then accept or reject the invitation and explain why. Students will also complete a written assessment that emphasizes the present tense, the irregular verbs covered, question formation, and the vocabulary for different past times. There will be a reading, writing and listening section.</p> |
| <p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p> | <p>In class, students complete exit tickets, listening activities, Kahoots, GoFormatives, and quizlet live games in order to assess their knowledge of grammar and vocabulary acquisition. They also complete reading comprehension activities with multiple choice questions to ensure their understanding.</p> |
| <p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform to</i></p> | <p>Students will be tested aurally and orally versus having a written test. Students can also create a portfolio.</p> |

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| demonstrate their knowledge, understanding and proficiency) | |
| Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year) | Students will take a pre-assessment on goformative and/or google forms in order to obtain baseline data about the topic presented. Students will take the same assessment at the end of the unit as a study guide in order to see what they need to study for their summative assessment. |
| RESOURCES | |
| Core instructional materials: Bien Dit Textbook, Bien Dit Grammar Tutor, Bien Dit Cahier de Vocabulaire et Grammaire | |
| Supplemental materials: <ul style="list-style-type: none"> • Quizlet • Quizizz • Edpuzzle • Flipgrid • Google Classroom • Language Guide • Languages Online • Play Factile • Kahoot • Games for Language | |
| Modifications for Learners | |
| See appendix | |

| Topic/Unit 2 Title | Food & The Restaurant | Approximate Pacing | 6 Weeks |
|---|-----------------------|--------------------|---------|
| STANDARDS | | | |
| NJSLS World Language | | | |
| <ul style="list-style-type: none"> • 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.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. | | | |

- **7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **7.1.NM.PRSNT.4:** Copy/write words, phrases, or simple guided texts on familiar topics.
- **7.1.NM.PRSNT.5:** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NM.PRSNT.6:** Name and label tangible cultural products associated with climate change in the target language regions of the world.

Interdisciplinary Connections:

1.3.P.C.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic).

Activity: Students will have to role-play a scene in a restaurant. One student will be the wait and the other student will be the client. They will have to use pertinent vocabulary expressions to effectively order and pay for a meal in French.

Career Readiness, Life Literacies, and Key Skills

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

Activity: Students will compare and contrast French and American cuisine and eating habits through a venn diagram.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally

Activity: Students will create a video of themselves making a recipe and explaining the directions in French.

Computer Science & Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

Activity: Students will interview 15 different students about what they eat for lunch. They will put their data in a spreadsheet and create a bar graph or pie chart to show the most popular food. Students will then reflect on their experience using excel and write about how their experience could be improved.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- What are some common foods in French speaking cultures?
- How can I express what I like to eat and drink correctly in French?
- How can I express what I want to eat and drink correctly in French?
- How can I explain the steps to a recipe in French?

Enduring Understandings:

- Common foods in France are different from common foods in the United States. Food is cultural.
- Expressing basic needs is key to success in a cross-cultural environment.
- Sharing foods and recipes between cultures can be an enriching experience.

STUDENT LEARNING OBJECTIVES**Key Knowledge*****Students will know:***

- The present tense of the verbs prendre, vouloir and boire
- The names of the meals in French
- The vocabulary for different foods and drinks at each meal
- Partitive articles and verbs that take the partitive
- Vocabulary expressions to express hunger and thirst
- Vocabulary expressions specific to dining out
- IR verbs in the present tense
- The command form of verbs in the present tense

Process/Skills/Procedures/Application of Key Knowledge***Students will be able to:***

- Express what they want to eat and drink in the present tense.
- Apply the vocabulary for the meals correctly in complete sentences and in context.
- Apply the correct partitive articles when using the the verbs/expressions vouloir, boire, prendre, avoir and il y a
- Express how they are feeling
- Role play a scene between a waiter and a customer
- Read, write, and apply IR verbs in the present tense
- Create a basic recipe and explain the steps in French.

ASSESSMENT OF LEARNING**Summative Assessment**
(Assessment at the end of the learning period)

Students will present a skit where they role play a scene in a restaurant. One student will be the waiter/waitress and the other student will be the customer. Students will have to use all pertinent vocabulary from the unit. Students will also take a written assessment which covers topics such as the meals, individual foods, and the partitive. The written component will include a reading, writing, and listening section.

Formative Assessments
(Ongoing assessments during the learning period to inform instruction)

In class, students complete exit tickets, listening activities, Kahoots, GoFormatives, and quizlet live games in order to assess their knowledge of grammar and vocabulary acquisition. They also complete reading comprehension activities with multiple choice questions to ensure their understanding.

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| Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency) | <p>Students will be tested aurally and orally versus having a written test. Students can also create a portfolio.</p> |
| Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year) | <p>Students will take a pre-assessment on goformative and/or google forms in order to obtain baseline data about the topic presented. Students will take the same assessment at the end of the unit as a study guide in order to see what they need to study for their summative assessment.</p> |
| RESOURCES | |
| Core instructional materials: Bien Dit Textbook, Bien Dit Grammar Tutor, Bien Dit Cahier de Vocabulaire et Grammaire | |
| Supplemental materials: <ul style="list-style-type: none"> • Quizlet • Quizizz • Edpuzzle • Flipgrid • Google Classroom • Language Guide • Languages Online • Play Factile • Kahoot • Games for Language | |
| Modifications for Learners | |
| See appendix | |

| Topic/Unit 3 Title | Style & Fashion | Approximate Pacing | 4 Weeks |
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| STANDARDS | | | |
| NJSLS World Language | | | |
| <ul style="list-style-type: none"> • 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.PRSNT.1:** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- **7.1.NM.PRSNT.2:** State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **7.1.NM.PRSNT.4:** Copy/write words, phrases, or simple guided texts on familiar topics.
- **7.1.NM.PRSNT.5:** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NM.PRSNT.6:** Name and label tangible cultural products associated with climate change in the target language regions of the world.

Interdisciplinary Connections:

1.3.P.C.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.

Activity: Students will participate in a fashion show where they will have to pick a theme and outfit and explain it in French.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

During the fashion unit, students will describe gay and transgender models in order to represent the LGBTQ community.

Career Readiness, Life Literacies, and Key Skills

9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

Activity Students will have a class discussion about how their fashion choices and pictures on social media can positively or negatively influence employer decisions.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

Activity: Students will create an outfit for a fashion show.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally

Students will create a google slides presentation of their fashion show theme. The slide will include pictures and music.

Computer Science & Design Thinking

8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).

8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.

Activity: In Senegal, poverty is rampant. Students will work in groups to create a prototype of a shoe made out of basic cardboard and paper to help children in Senegal. Students will research climate, materials, and daily life in Senegal in order to make a shoe that would be appropriate for a Senegalese child their age. They will employ the engineering and design loop in order to accomplish this.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- How is fashion different in French speaking countries?
- How can I talk about the different things that I wear and like in each season?
- How can I describe the clothes that I am wearing?
- What are some common expressions I will need when shopping?

Enduring Understandings:

- Style and fashion can effectively be expressed by using the verbs porter and mettre.
- Understanding basic expressions and vocabulary words when shopping can improve shopping experiences.
- Style and fashion and style can be different in different places.

STUDENT LEARNING OBJECTIVES

| Key Knowledge | Process/Skills/Procedures/Application of Key Knowledge |
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| <p>Students will know:</p> <ul style="list-style-type: none"> • The vocabulary words and expressions for clothing items • The present tense of the verbs porter and mettre • The vocabulary words and expressions for shopping • The vocabulary for basic designs, colors, and fabrics • The vocabulary expressions for the weather • The styles are different in different places | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss what they wear and what they like to wear in each season • Apply the verbs mettre and porter in context • Role-play a scene with a store clerk/customer • Create and describe their outfit in a fashion show • Talk about what they wear in combination with the weather • Talk about what people wear in different French countries |

ASSESSMENT OF LEARNING

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| <p>Summative Assessment (Assessment at the end of the learning period)</p> | <p>Students participate in a fashion show where they need to choose a theme and an outfit that goes with their theme. They need to identify the articles of clothing that they are wearing in French along with the colors, design, and fabric. Students also take a written assessment that emphasizes vocabulary from the “the store,” demonstrative adjectives, and the interrogative quel. Students need to unscramble a</p> |
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| | conversation. They also need to formulate questions, answer questions and complete listening and reading activities. |
| Formative Assessments (Ongoing assessments during the learning period to inform instruction) | In class, students complete exit tickets, listening activities, Kahoots, GoFormatives, and quizlet live games in order to assess their knowledge of grammar and vocabulary acquisition. They also complete reading comprehension activities with multiple choice questions to ensure their understanding. |
| Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency) | Students will be tested aurally and orally versus having a written test. Students can also create a portfolio. |
| Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year) | Students will take a pre-assessment on goformative and/or google forms in order to obtain baseline data about the topic presented. Students will take the same assessment at the end of the unit as a study guide in order to see what they need to study for their summative assessment. |
| RESOURCES | |
| Core instructional materials: Bien Dit Textbook, Bien Dit Grammar Tutor, Bien Dit Cahier de Vocabulaire et Grammaire | |
| Supplemental materials: <ul style="list-style-type: none"> • Quizlet • Quizizz • Edpuzzle • Flipgrid • Google Classroom • Language Guide • Languages Online • Play Factile • Kahoot • Games for Language | |

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| Modifications for Learners |
| See appendix |

| Topic/Unit 4 Title | My Town & Directions | Approximate Pacing | 2 Weeks |
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| STANDARDS | | | |
| NJSLS World Language | | | |
| <ul style="list-style-type: none"> • 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.PRSNT.1:** Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- **7.1.NM.PRSNT.2:** State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- **7.1.NM.PRSNT.3:** Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- **7.1.NM.PRSNT.4:** Copy/write words, phrases, or simple guided texts on familiar topics.
- **7.1.NM.PRSNT.5:** Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- **7.1.NM.PRSNT.6:** Name and label tangible cultural products associated with climate change in the target language regions of the world.

| Interdisciplinary Connections: | Career Readiness, Life Literacies, and Key Skills |
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| <p>1.3.P.C.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic).</p> <p>Activity: Students will work in pairs to role-play a situation between a tourist and native of France. The tourist will have to ask for directions</p> | <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>Activity: Students will watch a short video overview of a town in Morocco that has stark differences compared to your average US town. (traveling by camel, Sahara Desert in the background etc.)</p> |

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| <p>to famous monuments and the native of France will have to provide his/her classmate with accurate and detailed directions using pertinent vocabulary expressions learned in class.</p> | <p>9.4.8.TL.3: Select appropriate tools to organize and present information digitally</p> <p>Activity: Students will record themselves giving directions in French using an app from googleplay/apple store.</p> |
| <p align="center">Computer Science & Design Thinking</p> | |
| <p>8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</p> <p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>Activity: Students will first discuss how technology can change the travel industry. Students will then hypothesize what the travel industry may look like in the future. Students will then give directions on a map incorporating some form of technology that exists today.</p> | |
| <p align="center">UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p> | |
| <ul style="list-style-type: none"> • How can my knowledge of directional vocabulary words help other people? • How can knowing directional vocabulary help me when traveling? • Why is it important to understand basic directional vocabulary? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Understanding basic directional vocabulary can simplify traveling. • Understanding basic directional vocabulary is key to staying safe abroad. | |
| <p align="center">STUDENT LEARNING OBJECTIVES</p> | |
| <p align="center">Key Knowledge</p> | <p align="center">Process/Skills/Procedures/Application of Key Knowledge</p> |
| <p><i>Students will know:</i></p> <ul style="list-style-type: none"> • The vocabulary for the different places in town • The command forms of ER, IR, RE and irregular verbs • The vocabulary words and expressions for directions • The vocabulary words and expressions for transitions | <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Identify basic places around town in French • Identify vocabulary words and phrases related to directions • Apply transition words when writing a sequence of steps • Follow directions in French to arrive at various destinations |

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| <ul style="list-style-type: none"> The vocabulary words and expressions for basic landmarks | <ul style="list-style-type: none"> Give detailed oral directions in French based on a map Create a map and provide written directions to various places |
| ASSESSMENT OF LEARNING | |
| Summative Assessment (Assessment at the end of the learning period) | Students create their own town in French and give directions to three separate places. They also have a written test with a listening component, reading component, and writing component. Students need to listen to directions and find the correct destination. Students need to read directions and find the correct destination, and students need to write directions using the imperative form of their verbs in the present tense. |
| Formative Assessments (Ongoing assessments during the learning period to inform instruction) | In class, students complete exit tickets, listening activities, Kahoots, GoFormatives, and quizlet live games in order to assess their knowledge of grammar and vocabulary acquisition. They also complete reading comprehension activities with multiple choice questions to ensure their understanding. |
| Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency) | Students will be tested aurally and orally versus having a written test. Students can also create a portfolio. |
| dBenchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year) | Students will take a pre-assessment on goformative and/or google forms in order to obtain baseline data about the topic presented. Students will take the same assessment at the end of the unit as a study guide in order to see what they need to study for their summative assessment. |
| RESOURCES | |
| Core instructional materials: Bien Dit Textbook, Bien Dit Grammar Tutor, Bien Dit Cahier de Vocabulaire et Grammaire | |
| Supplemental materials: <ul style="list-style-type: none"> Quizlet | |

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Modifications for Learners

See [appendix](#)

| Topic/Unit 5 Title | My House & My Chores | Approximate Pacing | 6 Weeks |
|--|----------------------|--------------------|---------|
| STANDARDS | | | |
| NJSLS World Language | | | |
| <ul style="list-style-type: none"> • 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.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. | | | |

- **7.1.NM.PRSNT.6:** Name and label tangible cultural products associated with climate change in the target language regions of the world.

Interdisciplinary Connections:

1.3.P.D.3 - Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer), and elements in the visual arts.

Activity: Students will describe different paintings of houses and neighborhoods around the world. They will describe the pictures in French explaining both their similarities and their differences. Painters include Marcel Duchamp, Marc Chagall, Garry Dorsainvil, and Yordon Dabady.

Holocaust Law: N.J.S.A. 18A:35-28- When talking about cities and residential areas. Students will learn that some cities in France have significant historical relevance. Specifically, students will learn about the town, Chambon. This is a famous town that was known to help hide Jewish families from danger during the Holocaust. They will make comparisons with the underground railraod.
<https://www.bbc.com/travel/article/20180806-a-french-village-committed-to-deception>

Career Readiness, Life Literacies, and Key Skills

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Activity: Students will create their dream house using an authentic house remodeling website.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Activity: Students will learn that culture shapes how we view everything in life. Students will work in pairs. Each pair will share one marker. They will each hold the marker with their dominant hand. They will be instructed to draw a dog, a house, and a tree. They will see that it is incredibly hard to do because of the different cultural perspective that everyone has regarding each of these objects. Everyone in the class will have a different dog, house, and tree.

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

Activity: Students will brainstorm one way that they could help combat homelessness in developing Francophone countries in Africa.

Computer Science & Design Thinking

- **8.1.12.IC.1:** Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

- **8.1.12.IC.3:** Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

Activity: Students will buy a mock house in France using the website seloger.fr. After purchasing their mock house, they will write about their experience on the website. They will need to explain how the website guided them and impacted their choice. They will also need to explain how their experience would have been different without having access to the website. We will have a class discussion about how technology impacts neighborhoods and cultural practices to sum up the lesson.

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- How can I describe where I live?
- How do I describe my house and the items inside my house?
- What are some common chores in French speaking countries?
- How is my home different from homes in different French speaking countries?

Enduring Understandings:

- The concept of “home” can vary around the world.
- Where I live influences the type of home I have and the items inside.
- The perspectives and practices of different people can influence daily tasks.

STUDENT LEARNING OBJECTIVES

Key Knowledge

Students will know:

- The vocabulary words for the interior of the house
- The vocabulary words for the exterior of the house/neighborhood
- The irregular verbs dormir, partir, sortir in the present tense
- The vocabulary for the furniture in the house
- The vocabulary for chores around the house
- The prepositions in French

Process/Skills/Procedures/Application of Key Knowledge

Students will be able to:

- Describe where they live and the exterior of their house
- Describe the rooms inside of their house/apartment
- Explain their chores and their family members chores
- Describe the location of different items in their house
- Create their dream house
- Apply the verbs dormir, sortir, and partir in context using complete sentences.

| ASSESSMENT OF LEARNING | |
|---|---|
| Summative Assessment (Assessment at the end of the learning period) | Students will present a project where they create their dreamhouse. In their dreamhouse, they will label the rooms, use prepositions to describe the location of their furniture, and describe the colors. They also need to state where their house is located. Students will also complete a written assessment which includes reading, listening, writing and speaking. Students will read authentic housing advertisements, write, and complete a listening activity with a native speaker. |
| Formative Assessments (Ongoing assessments during the learning period to inform instruction) | In class, students complete exit tickets, listening activities, Kahoots, GoFormatives, and quizlet live games in order to assess their knowledge of grammar and vocabulary acquisition. They also complete reading comprehension activities with multiple choice questions to ensure their understanding. |
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