

Course Name: French – Grade 8

Prerequisite: French – Grade 7

Course Code #: M5622

Level: n/a

Year: 5X

Credits: n/a

Course Description:

In eighth grade, the students continue in French for five days a week. This course is a continuation of 7th grade French, and is designed to re-enter and build upon previously learned material and skills that integrate language and culture. There is a continued emphasis on listening and speaking with reinforcement from simple authentic readings, listening selections, and writing. Students will continue to learn French language and culture through the study of thematic units that focus on city life, hobbies, clothing, vacationing and travel, cuisine and cooking.

Emphasis is placed on using the language communicatively in authentic situations, and instruction is primarily in the target language. Student-centered activities actively engage the learners in demonstrating language proficiency.

Course Proficiencies: Students who successfully complete this course will have developed the ability to communicate at the novice-high proficiency level in three modes of communication:

- Interpretive - the ability to understand spoken and written communication within appropriate cultural contexts;
- Interpersonal - the ability to engage in direct oral and/or written communication with others; and
- Presentational - the ability to present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction.

In addition, students will have developed Intercultural Communication skills at the Novice proficiency level. The American Council on the Teaching of Foreign Languages has defined these novice skills in terms of “Can-Do” statements. In this course students will target the following “Can-Do” statements for Intercultural Communication:

- *In my own and other cultures, I can identify products and practices to help me understand perspectives.*
- *I can interact at a survival level in some familiar everyday contexts.*

Lastly, students will acquire language skills in the five areas outlined in the National Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities, also known as The Five C’s of world language education.

Alignment to New Jersey Student Learning Standards:

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas. These areas include: 21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts and World Languages. The standard for language learning in New Jersey reinforces the reading, writing, speaking and listening skills that are targeted across the standards for each content area.

The 2014 New Jersey Student Learning Standard for World Languages is as follows:

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

This standard is further divided into proficiency levels and three strands, one for each mode of communication. The proficiency levels are in line with the national performance descriptors as released by the American Council on the Teaching of Foreign languages. These guidelines indicate six different levels of proficiency that can be expected at the K-12 level of language learning. Throughout the course, students will be working to demonstrate proficiency at the Novice High and bridging to the Intermediate Low levels in all three modes of communication including: interpretive communication, interpersonal communication and presentational communication. The specific standards for this course are outlined below within in each mode of communication.

Interpretive Mode

Students will develop the ability to:

1. Recognize familiar spoken or written words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words, and/or identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources (i.e. podcasts, videocasts, audio clips and websites) related to targeted themes, such as weather and climate, clothing, travel, foods and meals, city life, and vacation locations and activities. (7.1.NH.A.1; 7.1.IL.A.1)
2. Demonstrate comprehension of a series of oral and written directions, commands, and requests related to getting around in the city, ordering meals, and planning excursions in and around the city, through appropriate physical response. (7.1.NH.A.2; 7.1.IL.A.2)
3. Recognize a few common gestures and cultural practices, and or compare and contrast the use of verbal and non-verbal etiquette associated with the French culture in relation to social etiquette and customs, family values, and celebrations. (7.1.NH.A.3; 7.1.IL.A.3)
4. Use the French language to describe people, places, objects and daily activities, and/or identify people related to the city and markets, places in the city, objects such as food and

meals, and vacation activities in daily life, based on simple oral and/or written descriptions. (7.1.NH.A.4; 7.1.IL.A.4)

5. Demonstrate comprehension of short conversations and brief written messages, using age-and level-appropriate, culturally authentic materials on familiar topics such as clothing and shopping, city life, ordering meals in restaurants, and vacation activities. (7.1.NH.A.5; 7.1.IL.A.5)
6. Occasionally infer the meaning of a few unfamiliar words in some new contexts. (7.1.NH.A.7; 7.1.IL.A.7)
7. Identify and/or compare and contrast unique linguistic elements in English and in the French language. (7.1.NH.A.8; 7.1.IL.A.8)

Interpersonal Mode

Students will develop the ability to:

1. Use digital tools, such as SKYPE, email, text messaging, or online collaborative discussion threads, to exchange basic information by recombining memorized words, phrases, and sentences, and/or participate in short conversations and to exchange information related to topics such as clothing and shopping, city life, ordering meals, and travel activities and excursions. (7.1.NH.B.1; 7.1.IL.B.1)
2. Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities related to clothing and shopping, city life, ordering meals, and travel activities and excursions. (7.1.NH.B.2; 7.1.IL.B.2)
3. Imitate and/or use appropriate gestures, intonation, and common idiomatic expressions of the French culture and/or language during daily interactions about topics such as clothing and shopping, city life, ordering meals, and travel activities and excursions. (7.1.NH.B.3; 7.1.IL.B.3)
4. Ask and respond to (factual and interpretive) questions, make requests, and express preferences in various social situations using learned expressions and simple sentences as related to school life, home life, weather and travel, shopping, and holidays and celebrations. (7.1.NH.B.4; 7.1.IL.B.4)
5. Converse and/or engage in short conversations on a variety of familiar topics and/or topics studied in other content areas such as weather and climate, creating and analyzing bar graphs, geographical locations, cardinal directions, health and wellness. (7.1.NH.B.5; 7.1.IL.B.5)

Presentational Mode

Students will develop the ability to:

1. Recombine and/or use basic information or knowledge about cultural products and cultural practices at the word and sentence level to create a multimedia-rich presentation on targeted themes such as clothing and shopping, city life, ordering meals, and travel activities and excursions, to be shared virtually with an French language audience. (7.1.NH.C.1; 7.1.IL.C.1)
2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays related to targeted themes such as clothing and shopping, city life, ordering meals,

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- vacation and travel, using familiar vocabulary orally or in writing. (7.1.NH.C.2; 7.1.IL.C.2)
3. Describe in writing people and things from the city and travel experiences. (7.1.NH.C.3; 7.1.IL.C.3)
 4. Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. (7.1.NH.C.4; 7.1.IL.C.4)
 5. Tell or write about, and/or explain about the cultural products associated with the French culture and identify how the products and practices are derived from the cultural perspectives, as they relate to holidays and cultural celebrations. (7.1.NH.C.5; 7.1.IL.C.5)
 6. Advanced learners will summarize requirements for professions/careers that require proficiency in a language in a language other than English based on exploration of the 16 career clusters. (7.1.IL.C.6)

In addition to focusing on the NJSLS 7.1 for World Languages this course will also incorporate the following NJSLS for Educational Technology 8.1 and NJSLS for 21st Century Life and Careers:

Educational Technology (NSLS 8):

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.
- 8.1.8.E.1 Effectively use a variety of search tools and filters to find information to solve a real world problem.
- 8.1.8.F.1 Explore a cultural issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

21st Century Life and Careers (NJSLS 9):

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

NJ Career Readiness Practices:

CRP1. Act as a responsible and contributing citizen and employee.

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CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Assessment Criteria: Teachers utilize student observation checklists, formative assessments, daily participation, tests, quizzes, homework, interpretive, interpersonal and presentational tasks and assessments, projects, integrated performance assessments, student self-assessments and peer assessments to evaluate the progress and/or achievement of the above stated proficiencies. Various digital tools and authentic resources will be used throughout the assessment process during the course.