

# **Madison Public Schools**

## **Grade 8 French**

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# Course Overview

## Description

In French 8, students will continue to explore the French language and culture through the four skills of Language Learning - listening, speaking, reading, and writing - and through multi-media exposure to authentic culture. Students acquire and demonstrate competence of these skills using Interpretive, Interpersonal, and Presentational modes of communication. French 8 offers opportunities for students to use 21st Century Skills to effectively enhance their own learning of the language, and to be aware of the positive impact that learning a language can present them. Each unit offers a new linguistic and cultural context, that students will learn to navigate with increasing independence and creativity. In unit 1, French 8 students will be able to extensively describe who they are and tell of the important people in their lives (extended family and friends). In unit 2, students will be able to discuss weekend activities (what they usually do, make plans and what they did on a previous weekend). In unit 3, students will be able to shop for foods and order at a French restaurant and discuss and expand this topic to health issues. In unit 4, students will describe and discuss various forms of entertainment.

## Goals

This course aims to:

- develop linguistic and global cultural knowledge and awareness to better prepare them to become productive 21st century citizens.
- build a foundation in the knowledge of the French language and improve general language skills (reading, writing, listening and speaking).
- improve oral communication skills in a relevant cultural context.

## Resources

[Suggested Resources and Activities Page](#)

## Materials

**Core:** Discovering French Blanc

**Supplemental:** Teacher-made question cards, YouTube videos, Quizlet, podcasts, various online resources

## Benchmark Assessments

Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course.

## **Modifications and Adaptations for Special Needs Learners**

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)



Unit 1 Overview
Unit Title: Qui suis-je? (Who am I?)
Unit Summary: In this unit, students will be able to describe themselves, their extended family and friends with great detail and explore new themes, such as identity and profession. They will learn to give basic information about themselves, their family and friends, to name many professions and to express what they would like to do later in life. Additionally, they will be able to express how they feel, talk about what they plan to do and what they have recently done, understand and hold a formal phone conversation and introduce their friends to other people.
Suggested Pacing: 37 lessons
Learning Targets
Unit Essential Questions: <ul style="list-style-type: none"> <li>• How does the place where we live and where we come from define who we are?</li> <li>• How do we share significant personal information with people from French-speaking countries?</li> <li>• Who are the people that play an essential role in our life?</li> </ul>
Unit Enduring Understandings: <ul style="list-style-type: none"> <li>• Our cultural and subcultural environment shapes who we are as an individual and member of society</li> <li>• The concepts of identity, family and discuss where we are from may vary in different subcultures, cultures and countries</li> </ul>
Evidence of Learning
<p><b>Formative Assessments:</b> A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.</p> <p><b>Summative Assessment:</b></p> <p><a href="#">About Me Video for my French Penpal</a></p>

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b>	<b>Pacing</b>
Provide basic information about oneself and compare Identification documents in the U.S. and France	<p>Content: first/last name, nationality, residence and contact information, age and date/place of birth, French identity card and French/ E.U. passport, immigration, French-speaking Africa</p> <p>Skills: Introduce oneself, provide basic personal information (name, residence, address, phone number, nationality, age, place and date of birth), compare identification documents in France and the U.S., talk where the majority of immigrants in France come from and be able to locate French-speaking countries on the African continent, know main facts about the different cultures in French-speaking Africa</p>	<p>Quizlet practice</p> <p>Skits</p> <p>French-speaking Africa quiz</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age and level-appropriate classroom and cultural activities.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>	6 lessons
List one's relatives and friends, and provide some of their personal information	<p>Content: extended family, relatives/friends name, nationality, place and date of birth, age, residence marital status, relationships</p> <p>Skills: Describe one's family, ask/provide basic information about one's friend or relative, explain relationships within one's family</p>	<p>Quizlet practice</p> <p>skits</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	3 lessons
Name a variety of professions, describe one's profession and say what one would like to do later in life	<p>Content: professions, workplaces, tasks/activities related to professions.</p> <p>Skills: Name and describe one's profession (place and activities). ask/say what one's relatives' occupation is, express wishes regarding what one would like to do as a profession and explain why.</p>	<p>Quizlet practice</p> <p>skits</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	3 lessons
Introduce people formally and informally, understand and conduct a phone conversation	<p>Content: Introduction vocabulary (formal, informal), phone etiquette</p> <p>Skills: Introduce someone formally and informally, have a phone conversation</p>	<p>Quizlet practice</p> <p>Skits</p> <p>Quiz 1</p>	<p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target</p>	4 lessons

			<p>culture(s)/language during daily interactions</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	
Describe what people are like (oneself, relatives, friends)	<p>Content: verb to be (être) its common expressions, regular adjectives, irregular adjectives (with or without a pattern), physical traits, personality traits (qualities and flaws), use of c'est/ il est / elle est to describe people and things.</p> <p>Skills: Provide a detailed description of oneself, one's friend or relative (physical and personality traits), understand and correctly use regular and irregular adjectives, predict adjectives use from known patterns in English and French</p>	<p>Quizlet practice</p> <p>Skits</p> <p>Quiz 2</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	8 lessons
Express one's emotions and needs and discuss one's daily activities	<p>Content: verbs (avoir, faire) and idiomatic expressions, verbs (aller, venir) and use to discuss one's activities, expression "depuis" to express how long and since when one has been doing something.</p> <p>Skills: Express one's emotions and feelings, discuss one's daily activities at home or outside, talk about one's plans and what one has just done.</p>	<p>Quiz 3 and 4</p> <p>Conjuguemos timed practice</p> <p>Skits</p>	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	6 lessons
Provide detailed information and description about oneself and one's relative or friend	<p>Content: Basic information about oneself, family, adjectives, professions, feeling, daily common activities</p>	<p>Quizlet practice</p> <p>Unit 1 test (4 skills)</p> <p>Benchmark project</p>	<p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences</p>	7 lessons

	Skills: Ask/answer a variety of questions related to oneself or one's relative or friend. Talk/write about oneself and one's relative or friend		on topics related to self and targeted themes. 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience	
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Unit 2 Overview	
Unit Title: Le week-end dernier (Last Weekend)	
Unit Summary: In this unit students will learn to describe their own weekend activities, whether they stay home, go to town or to the countryside, tell about what they did yesterday, last weekend or last summer and more generally about what happened in the past. They will also take a (virtual) trip to Paris and compare what French and American young people do on weekends.	
Suggested Pacing: 39 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> <li>How does culture affect what people do on the weekend?</li> <li>What roles do leisure activities play in the lives of French students and American students?</li> <li>How has technology affected the way you spend your free time?</li> </ul>	
Unit Enduring Understandings: <ul style="list-style-type: none"> <li>Although there are many similarities in which American and French young people spend their time on the weekend, there are also notable differences.</li> <li>Leisure activities have been influenced by technology across cultures.</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.	
<b>Summative Assessment:</b>  <a href="#">Mon Voyage à Paris</a>	
<b>Alternative Assessment:</b> <ol style="list-style-type: none"> <li>Create a dialogue introducing themselves to someone new to MJS, describing <b>where</b> they like to go, <b>when</b>, with <b>whom</b> and <b>why</b> they go to various places.</li> <li>Describe places they like <b>to go</b> and places they prefer not to go.</li> <li>Describe what they <b>do</b> at various places.</li> </ol>	

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b>	<b>Pacing</b>
Describe one's daily activities, at home or outside	<p>Content: activities in town, chores, verb "nettoyer" (to clean) in the present tense</p> <p>Skills: talk and write about what one does in town, make plans with friends, discuss what one does to help at home, express preferences</p>	Skits	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	2 lessons
Describe one's experience taking the métro to visit major landmarks in Paris	<p>Content: métro vocabulary, Paris landmarks, activities in the city</p> <p>Skills: know main facts about Paris landmarks and be able to locate them, make plans, discuss how one gets around in Paris, know how to get around in Paris using the métro</p>	<p>Skits</p> <p>(Simplified) métro map reading comprehension quiz</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age and level-appropriate classroom and cultural activities.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p>	4 lessons
Describe one's day trip to the countryside	<p>Content: animals, nature, countryside leisure activities, irregular verbs "voir" (to see), "prendre" (to take) and similar verbs, "mettre" (to put (on)) and similar verbs, "partir" (to leave) and "sortir" (to go out) in the present tense, irregular</p>	<p>Quizlet practice</p> <p>Conjuguemos timed practice</p> <p>Quiz 5 and verb quiz</p> <p>Skits</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.4 Tell or retell stories from age and level-appropriate, culturally authentic materials orally or in writing.</p>	10 lessons



	<p>plurals, modes of transportation</p> <p>Skills: name common animals and other things found in the countryside, discuss one's leisure activities in the countryside, talk about what one takes and wears on different trips, discuss when one leaves and comes back home, discuss what one sees, talk about how one travels</p>			
Discuss what activities one did	<p>Content: past tense (passé composé) with "avoir" (regular and irregular past participles, time expressions, affirmative expressions and their negative equivalents (déjà/jamais, quelqu'un/personne, quelque chose/rien)</p> <p>Skills: talk and write about what one did yesterday, last week-end, last summer (etc...), understand the use of the different forms of passé composé and apply it in conversation and in writing when discussing past events</p>	<p>Quizlet practice</p> <p>Skits</p> <p>Conjuguemos timed practice</p> <p>Quiz 6 and 7</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	9 lessons
Discuss where one went and what one did there	<p>Content: past tense (passé composé) with "avoir" (regular and irregular past participles, passé composé with "être", time expressions, il y a (ago)</p> <p>Skills: talk and write about what one did and where one went yesterday, last week-end, last summer (etc...), discuss how long ago one did certain things, understand the use of the different forms of passé composé and apply it in conversation and in writing when discussing past events,</p>	<p>Quizlet practice</p> <p>Skits</p> <p>Conjuguemos timed practice</p> <p>Quiz 8</p> <p>Unit test (4 skills)</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	7 lessons
Write about a virtual trip to Paris	<p>Content: past tense (passé composé) with "avoir" (regular and irregular past participles, passé composé with "être", Paris landmarks, modes of transportation, shopping</p> <p>Skills: Write about one's virtual (or real) trip to Paris, where and with whom one travelled, how long one stayed, what one saw/did there, what one bought and provide one's general impression about the</p>	Benchmark project	<p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>	7 lessons

	trip overall and opinion about specific activities		<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	
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Unit 3 Overview	
Unit Title: La nourriture et la santé (Food and Health)	
Unit Summary: In this unit, students will learn where French people do their shopping and what kinds of foods are typically served in French restaurants. They will also be able to talk about their favorite foods and beverages, order in a French restaurant or café, and shop for food in a French market. They will be able to discuss what foods and beverages one should and should not have to be healthy and talk about healthy and unhealthy habits in general.	
Suggested Pacing: 37 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> <li>• How do eating and shopping customs differ from culture to culture?</li> <li>• How does a culture express itself through its food and cuisine?</li> <li>• To what extent does national cuisine relate to a country's geography, economy, environment and culture?</li> </ul>	
Unit Enduring Understandings: <ul style="list-style-type: none"> <li>• Eating habits vary across cultures</li> <li>• Purchasing certain foods in specialty store is common practice in France</li> <li>• A culture expresses itself through its cuisine</li> <li>• Food production and consumption varies according to a country's geography, environment, economy and culture(s)</li> </ul>	
Evidence of Learning	
<p><b>Formative Assessments:</b> A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.</p> <p><b>Summative Assessment:</b></p> <p><a href="#">Mon Emission de Cuisine</a></p>	

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b>	<b>Pacing</b>
Discuss where one goes shopping for food and compare with food shopping habits in France	<p>Content: French specialty shops, market</p> <p>Skills: name various French food specialty shops/places, compare one's food shopping habits</p>	Reading comprehension about various specialty shops	<p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials.</p> <p>7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.4 Tell or retell stories from age and level-appropriate, culturally authentic materials orally or in writing.</p>	2 lessons
Talk about meals, table settings and chores related to meals	<p>Content: meals, table setting, chores, preferences</p> <p>Skills: name different meal and table setting items, say where one eats lunch on different days and occasions, discuss what meal-related chores one does at home, express preferences regarding meals</p>	Skits	<p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	2 lessons
Order food at a French café and restaurant in Québec	<p>Content: restaurant etiquette, French café and Québec restaurant typical menus</p> <p>Skills: Name various foods and drinks that would typically be found at a French café and restaurant in Québec, order and pay for food</p>	Skits (restaurant and café) and reading comprehension (menus)	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age and level-appropriate classroom and cultural activities.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target</p>	2 lessons

			culture(s), and simulate common cultural practices.	
Express preferences related to foods and drinks	<p>Content: meals and courses, typical foods, drinks and ingredients, likes and dislikes</p> <p>Skills: name various foods, drinks and ingredients, discuss what one eats and drinks for different meals and courses, express likes/dislikes and preferences regarding foods/drinks</p>	<p>Skits</p> <p>Quizlet</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	2 lessons
Shop for fruit and vegetables at a French market	<p>Content: fruits and vegetables, expressions of quantity (metric), shopping vocabulary, likes and dislikes</p> <p>Skills: name a variety of fruits and vegetables, buy and pay for fruits and vegetables at a French market, express preferences</p>	<p>Skits</p> <p>Quizlet</p> <p>Quiz 9</p>	<p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>	4 lessons
Discuss what one wants, can or must eat and drink in various circumstances	<p>Content: verbs “vouloir, pouvoir, devoir”, partitive articles used with foods and drinks</p> <p>Skills: talk and write about what foods/drinks one wants, can and must have, use partitive articles with foods and drinks</p>	<p>Skits</p> <p>Conjuguemos</p> <p>Quiz 10</p>	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	6 lessons
Discuss what one drinks, buys, prefers and pays for	<p>Content: verbs “boire, acheter, préférer, payer”, indefinite/definite/ partitive articles</p> <p>Skills: talk and write about what one drinks, buys, prefers and pays for, use the right article in various food and drink related contexts</p>	<p>Skits</p> <p>Conjuguemos</p> <p>Quiz 11</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	5 lessons
Shop for foods and drinks at a supermarket	<p>Content: shopping, foods and drinks, expressions of quantity, health</p> <p>Skills: use a variety of units of quantity and expressions related to quantity, shop for a variety of foods and</p>	<p>Skits</p> <p>Health advice poster</p> <p>Quizlet</p> <p>Quiz 12</p>	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>	5 lessons

	drinks, discuss what one must/must not eat, drink and do to be healthy		7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.	
Talk and write about foods/drinks/health related topics	<p>Content: food, drinks, meals, courses, chores, health, shopping, table setting, French recipes, verbs related to this unit, partitive/definite and indefinite articles, expressions of quantity</p> <p>Skills: talk and write about food, drinks and related topics in this unit, make a typical French dish and explain the recipe's steps to a French-speaking audience</p>	<p>Quizlet and Conjuguemos</p> <p>Unit test 3 (4 skills)</p> <p>Benchmark assessment</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age and level-appropriate classroom and cultural activities.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	8 lessons

## Unit 4 Overview

**Unit Title:** Parlons de divertissement (Let's Talk about Entertainment)

**Unit Summary:** In this unit, students will learn to discuss various forms of entertainment and express preferences. They will be able to talk about their favorite and least favorite celebrities in various fields of entertainment. They will be able to extend, accept and turn down invitations. They will also make cultural comparisons regarding what people like to do in their free time in some French-speaking countries and in the U.S and they will learn about some current French-speaking celebrities.

**Suggested Pacing:** 43 lessons

## Learning Targets

### Unit Essential Questions:

- How do local surroundings affect how we live and enjoy our free time?
- How has technology affected entertainment?

### Unit Enduring Understandings:

- Leisure activities and entertainment cross cultures but, at the same time, reflect cultures.
- Entertainment has been affected by changes in technology across cultures

## Evidence of Learning

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

### Summative Assessment:

[Ma célébrité francophone favorite](#)

**Alternative Assessment:** Record a dialogue with a partner using the target language

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Discuss different types of entertainment and one's preferences	<p>Content: places in town, art, sport, theatre, movies, music, frequency vocabulary, French entertainment</p> <p>Skills: Name people and things related to entertainment, Talk about where one goes for</p>	<p>Quizlet - vocabulary practice tests</p> <p>Role plays</p>	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and activities in daily life through oral or written descriptions.</p> <p>7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.</p>	3 days

	entertainment, discuss what and how often one does specific activities related to entertainment, discuss preferences relating to art, sport, theatre, movies and music, compare entertainment in the U.S. and in France.		7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.	
Talk about the movies	<p>Content: types of movies, various movies vocabulary, time (Culture: military time), French cinema</p> <p>Skills: Ask/say what types of movies one likes, discuss what is playing at the movie theatre, ask/say when specific movies are playing, discuss cost of tickets, express opinion regarding specific movies one saw recently, talk about French cinema.</p>	<p>Role plays</p> <p>Quizlet</p>	<p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials.</p> <p>7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.4 Tell or retell stories from age and level-appropriate, culturally authentic materials orally or in writing.</p>	2 days
Make plans to go out	<p>Content: entertainment, invitations, excuses.</p> <p>Skills: Invite someone out (to the movies, concert, restaurant, theatre, sports event, exhibition...etc), accept or refuse an invitation politely, express why one cannot go out.</p>	<p>Quizlet</p> <p>Role plays</p> <p>Quiz 13</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>	4 days
Discuss what people do for each other	<p>Content: verbs related to services and relationships (to introduce, to bring, to give, to show, to lend and give back), direct object pronouns “me, te, nous, vous”.</p> <p>Skills: Ask/say what one is doing for someone else, refer to people</p>	<p>Role plays</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	3 days
Give commands	<p>Content: direct object pronouns moi/me, nous, imperative, verbs related to services and relationships</p> <p>Skills: Ask people to do or not do certain things</p>	<p>Role plays</p>	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age and level-appropriate classroom and cultural activities.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	3 days
Discuss what one is going to do for someone else	<p>Content: direct object pronouns “te, vous”, near future, verbs related to services and relationships</p>	<p>Role plays</p> <p>Quiz 14</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas.</p>	3 days

	Skills: Ask/say what one is going to do for someone else, refer to people		7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.	
Discuss who and what one knows and recognizes	Content: verb “connaître, reconnaître, savoir” in the present tense  Skills: Discuss who/what one knows and recognizes, conjugate “connaître” and similar verbs (present and past tense) and savoir, understand the use of the two different verbs that mean to know in French.	Conjuguemos  Role plays	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas. 7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.	4 days
Refer to things and people	Content: third person direct object pronouns “le, la, l’, les” (present, future and imperative -- optional: past tense, entertainment vocabulary.  Skills: Refer to things and people - using third person direct object pronouns while discussing entertainment and other various topics, understand the forms and position of all direct object pronouns.	Role plays  Quiz 15	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations. 7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.	5 days
Discuss what one says/tells, reads and writes	Content: verbs “lire, dire, écrire” in the present and past tense, reading and writing related vocabulary  Skills: Say what one reads/ says/ writes, express preferences regarding reading and writing.	Q & A and role plays  Conjuguemos	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas. 7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.	2 days
Refer to people	Content: indirect object pronouns “lui, leur” (3rd person), verbs that are followed by indirect object pronouns, use and position of the pronouns in the sentence in different tenses (present, imperative, past, future) and with direct object pronouns (optional). Skills: Refer to people - using indirect object pronouns, understand the use of all object pronouns and their position in the sentence.	Q & A and role play  Quiz 16  Unit 4 test (reading/writing and listening/speaking)	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations. 7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.	9 days
Write and talk about a famous francophone entertainer	Content: information about French artists, athletes, musicians, actors  Skills: Understand information about some francophone celebrities, present one francophone	Benchmark assessment  Francophone celebrity quiz	7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.	5 days



	<p>celebrity to the class (in the target language), ask/answer questions about francophone celebrities.</p>		<p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	
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