

Pequannock Township School District

Curriculum Syllabus

French / Grade 8

Course Description:

In eighth grade, students are asked to use what they have learned from sixth and seventh grade as they develop greater skills and proficiencies. Students further enhance their vocabulary, and speak and write using high frequency verbs, both regular and irregular, to discuss a broadening array of topics. Students are working at the Novice-Mid level of proficiency, as suggested by the American Council for the Teaching of Foreign Languages (ACTFL), but are increasingly developing the ability to communicate brief but meaningful messages about familiar topics. Students gain further insight into the French-speaking cultures and make comparisons with their own world. 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.

Philosophy:

The study of a world language employs the sequential development of the four skills necessary to language learning, i.e. listening, speaking, reading and writing. First-year French, spread out over grades 6, 7 and 8, lays the foundation of these communication skills with a particular emphasis on listening and reading, since research reveals that actual language acquisition happens when tapping into these two skills. The First-year French course addresses the five crucial areas of communication, cultures, connections, comparisons and communities. Students engage in a variety of strategies and interact with multiple resources to begin language acquisition. These elements are continuously integrated, reviewed, refined and expanded.

Cross-cultural understanding is a major objective and an essential ingredient to basic language competency. These same resources are employed in introducing students to francophone values, products and practices.

This course is open to all students who have successfully completed French in grade 7 or by special permission.

Course Standards:

Novice High

Interpretive Mode - The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Interpersonal Mode - The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or email messages).

Presentational Mode -

The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspapers.

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 in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.

7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
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.
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.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
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.
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.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

Scope and Sequence

Unit 1: En Ville: La ville et la maison - Downtown: the town and the home	Unit 1 - Trimester 1 (8 weeks)
Unit 2: Les Activités du Week-end - Weekend activities	Unit 2 - Trimester 1 - 2 (8 weeks)
Unit 3: Nos maisons et nos familles - Our homes and our families	Unit 3 - Trimester 2 - 3 (8 weeks)
Unit 4: Où et quand - Where and when?	Unit 4 - Trimester 3 (8 weeks)

Assessments

Evaluation of student achievement in this course will be based on the following:

Students are assessed each on four different skills per unit: Reading, writing, speaking, and listening.

Curriculum Resources

- **thisislanguange.com**
In this website, students have access to listen to native speakers discuss various topics. Students practice reading, listening, and vocabulary comprehension.
- **Quizlet**
Website where teacher posts vocabulary currently being practiced in class. Offers flashcards and practice activities for students to study with.
- **Quizlet Live**
Team vocabulary practice game used in class
- **Google Classroom**
Where teacher posts activities, assessments, and study resources.
- **Quizizz**
Interactive computer game used to practice grammar, reading, and vocabulary. Can be played individually as a means of studying, or as a class. Quizizz allows students to review their answers afterwards.

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- **Quizlet-**
Parents can see the vocabulary students are currently studying, as well as check their child's progress on practice games and the practice test Quizlet offers.
- **Google Classroom-**
Parents can check class activities, assessments, important dates, and study materials on Google Classroom to keep up to date on the curriculum and what is happening in class.
- **Duolingo-**
With this free app, students can study reading, writing, speaking, and listening on their phone or chromebook.