Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: World Language
Course: Intermediate French
Grade(s): 8

Course Overview

Intermediate French expands students' communicative skills and cultural competence through four thematic units focused on identity, future goals, leisure, and the arts. Students begin by describing themselves, family, and friends while examining how social relationships shape identity. They then explore academic pathways, school systems, and career options by comparing French and American high schools and connecting personal traits to future professions. Moving into geography and leisure, students compare hobbies and travel practices across mainland France (*la Métropole*) and its overseas territories (*les DROM-COM*), researching regional culture through a collaborative travel agent project. Finally, students engage with Francophone fine arts, cinema, poetry, and contemporary music while practicing everyday social interactions, such as extending and responding to invitations.

Grade 7 Emerging French serves as a prerequisite for this course. Throughout the year, students will develop their communicative skills with the goal of achieving a Novice-High proficiency level.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards.

Content Area Standards:
7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Interdisciplinary Standards:

RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
RI.CI.8.2: Determine a central idea of an informational text and how it is conveyed through particular details.
RL.IT.8.1: Cite several pieces of textual evidence to support analysis of what a literary text says explicitly as well as inferences drawn from the text
W.AW.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
W.NW.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
SL.8.1: Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.
SL.PE.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner using appropriate eye contact, volume, and pronunciation.
6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.2.8.GeoSV.2.a: Analyze how geography influences the movement of people, goods, and ideas and shapes cultural experiences
6.3.8.CivicsDP.2: Analyze the impact of cultural diversity on communities and explain how diversity contributes to society.
6.2.8.HistoryCC.: Compare how cultural achievements have influenced societies throughout history.
6.2.8.HistoryUP.2: Analyze how individuals and groups have influenced cultural, political, or social change
6.2.8.GeoHE.1: Explain how geography influences the development of culture and human expression.

Career Readiness, Life Literacies and Key Skills Standards:

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to

determine the most plausible option.
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
9.4.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas to solve problems.
9.4.GCA.1: Model how personal interests, abilities, and values influence career and academic decisions.
9.4.GCA.2: Evaluate how education and training affect career choices and opportunities.
9.4.GCA.3: Identify factors that influence career planning and decision-making.
9.4.COM.1: Use effective communication skills in diverse academic and workplace situations.
9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.

Computer Science and Design Thinking Standards:
8.1.8.IC.1: Compare the tradeoffs associated with computing technologies that affect people's everyday activities and career options.
8.2.8.ETW.4: Compare the positive and negative impacts of different technologies on the natural world, society, and human experiences, and explain how technology influences culture and communication.
8.2.8.ED.2: Apply the design process to develop and refine solutions that address a specific problem or need.
8.2.8.ITH.2: Analyze and evaluate multiple sources of information to solve a design problem and justify design decisions.

Career Ready Practices

CRP 1. Act as a responsible and contributing citizen and employee.
CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.
CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.
CRP 7. Employ valid and reliable research strategies.
CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP 9. Model integrity, ethical leadership and effective management.
CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP 12. Work productively in teams while using cultural global competence.

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)
- History and Contributions of Individuals with Disabilities and LGBTQ persons (Grades 6 - 12 Only)

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.

- Provide basic information about oneself and compare identification documents in the U.S and France.
- List one's relatives and friends, and provide some of their personal information (name, place of residence, phone number, age, date and place of birth, nationality…etc.).
- Describe what people look like (oneself, relatives, friends).
- Describe what people are like (oneself, relatives, friends) while using an expanded list of regular and irregular adjectives.
- Describe the ideal friend.
- Compare families in French-speaking countries vs the U.S.
- Recall regular and irregular verbs and expand on idiomatic expressions with the verbs être and avoir to express needs, desires, age, and various aspects of one's identity
- Recall possessive adjectives to identify members of people's families and ownership
- Practice formulating all types of questions (with interrogative adjectives, adverbs, and pronouns) to engage in dialogues about activities with family and friends and about identity (e.g. birth place, nationality)
- Recall and expand on idiomatic expressions with the verb faire to talk about personal interests like sports, what school subjects students take, and what household chores they do.
- Employ vocabulary specific to schools in order to discuss various aspects of school life.
- Apply a variety of verbs related to this unit in the present tense and near future.
- Identify a variety of professions based on descriptions in French.
- Examine correspondences between personality traits and professions.
- Express preferences in and outside of school.
- Express preferences relating to professions and describe what professions family members have.
- Justify one's opinion and preferences in a logical manner.
- Compare the French and American school systems through high school graduation.
- Evaluate advantages and disadvantages of French and American high schools in preparing students for a variety of careers.
- Employ article omission when using professions in a sentence.
- Use qui and que as relative pronouns to create compound sentences and eliminate repetition.
- Describe pastimes and weekend activities; express and explain preferences for hobbies and the frequency of doing them.
- Compare and contrast pastimes, physical activities, weekend activities and vacations between the United States and France or other French-speaking countries.
- Identify the 13 regions and their capital in La Métropole; identify products/practices/or historic events particular to those regions.
- Identify France's overseas departments and collectivities and their capital; identify where the overseas territories are located on a world map; describe the geography, climate, and some famous exports and landmarks.
- Discuss different places where people spend vacations, and popular destinations among French tourists.
- Synthesize information from online travel sources to design a comprehensive vacation itinerary for a specific Francophone region exclusive of l'Ile-de-France.
- Discuss recently completed actions with the passé récent, discuss past activities using the passé composé, past habits and description with the imparfait, and narrate a previous trip using the passé composé and the imparfait.

- Apply appropriate expressions of time for distinguishing when to use the passé composé and the imparfait.
- Use appropriate negation when answering questions.
- Distinguish when to use the appropriate definite article in front of a geographic location, and further distinguish the right preposition to express going to/at/in or from a location.
- Interpret a reading on the evolution of French art and identify types of French art by artistic technique.
- Discuss types of social entertainment and which ones are popular among American and French adolescents and express preferences.
- View and analyze excerpts from age-appropriate films and/or movie trailers.
- Identify and discuss cinema genres, favorite movies, and literature; distinguish unique characteristics of French cinema.
- Interpret original French/Francophone songs and analyze their language, style, meaning, and cultural importance.
- Interpret original French/Francophone poetry, describe important poetic devices to analyze the poet's message; describe how the historical context inspired the Négritude movement in Francophone poetry.
- Participate in role-playing scenarios, including offering and receiving invitations while using proper étiquette.
- Apply object pronouns for simulated conversations, especially when doing reciprocal favors or offering/receiving invitations.
- Use vocabulary for discussing art, cinema, music, and poetry, including the verbs lire, dire, écrire, connaître, and savoir.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit 1: Mon Identité (Approximately 30-40 Days)

- How does the place where we live and where we come from define who we are?
- How do we share significant personal information with people from French-speaking countries?
- How has the concept of family evolved in the target culture(s) and our own cultural and subcultural environment?
- Which people play an essential role in our life?

Unit 2: La vie scolaire et la vie professionnelle (Approx. 40 Days)

- What are my academic and personal interests in middle school? What would I like to study/do in the future and why?
- Which professions best fit people' s attributes, personal interests, and education?
- Which professions have members of my family chosen and why?
- How similar and different are the French and American school systems and courses of study in preparing for a variety of professions?
- What high school assessments prepare students for college and careers and how necessary are these assessments? How do the bac and bac pro compare to a test like the SAT?

Unit 3: Les loisirs, les vacances, et le monde francophone (30 - 40 Days)

- How does where we live influence our pastimes and weekend activities?
- Why does culture influence family vacations?
- How can families make travel to a French-speaking destination accessible?
- What are the administrative divisions of La Métropole and how do they compare to those in the United States?

- What are some well-known French products and/or practices (e.g. traditions) and where do they originate? Why have certain French/francophone regions developed these products or practices?
- What are some important exports in les DROM-COM and how do they influence our perspective of these territories?
- How does geography influence the economy of a region?
- How do we recall past events in French, e.g. a particular weekend or a previous trip?

Unit 4: Les Beaux-Arts (Approx 40 Days)

- How has French art, such as painting, evolved in France and how do French artists still exercise a worldwide influence today?
- How do our favorite forms of entertainment compare to those in France and how does entertainment reflect our cultural values?
- What influences social media trends in music in France and in the U.S.? Why?
- How can you identify film genres? What makes the same genre of film different in France from in the U.S.?
- Why is French and Francophone poetry important? How does cultural context inspire poets?
- What types of invitations among young people are customary in France and what types of favors do classmates do for each other? How can you participate in invitations and do favors for one another across cultures?

Instructional Resources and Materials

Instruction in World Language courses prioritizes teacher-curated content, featuring authentic, real-world materials specifically selected to align with each unit's thematic learning objectives. Textbook excerpts are utilized selectively to supplement and reinforce targeted grammar concepts and technical language skills. Resources and Materials listed below:

- Teacher-created worksheets, slideshows, study guides, audio materials, ai -generated videos, PDF files of excerpted textbooks and notes provided on the google classroom.
- Formative
- Edpuzzle
- Quizlet
- Youtube for authentic videos
- *Discovering French: nouveau! Level 1 Bleu,* McDougal Littel, 2012
- *Discovering French: nouveau! Level 2 Blanc*, McDougal Littel, 2012
- *Discovering French: nouveau! Level 2* workbook, 2003
- *D'accord 1: Langue et culture du monde francophone,* Blanco, 2019.
- Various AI Platforms: chatGPT; Gemini; Notebook LM;
- Authentic articles, texts and media included from TV5monde, Le Point Du Fle, 1jour 1actu

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Do Nows
- Exit tickets
- Various extemporaneous dialogues between students or students and teacher
- Various comprehension activities based on authentic readings and infographics

- Edpuzzle videos, various comprehension activities of French songs; activities based on podcasts
- In class written and oral partner presentations
- Students conduct surveys and report on findings
- Pre-assessment simulated dialogue between teacher and students

Summative:

- Two or three way self-recorded dialogues: student role-play scenarios in the classroom or in other settings “on-the-spot”
- Vocabulary quizzes
- Grammar quizzes
- Listening comprehension quizzes based on spoken descriptions/conversations
- Recorded self-presentations
- Published writing - two short paragraphs or compositions by topic
- Information gap activities

Benchmark:

- Simulated dialogue between the students and teacher: students answer/ask questions based on thematic content
- Slideshow presentations of thematic topics by unit
- Reading comprehension test with critical thinking true/false questions
- Email Responses

Alternative:

- Pair interviews
- Extemporaneous role-play

Suggested Strategies for Modification & Differentiation

Supports for Multilingual Learners

Real-life objects, manipulatives, pictures, illustrations, drawings, tables, video and film, small groups.

Intervention Strategies

Multi-sensory techniques, repeat/confirm directions, increase task structure, modified tasks/expectations.

Modifications Chart

- Access to grammar/class notes and study guides on Google Classroom
- Allow extra time for tasks, long-term projects, and assessments
- Use of an assignment notebook or planner
- Frequently check for understanding
- Preferential seating
- Provide modeling and guided instruction
- Use of checklists
- Encourage use of mnemonic devices
- Allow for repetition/clarification of directions as needed
- Refocusing and redirection as needed