

**Westbrook Public Schools
French Curriculum
Grade 8**

Unit: The Time, the Date, and the Weather/L'heure, la date et, le temps	Anticipated Length: 5 weeks
<p>Standards: <i>In at least one language other than English, students will:</i></p> <p>Communication</p> <ol style="list-style-type: none"> 1. engage in conversation and correspondence, provide and obtain information, express feeling and exchange opinions about the time, the date, and weather. 2. will understand and interpret spoken and written language on the time, the date, and weather. 3. will present information, concepts and ideas to listeners or readers on the time, the date, and weather. <p>Cultures</p> <ol style="list-style-type: none"> 4. demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication <p>Comparisons</p> <ol style="list-style-type: none"> 7. demonstrate literacy and an understanding of the nature of language through comparisons across languages 	
<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • Telling time • The date and the day of the week • The weather and the seasons • The differences between European and American time • The differences between European and American date 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Tell time • Ask what time it is • Understand time • Express the date • Say when his/her birthday is • Describe the weather using “il fait” • Name the months of the year • Name the days of the week • Use the seasons in relation with the weather
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use another language to communicate with others? • How do I understand what others are trying to communicate in another language? • How do I present information, concepts and ideas in another language in a way that is understood? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • Quelle heure est-il? What time is it? • Quel jour est-ce? What day is it? • Quelle est la date? What is the date? • C'est quand, ton anniversaire? When is your birthday? • Quel temps fait-il? What is the weather?

Possible Assessments:		
<input checked="" type="checkbox"/> Teacher Created Tests	<input checked="" type="checkbox"/> Student Presentations	
<input checked="" type="checkbox"/> Unit Tests	<input checked="" type="checkbox"/> Entrance/exit slips	
<input checked="" type="checkbox"/> Quizzes	<input type="checkbox"/> Group Projects	
<input type="checkbox"/> Others		
Benchmark Assessment:		
Unit tests and quizzes Calendar project		
Performance Task:	<input type="checkbox"/> Required	<input type="checkbox"/> Optional
Goal:		
Role:		
Audience:		
Situation:		
Product, Performance, Purpose:		
Standards for Success:		
Assessment Techniques:		
Rubrics Teacher-created criteria		
Technology Integration: DVDs, CDs or cassettes, Overhead, SMART board		
Resources/Materials:		
<ul style="list-style-type: none"> • Texts: Discovering French Nouveau – Bleu. Exploring French workbook • Internet Sites: • Videos/DVD (Multimedia): Discovering French DVD • Speakers: • Other: Audio materials and transparencies. 		
Sample Lessons/Learning Activities:		
Student/student interview Teacher/student interview using visual cues Lotto Info gap activity		

**Westbrook Public Schools
French Curriculum
Grade 8**

Unit: In the City and at Home/En ville et à la maison	Anticipated Length: 6 weeks
<p>Standards: <i>In at least one language other than English, students will:</i></p> <p>Communication</p> <ol style="list-style-type: none"> 1. engage in conversation and correspondence, provide and obtain information, express feeling and exchange opinions about activities in the city and at home. 2. understand and interpret spoken and written language on a activities in the city and at home. 3. present information, concepts and ideas to listeners or readers on a activities in the city and at home. <p>Cultures</p> <ol style="list-style-type: none"> 4. demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication. <p>Comparisons</p> <ol style="list-style-type: none"> 7. demonstrate literacy and an understanding of the nature of language through comparisons across languages. 	
<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • Vocabulary of places in typical French town • Directions and propositions of place • Verb “aller” • How to form the futur proche • Rooms in a house • Prepositions with “à” + aller • Prepositions with “de” + noun • Possessive adjectives • Irregular adjectives (form and placement) • Ordinal numbers • Differences between French and American floor numbering systems 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Name places in a town • Give/ask for directions to different places in the city/town • Say where they are going using the verb “aller” • Express themselves using the futur proche • Describe homes in French speaking countries • Describe one’s home • Talk about French food shopping customs • Use ordinal numbers in context
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use another language to communicate with others? • How do I understand what others are trying to communicate in another language? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • Where is...? Où est? • Where is...? Où se trouve...? • Where are you going? Où vas-tu? • Is it near or far? C’est près ou loin? • On what floor is...? À quel étage se trouve...? • On what floor is...? À quel étage est.....?

<ul style="list-style-type: none"> • How do I present information, concepts and ideas in another language in a way that is understood? • How do I demonstrate an understanding of the similarities, differences and interactions across cultures? • How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? 									
<p>Possible Assessments:</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Teacher Created Tests</td> <td><input checked="" type="checkbox"/> Student Presentations</td> </tr> <tr> <td><input checked="" type="checkbox"/> Unit Tests</td> <td><input checked="" type="checkbox"/> Entrance/exit slips</td> </tr> <tr> <td><input checked="" type="checkbox"/> Quizzes</td> <td><input type="checkbox"/> Group Projects</td> </tr> <tr> <td><input type="checkbox"/> Others</td> <td></td> </tr> </table>		<input checked="" type="checkbox"/> Teacher Created Tests	<input checked="" type="checkbox"/> Student Presentations	<input checked="" type="checkbox"/> Unit Tests	<input checked="" type="checkbox"/> Entrance/exit slips	<input checked="" type="checkbox"/> Quizzes	<input type="checkbox"/> Group Projects	<input type="checkbox"/> Others	
<input checked="" type="checkbox"/> Teacher Created Tests	<input checked="" type="checkbox"/> Student Presentations								
<input checked="" type="checkbox"/> Unit Tests	<input checked="" type="checkbox"/> Entrance/exit slips								
<input checked="" type="checkbox"/> Quizzes	<input type="checkbox"/> Group Projects								
<input type="checkbox"/> Others									
<p>Benchmark Assessment:</p> <p>Unit test and lesson quizzes Listening comprehension using maps</p>									
<p>Performance Task: Advertisement <input checked="" type="checkbox"/> Required <input type="checkbox"/> Optional</p>									
<p>Goal: To advertise and find an apartment To get someone to sublet your apartment for the summer.</p> <p>Role: Future tenant and landlord A student who wishes to go to grad school in Paris for the summer, but in order to afford it, you need to find someone to sublet your apartment</p> <p>Audience: People looking for a summer rent</p> <p>Situation: Advertising and visiting an apartment You have the opportunity to study in Paris for the summer, but the only way you can afford it is to sublet your current apartment. You decide to advertise in the local paper but since there are a lot of student apartments for rent you need to make sure yours stands out.</p> <p>Product, Performance, Purpose: An advertisement (100 words or less) and finding an apartment</p> <p>Standards for Success: Proper spelling and successful use of vocabulary and idioms in context</p>									
<p>Assessment Techniques: <i>(including school-wide and/or department rubrics)</i></p> <p>Rubrics Checklists Teacher-created criteria</p>									
<p>Technology Integration: Website; DVDs, CDs or cassettes, Overhead, SMART board</p>									

Resources/Materials:

- Texts: Discovering French Nouveau – Bleu. Exploring French workbook.
- Internet Sites: www.classzone.com
- Videos/DVD (Multimedia): Discovering French DVD.
- Speakers:
- Other: Audio materials and transparencies.

Sample Lessons/Learning Activities:

Teacher/student questioning using visual cues

Student/student interview using information gap activities

Listening comprehension activities

Guided written activities

Dictée

Drawing diagram of house

Drawing map of a town

Westbrook Public Schools
French Curriculum
Grade 8

Unit: School Activities/A l'école	Anticipated Length: 6 weeks
<p>Standards: <i>In at least one language other than English, students will:</i></p> <p>Communication</p> <ol style="list-style-type: none"> 1. engage in conversation and correspondence, provide and obtain information, express feeling and exchange opinions school activities. 2. understand and interpret spoken and written language on a school activities. 3. present information, concepts and ideas to listeners or readers on a school activities. <p>Cultures</p> <ol style="list-style-type: none"> 4. demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication. <p>Comparisons</p> <ol style="list-style-type: none"> 7. demonstrate literacy and an understanding of the nature of language through comparisons across languages. 	
<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • Names of activities and school subjects • Names of school supplies and classroom objects • The negative form of verbs • The difference between schools in France and in the U.S. • The following verbs: -ER verbs, FAIRE, ÊTRE, AVOIR, and ALLER 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • To talk about what they do in class • To identify and (shop) for school supplies / classroom objects • Talk about what they do not do • Talk about what they do not like to do • Discuss schools in France • Tell what subjects they take in school and express some opinions about them
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use another language to communicate with others? • How do I understand what others are trying to communicate in another language? • How do I present information, concepts and ideas in another language in a way that is understood? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • What are you doing? Qu'est-ce que tu fais? • Do you agree? Tu es d'accord? • What is this? Qu'est-ce que c'est? • How much is this? C'est combien? • How much does this cost? Ça coûte combien? • Do you like...? Tu aimes bien ...?

Possible Assessments:		
<input checked="" type="checkbox"/> Teacher Created Tests	<input type="checkbox"/> Student Presentations	
<input type="checkbox"/> Unit Tests	<input checked="" type="checkbox"/> Entrance/exit slips	
<input checked="" type="checkbox"/> Quizzes	<input type="checkbox"/> Group Projects	
<input checked="" type="checkbox"/> Others: Guided written activities		
Benchmark Assessment:		
Tests and quizzes on school subjects; school supplies/classroom objects; vocabulary as well as –ER verbs and FAIRE. Students design their class schedule		
Performance Task:	<input type="checkbox"/> Required	<input type="checkbox"/> Optional
Goal:		
Role:		
Audience:		
Situation:		
Product, Performance, Purpose:		
Standards for Success:		
Assessment Techniques:		
Rubrics Checklists Teacher-created criteria		
Technology Integration: DVDs, CDs or cassettes, Overhead, SMART board		
Resources/Materials:		
<ul style="list-style-type: none"> • Texts: Discovering French Nouveau – Bleu. Exploring French workbook. • Internet Sites: • Videos/DVD (Multimedia): Discovering French DVD. • Speakers: • Other: Audio materials and transparencies 		
Sample Lessons/Learning Activities:		
Written activity – conjugating –er verbs and faire in the context of school Describing pictures including school activities and classroom objects Reading a dialog, answering questions about it and acting out the dialog		

**Westbrook Public Schools
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Unit: Daily Activities/Les activités quotidiennes	Anticipated Length: 6 weeks
<p>Standards: <i>In at least one language other than English, students will:</i></p> <p>Communication</p> <ol style="list-style-type: none"> 1. engage in conversation and correspondence, provide and obtain information, express feeling and exchange opinions about daily activities. 2. will understand and interpret spoken and written language on a about daily activities. 3. will present information, concepts and ideas to listeners or readers on a about daily activities. <p>Cultures</p> <ol style="list-style-type: none"> 4. demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication. <p>Comparisons</p> <ol style="list-style-type: none"> 7. demonstrate literacy and an understanding of the nature of language through comparisons across languages. 	
<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • Basic –er verbs • Subject pronouns • Negation • Verb “to be” (être) • Yes/no questions • Information questions with “est-ce que” • Questions using inversion • Verb + infinitive • Vocabulary for daily activities • Places • Expressions with “faire” 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Use verbs in correct form to describe activities • Describe where someone is • Ask yes/no questions • Get information using a variety of question words • Express simple opinions about activities • Invite someone to do something • Accept/decline an invitation
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use another language to communicate with others? • How do I understand what others are trying to communicate in another language? • How do I present information, concepts and ideas in another language in a way that is understood? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • Do you like? Tu aimes...? • Do you like? Est-ce que tu aimes...? • Do you want ? Est-ce que tu veux...? • Where is...? Où est-ce que..... ? • When...? Quand est-ce que...? • At what time...? A quelle heure..? • How ...? Comment...? • Why...? Pourquoi...? • Who...? Qui...?

	<ul style="list-style-type: none"> • To whom...? A qui...? • Of/about whom...? De qui...? • With whom...? Avec qui...? • Why...? Pour qui...? • What...? Qu'est-ce que 		
<p>Possible Assessments:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Tests <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Others </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Student Presentations <input checked="" type="checkbox"/> Entrance/exit slips <input checked="" type="checkbox"/> Group Projects: Trip to Montreal or Paris </td> </tr> </table>		<input checked="" type="checkbox"/> Teacher Created Tests <input checked="" type="checkbox"/> Unit Tests <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Others	<input checked="" type="checkbox"/> Student Presentations <input checked="" type="checkbox"/> Entrance/exit slips <input checked="" type="checkbox"/> Group Projects: Trip to Montreal or Paris
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<p>Benchmark Assessment:</p> <p>Unit tests and quizzes Listening comprehension activities Student dialogues</p>			
<p>Performance Task: Trip to Montreal/Paris <input checked="" type="checkbox"/> Required <input type="checkbox"/> Optional</p>			
<p>Goal: Plan an itinerary for a trip to Montreal or Paris that your client will find interesting and fun.</p> <p>Role: Travel agent</p> <p>Audience: Tourist</p> <p>Situation: Your client wants to take a trip to Montreal or Paris and you have to decide what things they will do and see in the city. Plan them an exciting and interesting trip.</p> <p>Product, Performance, Purpose: Travel itinerary</p> <p>Standards for Success: Create an itinerary in which you describe what your client will be doing each day of their trip. Photos should be included of the different places your client will visit.</p>			
<p>Assessment Techniques: <i>(including school-wide and/or department rubrics)</i></p> <p>Participation rubric Project Rubric Teacher-created criteria,</p>			
<p>Technology Integration: Website; DVDs, CDs or cassettes, Overhead, SMART board</p>			
<p>Resources/Materials:</p> <ul style="list-style-type: none"> • Texts: Discovering French Nouveau – Bleu. Exploring French workbook. • Internet Sites: www.classzone.com • Videos/DVD (Multimedia): Discovering French DVD. • Speakers: • Other: Audio materials and transparencies 			

Sample Lessons/Learning Activities:

Teacher/student questioning using visual cues

Student/student interview using information gap activities

Listening comprehension activities

Guided written activities

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Unit: Clothing/L'habillement	Anticipated Length: 6 weeks
<p>Standards: <i>In at least one language other than English, students will:</i></p> <p>Communication</p> <ol style="list-style-type: none"> 1. engage in conversation and correspondence, provide and obtain information, express feeling and exchange opinions about clothing. 2. Students will understand and interpret spoken and written language on clothing. 3. present information, concepts and ideas to listeners or readers on clothing. <p>Cultures</p> <ol style="list-style-type: none"> 4. demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication. <p>Comparisons</p> <ol style="list-style-type: none"> 7. demonstrate literacy and an understanding of the nature of language through comparisons across languages. 	
<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • Clothing vocabulary • Adjectives • Numbers 100 to 1000 • Spelling changes in certain verbs • Demonstrative and interrogative adjectives • The irregular verb <i>mettre</i> • Regular –ir verbs • Comparison • How to express opinion • The idioms <i>avoir envie de, avoir besoin de</i> (to feel like and to need) • The pronoun “on” • Regular –re verbs • Commands 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Describe clothing • Use numbers to 1000 • Ask about certain items using the demonstrative pronoun “ce” • Ask “which” item using the pronoun “quel” • Describe what someone is wearing • Compare items • Use regular –ir verbs • Express opinion • Describe what they want or need • Use regular –re verbs • Give and understand commands
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use another language to communicate with others? • How do I understand what others are trying to communicate in another language? • How do I present information, concepts and ideas in another language in a way that is understood? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • You want? <i>Vous desirez?</i> • What is the price? <i>Quel est le prix...?</i> • How much does cost? <i>Combien coute...?</i> • What do you think about.....? <i>Qu'est-ce que tu penses....?</i>

	<ul style="list-style-type: none"> • What do you think about....? Comment tu trouves...? • Do you prefer...? Préfères-tu? • How many.... do you have? Combien de....as-tu? 								
<p>Possible Assessments:</p> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Teacher Created Tests</td> <td><input type="checkbox"/> Student Presentations</td> </tr> <tr> <td><input type="checkbox"/> Unit Tests</td> <td><input type="checkbox"/> Entrance/exit slips</td> </tr> <tr> <td><input checked="" type="checkbox"/> Quizzes</td> <td><input type="checkbox"/> Group Projects</td> </tr> <tr> <td><input checked="" type="checkbox"/> Others: Guided written activities</td> <td></td> </tr> </table>		<input checked="" type="checkbox"/> Teacher Created Tests	<input type="checkbox"/> Student Presentations	<input type="checkbox"/> Unit Tests	<input type="checkbox"/> Entrance/exit slips	<input checked="" type="checkbox"/> Quizzes	<input type="checkbox"/> Group Projects	<input checked="" type="checkbox"/> Others: Guided written activities	
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<input checked="" type="checkbox"/> Quizzes	<input type="checkbox"/> Group Projects								
<input checked="" type="checkbox"/> Others: Guided written activities									
<p>Benchmark Assessment:</p> <p>Written test</p>									
<p>Performance Task: Shopping</p>	<p><input checked="" type="checkbox"/> Required <input type="checkbox"/> Optional</p>								
<p>Goal: Buy an outfit for a special occasion</p> <p>Role: Customer</p> <p>Audience: Salesperson</p> <p>Situation: You are in a store and you have to purchase an outfit for a special occasion</p> <p>Product, Performance, Purpose: Outfit for a special occasion</p> <p>Standards for Success: Able to communicate what you are looking for and to express opinions about clothing.</p>									
<p>Assessment Techniques:</p> <p>Teacher-created criteria Shopping rubric Checklists</p>									
<p>Technology Integration: Websites, DVDs, CDs or cassettes, Overhead, SMART board</p>									
<p>Resources/Materials:</p> <ul style="list-style-type: none"> • Texts: Discovering French Nouveau – Bleu. Exploring French workbook. • Internet Sites: • Videos/DVD (Multimedia): Discovering French DVD. • Speakers: • Other: Audio materials and transparencies. 									

Sample Lessons/Learning Activities:

Short dialogues in the context of a “mock store”

Information gap activities

Teacher/student questioning using visual cues

Listening comprehension activities

**Westbrook Public Schools
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Grade 8**

Unit: Traveling By Train And By Plane/Le voyage en train et en avion	Anticipated Length: 6 weeks
<p>Standards: <i>In at least one language other than English, students will:</i></p> <p>Communication</p> <ol style="list-style-type: none"> 4. engage in conversation and correspondence, provide and obtain information, express feeling and exchange opinions about traveling. 5. Students will understand and interpret spoken and written language on traveling. 6. present information, concepts and ideas to listeners or readers on traveling. <p>Cultures</p> <ol style="list-style-type: none"> 5. demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication. <p>Comparisons</p> <ol style="list-style-type: none"> 8. demonstrate literacy and an understanding of the nature of language through comparisons across languages. 	
<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • The vocabulary of the airport. • The vocabulary of air travel and of airplanes. • The vocabulary of railway stations. • The vocabulary of railway travel and of trains. • The conjugation of –ir verbs in the present. • The conjugation of –re verbs in the present. • The implications of time difference when traveling. • The significance of travel by train in France. 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Talk/write about traveling by train. • Talk/write about traveling by plane. • Tell someone about one’s own travel experiences. • Check in for a flight. • Purchase a train ticket and request information about arrival and departure.
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use another language to communicate with others? • How do I understand what others are trying to communicate in another language? • How do I present information, concepts and ideas in another language in a way that is understood? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • Where is? Où se trouve ...? • When is? Quand est-ce que? • Do you have ...? Est-ce que vous avez ...?

Possible Assessments:	
<input checked="" type="checkbox"/> Teacher Created Tests	<input type="checkbox"/> Student Presentations
<input type="checkbox"/> Unit Tests	<input type="checkbox"/> Entrance/exit slips
<input checked="" type="checkbox"/> Quizzes	<input type="checkbox"/> Group Projects
<input checked="" type="checkbox"/> Others: Guided written activities	
Benchmark Assessment:	
Written test	
Performance Task: Travel Journal	<input checked="" type="checkbox"/> Required <input type="checkbox"/> Optional
<p>Goal: Write travel diary</p> <p>Role: Traveler</p> <p>Audience: Reader</p> <p>Situation: You write about your recent trip to France.</p> <p>Product, Performance, Purpose: Diary</p> <p>Standards for Success: Able to describe trip and means of transportation used.</p>	
Assessment Techniques:	
<p>Travel diary rubric</p> <p>Checklists</p> <p>Teacher-created criteria</p>	
Technology Integration: DVDs, CDs or cassettes, Overhead, SMART board	
Resources/Materials:	
<ul style="list-style-type: none"> • Texts: Discovering French Nouveau – Bleu. Exploring French workbook. • Internet Sites: • Videos/DVD (Multimedia): Discovering French DVD. • Speakers: • Other: Audio materials and transparencies. 	
Sample Lessons/Learning Activities:	
<p>Short skits at the airport and at the railway station</p> <p>Information gap activities</p> <p>Teacher/student questioning using visual cues</p> <p>Listening comprehension activities</p>	