



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

---

## **Curriculum Documents**

**School:** Township of Ocean Intermediate

**Course:** French – Grade 8

**Department:** World Language

**Supervisor:** John Bosmans

Board Approval	Supervisor	Notes
September 2012	Loretta Kachmar-Will	Update Standards
June 2016	Chris Wilson	Update Standards
December 2017	John Bosmans	Update Standards

*Home of the Spartans!*  
*#spartanlegacy*



DEPARTMENT: World Language Course: 8<sup>th</sup> Grade French

Week	Marking Period 1	Week	Marking Period 3
1	Review (6 weeks)	21	Sports and other Physical Activities
2		22	
3		23	
4		24	
5		25	
6		26	Summer and Winter
7	Review (2 weeks - Shopping for Food)	27	
8		28	
9	Review (2 weeks - Shopping for Clothes)	29	
10		30	
Week	Marking Period 2	Week	Marking Period 4
11	Airplane Travel	31	Review Airplane Travel, Train Travel, Sports and other Physical Activities, Summer and Winter
12		32	
13		33	The Daily Routine
14		34	
15		35	
16	Train Travel	36	
17		37	Leisure Activities
18		38	
19		39	
20		40	

<b>Weeks</b>	<b>1-6</b>
<b>Topic</b>	<b>Review: Greetings, introductions, describing other people, calendar, telling time, numbers 0-100, school objects/supplies/subjects, family tree/house, identify food/ going out to eat/ordering food/ using utensils.</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do I greet my peers in the morning, in the afternoon, in the evening?</li> <li>● How do I greet older people in the morning, in the afternoon, in the evening?</li> <li>● How do I say goodbye?</li> <li>● What greetings are used in formal and informal situations?</li> <li>● What are the customs associated with greetings?</li> <li>● How do I introduce myself?</li> <li>● How do I ask someone my own age for their name?</li> <li>● How do I order simple food items?</li> <li>● What kind of polite expressions do I need to know when dealing with people?</li> <li>● How do I express the date to somebody else?</li> <li>● How do I tell time?</li> <li>● How do I describe myself or somebody else?</li> <li>● How do I describe people and things?</li> <li>● How do I describe and talk about objects related to school?</li> <li>● How do I describe and talk about school supplies?</li> <li>● How do I describe and talk about school subjects?</li> <li>● How do I talk about school and after school activities?</li> <li>● How do I shop for school supplies?</li> <li>● How do I express likes and dislikes?</li> <li>● How do I describe and talk about my family and my home?</li> <li>● How do I describe and talk about somebody else's family and home?</li> <li>● How do I order food at a café or a restaurant? How do I identify food items?</li> <li>● How do I use expressions specific to ordering in a restaurant?</li> <li>● How are eating customs in the United States different than eating customs in France and francophone countries?</li> <li>● How does learning another language help me to become an active global citizen?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>● The need to know another language for travel, professional growth, entertainment, multimedia purposes, and daily interactions is an essential tool in today's society.</li> <li>● Self-reflection is an important part of creating growth in language acquisition.</li> <li>● Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>● Interpreting spoken and written language is essential to good communications and building rapport.</li> <li>● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	

## Alignment to NJSLs

7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5, 8.1.P.A.4,8.1.5.A.2,8.1.P.C.1,8.1.2.A.4

### Key Concepts and Skills

#### Communication

Students will understand and communicate at the word level to independently

1. Greet others
2. Say good-bye
3. Ask how someone is
4. Express dates and seasons
5. Count from 1-100
6. Tell time, review time expressions
7. Identify and describe themselves and others
8. Find out where they are from and say their nationality
9. To obtain and provide information about their courses
10. To talk about themselves
11. To talk about school and after school activities

#### Grammar

1. Form appropriate syntax
2. State questions using interrogatives
3. Use the appropriate form of definite and indefinite articles and adjectives to describe people and things
4. Use the present tense of the verb **être** (to be) to describe people and things
5. Use the present tense of regular –er verbs to communicate in various situations
6. Negation
7. Use the present tense of the verb **avoir** (to have) to express possession
8. Use appropriate possessive adjectives
9. Use the present tense of the verb **aller** (to go) to express where people go
10. Use the present tense of the verb **aller** followed by the infinitive of another verb to indicate near future
11. Contraction of prepositions *a* and *de* + article
12. Use the present tense of the verb **prendre** (to take)

#### Culture

1. Increase in cultural sensitivity
2. Comparison of American eating customs and French eating customs
3. Comparison of a French school day and an American school day
4. Comparison of afterschool life of a teen in the United States with that of a teen in Quebec and France

### Learning Activities

- Audio activities: situational dialogues
- Comprehension activities
- Picture sequences
- Flash cards to learn new vocabulary
- Reading activities (sequencing and paraphrasing)
- Cooperative activities

- Listening activities to reinforce pronunciation and diction
- Practice exercises in text book and workbook
- Greet and say goodbye
- Use expressions of courtesy
- differentiate levels of formality
- Introduce themselves and respond appropriately
- Ask how someone feels and respond
- Count to 100
- Express the days and months
- Express Age
- Speak about the seasons and weather conditions
- Utilize interrogatives
- Utilize negation
- Utilize possessive adjectives to express possession
- Utilize the verbs être, avoir, aller, prendre
- Express near future by using aller + infinitive of another verb

### Assessments

- Do Nows
- Cooperative learning groups
- Homework
- Class notes
- Utilize Google Voice (to leave messages, make plans for activities, etc.)
- Quizlet
- Kahoot.it
- Sparkle
- Daily class participation
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Perform dialogues to include greetings; introductions; talking about themselves, their families, their friends; school and afterschool activities; shopping for school supplies; ordering food at a restaurant or café

### 21<sup>st</sup> Century Skills

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life & Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

### Interdisciplinary Connections

Geography, Sociology, Language Arts, Performing Arts, Reading, Visual Arts, Science

### Suggested Materials

- Textbook
- Workbook

- Audio
- Video
- Overhead transparencies
- Flash cards
- Testing Materials
- Teacher generated materials
- Internet sites
- Maps and other realia
- Printed media

### **Technology Integration**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**

**C. Communication and Collaboration**

- Student/Teacher created presentations using i.e. PowerPoint
- use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Audacity

<b>Weeks</b>	<b>7-8</b>
<b>Topic</b>	<b>Review: Shopping for food at various stores, tell what you and others are doing, ask for the quantity of an item you want, talk about what you and others are able to do or want to do</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What do I buy in a <i>boulangerie</i>?</li> <li>● How do I describe items sold in a <i>boulangerie</i>?</li> <li>● What do I buy in a <i>pâtisserie</i>?</li> <li>● How do I describe items sold in a <i>pâtisserie</i>?</li> <li>● What do I buy in a <i>crémèrie</i>?</li> <li>● How do I describe items sold in a <i>crémèrie</i>?</li> <li>● What do I buy in a <i>boucherie</i>?</li> <li>● How do I describe items sold in a <i>boucherie</i>?</li> <li>● What do I buy in a <i>poissonnerie</i>?</li> <li>● How do I describe items sold in a <i>poissonnerie</i>?</li> <li>● What do I buy in a <i>charcuterie</i>?</li> <li>● How do I describe items sold in a <i>charcuterie</i>?</li> <li>● What do I buy in an <i>épicerie</i>?</li> <li>● How do I describe items sold in an <i>épicerie</i>?</li> <li>● How do I express the quantity of the item I want to buy?</li> <li>● How do I say that I only want some?</li> <li>● How do I say what other people do not have?</li> <li>● How do I say what I want to do?</li> <li>● How do I ask what other people like to do?</li> <li>● How do I say what I can/am able to do?</li> <li>● How do I say what I want to do?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>● The need to know another language for travel, entertainment and daily interactions is an essential tool in today's society.</li> <li>● Self-reflection is an important part of creating growth in language acquisition.</li> <li>● Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>● Interpreting spoken and written language is essential to good communications and building rapport.</li> <li>● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJSLs</b>	
7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5 , <b>8.1.P.A.4,8.1.5.A.2,8.1.P.C.1,8.1.2.A.4</b>	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<p>Students will understand and communicate at the word level to independently</p> <ol style="list-style-type: none"> <li>1. shop for food in small stores</li> </ol>	

2. shop for food in a supermarket
3. identify foods purchased in various stores

### **Grammar**

1. Use the present tense verb **faire** (to do/ make) to express what you and other people want to do
2. Use the partitive and definite article to indicate what you want to buy
3. Use the partitive in a negative sentence
4. Use the present tense of the verb **pouvoir** (to be able to do / can do) to express what you and other people can do
5. Use the present tense of the verb **vouloir** (to want) to express what you and other people want to do

### **Culture**

1. Increase in cultural sensitivity
2. Comparison of American and French food shopping habits and customs

## **Learning Activities**

- Audio activities: situational dialogues
- Comprehension activities
- Picture sequences
- Flash cards to learn new vocabulary
- Reading activities (sequencing and paraphrasing)
- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in text book and workbook
- Use expressions of courtesy
- Differentiate levels of formality
- Utilize interrogatives
- Utilize negative
- Utilize the verbs **faire, pouvoir, and vouloir/Teacher's generated pkt on vouloir /pouvoir**
- **End of chapter written sentences using pictures**

## **Assessments**

- Do nows
- Cooperative learning groups
- Homework
- Class notes
- Utilize Google Voice (to leave messages, make plans for activities, etc.)
- Quizlet
- Kahoot.it
- Sparkle
- Turtle game
- Daily class participation
- Oral and written assessments by teacher generated questions, paired activities, and small group activities



DEPARTMENT: World Language Course: 8<sup>th</sup> Grade French

- Oral and written quizzes and tests
- Perform dialogues to include shopping for food, likes and dislikes, desired quantities , what you and others want to do, are able to do, or are doing

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

### Interdisciplinary Connections

Geography, Sociology, Language Arts, Performing Arts, Reading, Visual Arts, Science

### Suggested Materials

- Textbook
- Workbook
- Audio
- Video
- Overhead transparencies
- Flash cards
- Testing Materials
- Teacher generated materials
- Internet sites
- Maps, food items, and other realia
- Printed media

### Technology Integration

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**  
**C. Communication and Collaboration**

- Student/Teacher created presentations using i.e. PowerPoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Audacity

<b>Weeks</b>	<b>9-10</b>
<b>Topic</b>	<b>Clothing, shopping for clothing, sizes, colors.</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do I describe garments worn by males?</li> <li>● Where can I buy men’s clothing?</li> <li>● How do I choose size for a European manufactured garment?</li> <li>● How do I describe garments worn by females?</li> <li>● Where can I buy women’s clothing?</li> <li>● How do I choose size for European manufactured footwear?</li> <li>● How do I express colors?</li> <li>● How do express my opinion about articles of clothing?</li> <li>● How do I describe what I and others are wearing?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>● The need to know another language for travel, entertainment, and daily interactions is an essential tool in today's society.</li> <li>● Self-reflection is an important part of creating growth in language acquisition.</li> <li>● Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>● Interpreting spoken and written language is essential to good communications and building rapport.</li> <li>● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJSLs</b>	
7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5,8.1.P.A.4,8.1.5.A.2,8.1.P.C.1,8.1.2.A.4	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
Students will understand and communicate at the word level to independently	
<ol style="list-style-type: none"> <li>1. Shop for clothes</li> <li>2. Choose the right size</li> <li>3. Choose the desired color</li> <li>4. Compare garments</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. Use the present tense verb <b>mettre</b> (to wear/put) to express what you and other people are wearing</li> <li>2. Use the present tense of the verb <b>voir</b> (to see) to express what you and other people see</li> <li>3. Use the present tense of the verb <b>croire</b> (to believe/ to think) to express what you and other people think</li> <li>4. Use the comparative forms to express your opinion of articles of clothing</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. Increase in cultural sensitivity</li> <li>2. Comparison of American and French clothing sizing systems</li> <li>3. Comparison of American and French style in clothes</li> </ol>	

### Learning Activities

- Audio activities: situational dialogues
- Comprehension activities
- Picture sequences
- Flash cards to learn new vocabulary
- Reading activities (sequencing and paraphrasing)
- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in text book and workbook
- Use expressions of courtesy
- Differentiate levels of formality
- Utilize interrogatives
- Utilize negative
- Utilize the verbs **mettre, voir, and croire**

### Assessments

- Do Nows
- Cooperative learning groups
- Homework
- Class notes
- Utilize Google Voice (to leave messages, make plans for activities, etc.)
- Quizlet
- Kahoot.it
- Sparkle
- Turtle Game
- Daily class participation
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create a dialogue between a salesperson and a customer

### 21<sup>st</sup> Century Skills

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life & Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

### Interdisciplinary Connections

Geography, Sociology, Language Arts, Performing Arts, Reading, Visual Arts, Science

### Suggested Materials

- Textbook
- Workbook
- Audio
- Video
- Overhead transparencies
- Flash cards

- Testing Materials
- Teacher generated materials
- Internet sites
- Maps, clothing items, and other realia
- Printed media

### **Technology Integration**

- ❖ **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**  
**C. Communication and Collaboration**
  - Student/Teacher created presentations using i.e. PowerPoint
  - Use of Google Voice
  - Use of CD listening materials
  - Use of videos as appropriate and available
  - Use of data projector and Elmo as appropriate and available
  - Audacity

<b>Weeks</b>	<b>11-15</b>
<b>Topic</b>	<b>Traveling by plane in France</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do I check in at the airport?</li> <li>● How do I talk about services offered onboard?</li> <li>● What kind of documentation do I need to travel by plane?</li> <li>● How do I talk about more activities related to traveling?</li> <li>● How do I ask questions regarding traveling on a plane?</li> <li>● How do I talk about things and people as a group?</li> <li>● How do I talk about air travel in France?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>● The need to know another language for travel, entertainment, and daily interactions is an essential tool in today's society.</li> <li>● Self-reflection is an important part of creating growth in language acquisition.</li> <li>● Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>● Interpreting spoken and written language is essential to good communications and building rapport.</li> <li>● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJSL</b>	
7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM. C. 1-5 , <b>8.1.P.A.4,8.1.5.A.2,8.1.P.C.1,8.1.2.A.4</b>	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
Students will understand and communicate at the word level to independently	
<ol style="list-style-type: none"> <li>1. Check in at the airport</li> <li>2. Go through security</li> <li>3. Find the departure gate</li> <li>4. Ask about activities and services offered onboard the airplane</li> <li>5. Talk about traveling in France</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. Use the present tense of regular –ir verbs like finir and choisir</li> <li>2. Use <i>quel</i> and <i>tout</i> to describe people and things as a group</li> <li>3. Use the present tense of irregular –ir verbs like servir, partir, dormir</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. Increase in cultural sensitivity</li> <li>2. Comparison of American and French national air travel</li> </ol>	
<ul style="list-style-type: none"> <li>● Audio activities: situational dialogues</li> <li>● Comprehension activities</li> <li>● Picture sequences</li> </ul>	

- Flash cards to learn new vocabulary
- Reading activities (sequencing and paraphrasing)
- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in text book and workbook
- Use expressions of courtesy
- Differentiate levels of formality
- Utilize interrogatives
- Utilize negative
- Utilize the verbs **finir, choisir, partir, servir, sortir, dormir**
- Master vocabulary and expressions related to air travel
- Identify plane personnel

### Assessments

- Do Nows
- Cooperative learning groups
- Homework
- Class notes
- Utilize Google Voice (to leave messages, make plans for activities, etc.)
- Quizlet
- Kahoot.it
- Sparkle
- Turtle Game
- Daily class participation
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create a dialogue using picture sequence
- Passport making
- Travel brochures
- Project on French speaking countries
- Oral presentation of the project on French speaking country

### 21<sup>st</sup> Century Skills

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life & Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

### Interdisciplinary Connections

Geography, Sociology, Language Arts, Performing Arts, Reading, Visual Arts, Science

### Suggested Materials

- Textbook
- Workbook
- Audio
- Video

- Overhead transparencies
- Flash cards
- Testing Materials
- Teacher generated materials
- Internet sites
- Maps, used plane tickets/boarding passes and other realia
- Printed media

### **Technology Integration**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**  
**C. Communication and Collaboration**

- Student/Teacher created presentations using i.e. PowerPoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Audacity

<b>Weeks</b>	<b>16-20</b>
<b>Topic</b>	<b>Traveling by train in France or in a Francophone country</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do I purchase a train ticket?</li> <li>● How do I request information about traveling by train in France?</li> <li>● How do I talk about services offered onboard?</li> <li>● What kind of documentation do I need to travel by train?</li> <li>● How do I talk about more activities related to traveling by train?</li> <li>● How do I ask questions regarding traveling by train?</li> <li>● How do I talk about an interesting train trip in a French speaking country?</li> <li>● How do I talk about train travel in France?</li> <li>● How do I point out specific people and things?</li> <li>● Is there specific protocol regarding traveling by train?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>● The need to know another language for travel, entertainment, and daily interactions is an essential tool in today's society.</li> <li>● Self-reflection is an important part of creating growth in language acquisition.</li> <li>● Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>● Interpreting spoken and written language is essential to good communications and building rapport.</li> <li>● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJSLs</b>	
7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5 <b>,8.1.P.A.4,8.1.5.A.2,8.1.P.C.1,8.1.2.A.4,8.1.P.E.1,8.1.2.E.1,8.1.2.F.1,8.1.8.F.1.</b>	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
Students will understand and communicate at the word level to independently	
<ol style="list-style-type: none"> <li>1. Check in at the train station</li> <li>2. Go through security</li> <li>3. Find the departure gate</li> <li>4. Ask about activities and services offered onboard the train</li> <li>5. Talk about train traveling in France and Western Africa</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. Use the present tense of regular –re verbs like <b>vendre, attendre, descendre, répondre, entendre, padre</b></li> <li>2. Use demonstrative adjectives to point out people and things</li> <li>3. Use the present tense of irregular verbs like <b>dire, écrire, and lire</b></li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. Increase in cultural sensitivity</li> </ol>	



2. Comparison of American and French train travel

**Learning Activities**

- Audio activities: situational dialogues
- Comprehension activities
- Picture sequences
- Flash cards to learn new vocabulary
- Reading activities (sequencing and paraphrasing)
- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in text book and workbook
- Use expressions of courtesy
- Differentiate levels of formality
- Utilize interrogatives
- Utilize negative
- Utilize the verbs **vendre, attendre, descendre, répondre, entendre, perdre**
- Utilize the verbs **dire, écrire, and lire**
- Master vocabulary and expressions related to train travel
- Identify train personnel

**Assessments**

- Do Nows
- Cooperative learning groups
- Homework
- Class notes
- Utilize Google Voice (to leave messages, make plans for activities, etc.)
- Quizlet
- Kahoot.it
- Sparkle
- Turtle Game
- Daily class participation
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create a dialogue using picture sequence
- Project on Paris and its monuments using the Métro system
- Oral presentation of the project using the Métro

**21<sup>st</sup> Century Skills**

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>X</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life & Career Skills	<b>x</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

Geography, Sociology, Language Arts, Performing Arts, Reading, Visual Arts, Science

**Suggested Materials**

- Textbook
- Workbook
- Audio
- Video
- Overhead transparencies
- Flash cards
- Testing Materials
- Teacher generated materials
- Internet sites
- Maps, used train tickets, train schedules and other realia
- Printed media

### **Technology Integration**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**

**C. Communication and Collaboration**

- Student/Teacher created presentations using i.e. PowerPoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Audacity

<b>Weeks</b>	<b>21-25</b>
<b>Topic</b>	<b>Sports and other physical activities</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What is the most popular team sport in France?</li> <li>● What is the most popular team sport in Canada?</li> <li>● How do I talk about soccer?</li> <li>● What kind of equipment do I need to play a team sport like soccer or basketball?</li> <li>● What is the most popular individual sport in France?</li> <li>● What is the most popular individual sport in Canada?</li> <li>● How do I talk about something that happened yesterday, or last week?</li> <li>● How do I talk about more activities related to sports?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>● The need to know another language for entertainment and daily interactions is an essential tool in today's society.</li> <li>● Self-reflection is an important part of creating growth in language acquisition.</li> <li>● Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>● Interpreting spoken and written language is essential to good communications and building rapport.</li> <li>● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJSLs</b>	
7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM. C. 1-5,8.1.P.A.4,8.1.5.A.2,8.1.P.C.1,8.1.2.A.4,8.1.P.E.1,8.1.2.F.1,8.1.8.F.1	
<b>Key Concepts and Skills</b>	
<p><b>Communication</b>            Students will understand and communicate at the word level to independently</p> <ol style="list-style-type: none"> <li>1. Talk about team sports</li> <li>2. Talk about individual sports</li> <li>3. Express likes and dislikes regarding sports and physical activities</li> <li>4. Compare sports and express preference</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Use the past tense of regular verbs (-er, -ir, &amp; -re)</li> <li>2. Use relative pronouns qui, quoi and est-ce-que to ask questions</li> <li>3. Use the present tense of irregular verbs like <b>boire</b>, <b>devoir</b>, and <b>recevoir</b></li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Increase in cultural sensitivity</li> <li>2. Comparison of American, Canadian, and French sport preferences</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Audio activities: situational dialogues</li> <li>● Comprehension activities</li> </ul>	

- Picture sequences
- Flash cards to learn new vocabulary
- Reading activities (sequencing and paraphrasing)
- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in text book and workbook
- Use expressions of courtesy
- Differentiate levels of formality
- Utilize interrogatives
- Utilize negative
- Utilize regular verbs to describe past actions
- Master vocabulary and expressions related to sports

### Assessments

- Do Nows
- Cooperative learning groups
- Homework
- Class notes
- Utilize Google Voice (to leave messages, make plans for activities, etc.)
- Quizlet
- Kahoot.it
- Sparkle
- Turtle Game
- Daily class participation
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create a dialogue using picture sequence
- Project "World cup"
- Oral presentation of the project "World Cup"

### 21<sup>st</sup> Century Skills

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life & Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

### Interdisciplinary Connections

Geography, Sociology, Language Arts, Performing Arts, Reading, Visual Arts, Science

### Suggested Materials

- Textbook
- Workbook
- Audio
- Video
- Overhead transparencies
- Flash cards

DEPARTMENT: World Language Course: 8<sup>th</sup> Grade French

- Testing Materials
- Teacher generated materials
- Internet sites
- Maps, team jerseys, soccer ball, football, and other realia
- Printed media

### **Technology Integration**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

- Student/Teacher created presentations using i.e. PowerPoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Audacity

<b>Weeks</b>	<b>26-30</b>
<b>Topic</b>	<b>Winter and summer and related weather, clothing, and sports</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do I describe summer weather?</li> <li>● How do I describe winter weather?</li> <li>● What sports are most popular in the summer?</li> <li>● What sports are most popular in the winter?</li> <li>● What kind of clothes do I wear in the summer?</li> <li>● What kind of clothes do I wear in the winter?</li> <li>● How do I talk about something that happened yesterday, or last week?</li> <li>● How do I make a negative statement?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>● The need to know another language for travel, entertainment, and daily interactions is an essential tool in today's society.</li> <li>● Self-reflection is an important part of creating growth in language acquisition.</li> <li>● Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>● Interpreting spoken and written language is essential to good communications and building rapport.</li> <li>● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJSLs</b>	
7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM. C. 1-5,8.1.P.A.4,8.1.5.A.2,8.1.P.C.1,8.1.2.A.4,8.1.P.E.1,8.1.2.F.1,8.1.8.F.1	
<b>Key Concepts and Skills</b>	
<b>Communication</b> Students will understand and communicate at the word level to independently <ol style="list-style-type: none"> <li>1. Talk about winter sports</li> <li>2. Talk about summer sports</li> <li>3. Talk about the weather in winter and summer</li> <li>4. Express likes and dislikes regarding sports and physical activities</li> <li>5. Talk about a ski trip to Quebec</li> </ol>	
<b>Grammar</b> <ol style="list-style-type: none"> <li>1. Use the past tense of irregular verbs (using avoir)</li> <li>2. Use the past tense of verbs (using être)</li> <li>3. Making negative statements using negative expressions</li> </ol>	
<b>Culture</b> <ol style="list-style-type: none"> <li>1. Increase in cultural sensitivity</li> <li>2. Comparison of winter and summer sport preferences in the USA and in Francophone countries</li> </ol>	

### Learning Activities

- Audio activities: situational dialogues
- Comprehension activities
- Picture sequences
- Flash cards to learn new vocabulary
- Reading activities (sequencing and paraphrasing)
- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in text book and workbook
- Use expressions of courtesy
- Differentiate levels of formality
- Utilize interrogatives
- Utilize negative
- Utilize regular verbs to describe past actions
- Master vocabulary and expressions related to winter, summer, clothing, weather, and sports

### Assessments

- Do Nows
- Cooperative learning groups
- Homework
- Class notes
- Utilize Google Voice (to leave messages, make plans for activities, etc.)
- Quizlet
- Kahoot.it
- Sparkle
- Turtle Game
- Daily class participation
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create a dialogue using picture sequence
- Project “Winter or summer sport”

### 21<sup>st</sup> Century Skills

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life & Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

### Interdisciplinary Connections

Geography, Sociology, Language Arts, Performing Arts, Reading, Visual Arts, Science

### Suggested Materials

- Textbook
- Workbook
- Audio
- Video

- Overhead transparencies
- Flash cards
- Testing Materials
- Teacher generated materials
- Internet sites
- Maps, and other realia
- Printed media

### **Technology Integration**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**  
**C. Communication and Collaboration**

- Student/Teacher created presentations using i.e. PowerPoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Audacity



<b>Weeks</b>	<b>31-32</b>
<b>Topic</b>	<b>Review of travel by plane and by train, sports, winter and summer</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do I check in at the airport?</li> <li>● How do I talk about services offered onboard?</li> <li>● What kind of documentation do I need to travel by plane?</li> <li>● How do I talk about more activities related to traveling?</li> <li>● How do I ask questions regarding traveling on a plane?</li> <li>● How do I talk about things and people as a group?</li> <li>● How do I talk about air travel in France?</li> <li>● How do I purchase a train ticket?</li> <li>● How do I request information about traveling by train in France?</li> <li>● What kind of documentation do I need to travel by train?</li> <li>● How do I talk about more activities related to traveling by train?</li> <li>● How do I ask questions regarding traveling by train?</li> <li>● How do I talk about an interesting train trip in a French speaking country?</li> <li>● How do I talk about train travel in France?</li> <li>● How do I point out specific people and things?</li> <li>● Is there specific protocol regarding traveling by train?</li> <li>● What is the most popular team sport in France?</li> <li>● What is the most popular team sport in Canada?</li> <li>● How do I talk about soccer?</li> <li>● What kind of equipment do I need to play a team sport like soccer or basketball?</li> <li>● What is the most popular individual sport in France?</li> <li>● What is the most popular individual sport in Canada?</li> <li>● How do I talk about something that happened yesterday, or last week?</li> <li>● How do I talk about more activities related to sports?</li> <li>● How do I describe summer weather?</li> <li>● How do I describe winter weather?</li> <li>● What sports are most popular in the summer?</li> <li>● What sports are most popular in the winter?</li> <li>● What kind of clothes do I wear in the summer?</li> <li>● What kind of clothes do I wear in the winter?</li> <li>● How do I make a negative statement?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>● The need to know another language for travel, professional growth, entertainment, multimedia purposes, and daily interactions is an essential tool in today's society.</li> <li>● Self-reflection is an important part of creating growth in language acquisition.</li> <li>● Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>● Interpreting spoken and written language is essential to good communications and building rapport.</li> <li>● Making interdisciplinary connections as one reads, writes, speaks or listens in another</li> </ul>	

language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

### Alignment to NJSL

7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM. C. 1-5

**,8.1.P.A.4,8.1.5.A.2,8.1.P.C.1,8.1.2.A.4,8.1.P.E.1,8.1.2.F.1,8.1.8.F.1**

### Key Concepts and Skills

#### Communication

Students will understand and communicate at the word level to independently

1. Check in at the airport
2. Go through security
3. Find the departure gate
4. Ask about activities and services offered onboard the airplane
5. Talk about traveling by plane in France
6. Check in at the train station
7. Ask about activities and services offered onboard the train
8. Talk about train traveling in France and Western Africa
9. Talk about team sports
10. Talk about individual sports
11. Express likes and dislikes regarding sports and physical activities
12. Compare sports and express preference
13. Talk about winter sports
14. Talk about summer sports
15. Talk about the weather in winter and summer
16. Talk about a ski trip to Quebec

#### Grammar

1. Use the present tense of regular –ir verbs like *finir* and *choisir*
2. Use *quel* and *tout* to describe people and things as a group
3. Use the present tense of irregular –ir verbs like *servir*, *partir*, *sortir*, *dormir*
4. Use the present tense of regular –re verbs like  **vendre, attendre, descendre, répondre, entendre, perdre**
5. Use demonstrative adjectives to point out people and things
6. Use the present tense of irregular verbs like  **dire, écrire, and lire**
7. Use the past tense of regular verbs (–er, –ir, & –re) using *avoir*
8. Use relative pronouns *qui*, *quoi* and *est-ce-que* to ask questions
9. Use the present tense of irregular verbs like  **boire, devoir, and recevoir**
10. Use the past tense of irregular verbs (using *avoir*)
11. Use the past tense of verbs (using *être*)
12. Making negative statements using negative expressions

#### Culture

1. Increase in cultural sensitivity
2. Comparison of American and French national air travel
3. Comparison of American and French train travel
4. Comparison of American, Canadian, and French sport preferences
5. Comparison of winter and summer sport preferences in the USA and in Francophone countries

### Learning Activities

- Audio activities: situational dialogues
- Comprehension activities
- Picture sequences
- Flash cards to learn new vocabulary
- Reading activities (sequencing and paraphrasing)
- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in text book and workbook
- Use expressions of courtesy
- Differentiate levels of formality
- Utilize interrogatives
- Utilize negative
- Utilize regular verbs to describe past actions
- Master vocabulary and expressions related to winter, summer, clothing, weather, and sports

### Assessments

- Do Nows
- Cooperative learning groups
- Homework
- Class notes
- Utilize Google Voice (to leave messages, make plans for activities, etc.)
- Quizlet
- Kahoot.it
- Sparkle
- Turtle Game
- Daily class participation
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create a dialogue using picture sequence

### 21<sup>st</sup> Century Skills

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life & Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

### Interdisciplinary Connections

Geography, Sociology, Language Arts, Performing Arts, Reading, Visual Arts, Science

### Suggested Materials

- Textbook
- Workbook
- Audio
- Video
- Overhead transparencies

DEPARTMENT: World Language Course: 8<sup>th</sup> Grade French

- Flash cards
- Testing Materials
- Teacher generated materials
- Internet sites
- Maps, and other realia
- Printed media

### **Technology Integration**

- ❖ **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**  
**C. Communication and Collaboration**
- Student/Teacher created presentations using i.e. PowerPoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Audacity

<b>Weeks</b>	<b>33-36</b>
<b>Topic</b>	<b>The daily routine</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What do I do in the morning?</li> <li>● How do I take care of myself?</li> <li>● What does my family do in the morning?</li> <li>● What do I eat for breakfast?</li> <li>● What things do I do everyday?</li> <li>● What do I do at night to prepare myself for bed?</li> <li>● How do I talk about something that happened yesterday, or last week?</li> <li>● How do I interact with other members of my family?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>● The need to know another language for daily interactions is an essential tool in today's society.</li> <li>● Self-reflection is an important part of creating growth in language acquisition.</li> <li>● Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>● Interpreting spoken and written language is essential to good communications and building rapport.</li> <li>● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJSL</b>	
7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5,8.1.P.A.4,8.1.5.A.2,8.1.P.C.1,8.1.2.A.4,8.1.P.E.1,8.1.2.F.1,8.1.8.F.1	
<b>Key Concepts and Skills</b>	
<p><b>Communication</b></p> <p>Students will understand and communicate at the word level to independently</p> <ol style="list-style-type: none"> <li>1. Talk about the daily routine</li> <li>2. Talk about breakfast preferences</li> <li>3. Talk about the routine of other family members</li> <li>4. Talk about personal grooming habits</li> <li>5. Talk about daily activities that took place in the past</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Use the present tense of reflexive verbs</li> <li>2. Use the past tense of reflexive verbs (using être)</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Increase in cultural sensitivity</li> <li>2. Comparison of breakfast preferences in the USA and in Francophone countries</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Audio activities: situational dialogues</li> <li>● Comprehension activities</li> <li>● Picture sequences</li> </ul>	

- Flash cards to learn new vocabulary
- Reading activities (sequencing and paraphrasing)
- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in text book and workbook
- Utilize interrogatives
- Utilize negative
- Utilize reflexive verbs to describe past actions
- Master vocabulary and expressions related to daily routine

### Assessments

- Do Nows
- Cooperative learning groups
- Homework
- Class notes
- Utilize Google Voice (to leave messages, make plans for activities, etc.)
- Quizlet
- Kahoot.it
- Sparkle
- Turtle Game
- Daily class participation
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create a dialogue using picture sequence

### 21<sup>st</sup> Century Skills

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life & Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

### Interdisciplinary Connections

Geography, Sociology, Language Arts, Performing Arts, Reading, Visual Arts, Science

### Suggested Materials

- Textbook
- Workbook
- Audio
- Video
- Overhead transparencies
- Flash cards
- Testing Materials
- Teacher generated materials
- Internet sites
- Maps, and other realia
- Printed media

## Technology Integration

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**

**C. Communication and Collaboration**

- Student/Teacher created presentations using i.e. PowerPoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Audacity

<b>Weeks</b>	<b>37-40</b>
<b>Topic</b>	<b>Leisure activities</b>
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What kind of movies do I like?</li> <li>● What kind of play do I prefer?</li> <li>● What kind of music do I listen to?</li> <li>● What kind of art do I prefer?</li> <li>● What museums have I visited?</li> <li>● Who is my favorite actor/actress?</li> <li>● Who is my favorite singer/group?</li> <li>● Who are my favorite painter/ artist?</li> <li>● How do I talk about who and what I know?</li> <li>● How do I tell who does what for whom?</li> <li>● How do I refer to people and things already mentioned in conversation?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● In today's multi-cultural society there are several languages used to communicate in the global community.</li> <li>● The need to know another language for travel, entertainment, multimedia purposes, and daily interactions is an essential tool in today's society.</li> <li>● Self-reflection is an important part of creating growth in language acquisition.</li> <li>● Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>● Interpreting spoken and written language is essential to good communications and building rapport.</li> <li>● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJSLs</b>	
7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5 <b>,8.1.P.A.4,8.1.5.A.2,8.1.P.C.1,8.1.2.A.4,8.1.P.E.1,8.1.2.F.1,8.1.8.F.1</b>	
<b>Key Concepts and Skills</b>	
<p><b>Communication</b>            Students will understand and communicate at the word level to independently</p> <ol style="list-style-type: none"> <li>1. Talk about leisure activities</li> <li>2. Talk about movie preferences</li> <li>3. Talk about art and museums</li> <li>4. Talk about who/what he/she knows</li> <li>5. Talk about artist preferences</li> <li>6. Talk about doing things for other people</li> </ol>	
<p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Use the present tense of savoir and connaître (to know/to be acquainted with )</li> <li>2. Use object pronouns</li> </ol>	
<p><b>Culture</b></p> <ol style="list-style-type: none"> <li>1. Increase cultural sensitivity</li> <li>2. Comparison of preferences regarding leisure activities between Americans and French</li> <li>3. Comparison of American and West African cultural activities and music traditional and</li> </ol>	



modern

### Learning Activities

- Audio activities: situational dialogues
- Comprehension activities
- Picture sequences
- Flash cards to learn new vocabulary
- Reading activities (sequencing and paraphrasing)
- Cooperative activities
- Listening activities to reinforce pronunciation and diction
- Practice exercises in text book and workbook
- Utilize interrogatives
- Utilize negative
- Utilize reflexive verbs to describe past actions
- Master vocabulary and expressions related to daily routine

### Assessments

- Do Nows
- Cooperative learning groups
- Homework
- Class notes
- Utilize Google Voice (to leave messages, make plans for activities, etc.)
- Quizlet
- Kahoot.it
- Sparkle
- Turtle Game
- Daily class participation
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create a dialogue using picture sequence
- Final exam/project “Famous French Person”

### 21<sup>st</sup> Century Skills

<b>x</b>	Creativity	<b>x</b>	Critical Thinking	<b>x</b>	Communication	<b>x</b>	Collaboration
<b>x</b>	Life & Career Skills	<b>x</b>	Information Literacy	<b>x</b>	Media Literacy		

### Interdisciplinary Connections

Geography, Sociology, Language Arts, Performing Arts, Reading, Visual Arts, Science

### Suggested Materials

- Textbook
- Workbook
- Audio
- Video
- Overhead transparencies

DEPARTMENT: World Language Course: 8<sup>th</sup> Grade French

- Flash cards
- Testing Materials
- Teacher generated materials
- Internet sites
- Maps, and other realia
- Printed media

### **Technology Integration**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**  
**C. Communication and Collaboration**

- Student/Teacher created presentations using i.e. PowerPoint
- Use of Google Voice
- Use of CD listening materials
- Use of videos as appropriate and available
- Use of data projector and Elmo as appropriate and available
- Audacity