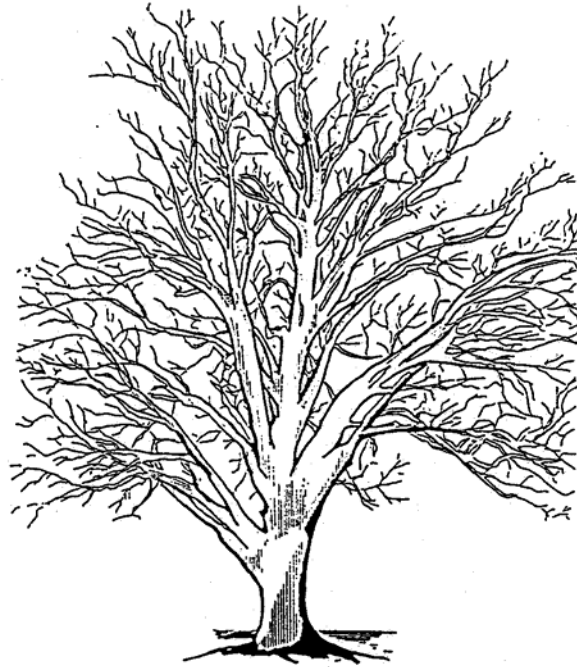


Monroe Township Schools



Curriculum Management System

French IB

Grade 8

August 2006

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: August 2006

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writer's Name: Peggy Romans

Supervisor Name: Elizabeth Aaron, Supervisor of Humanities

Technology Staff: Al Pulsinelli
Reggie Washington
Bill Wetherill

Secretarial Staff: Debbie Gialanella
Geri Manfre
Gail Nemeth

Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The Monroe K-12 School District recognizes the global environment of our world and the subsequent need for world language skills. French IB will be offered as a world language option to all middle school students in the Monroe K-12 School District. As a planned program of instruction, the course will provide students with an introduction to the French language and an opportunity to develop a basic cultural competency. Although communication skills will be emphasized, students participating in this course will also learn other facets of language study including vocabulary, grammar, idiomatic sayings, proverbs, culture, and geography. Participation in this course will encourage students to become more versatile citizens of a global world by enabling them to communicate with other French speaking citizens.

The primary beliefs of this philosophy are:

- A person who studies a world language gains empathy and increased tolerance towards others as a result of a broadened worldview that comes from learning about other cultures and peoples.
- A person who studies a world language gains a better understanding of and appreciation for one's own native language as well as the increased capacity to learn related world languages.
- A person who studies a world language benefits from improved critical thinking skills and creativity.
- A person who studies a world language increases performance in all aspects of learning, especially language acquisition, reading and social studies.
- A person who studies a world language produces higher ACT and SAT scores.
- A person who studies a world language is more competitive in the global marketplace.
- A person who studies a world language and culture examines one's own personal values as well as civic responsibilities.

Educational Goals

1. To recognize French as a major world language
2. To explore everyday uses for the French language
3. To demonstrate competency in the use of spoken French
4. To compare French and francophone regional differences and dialects
5. To initiate lifelong interest in the French language and French and francophone culture
6. To engage students in real-life situations in which they can utilize the French language
7. To engage students in meaningful activities using the French language

New Jersey State Department of Education Core Curriculum Content Standards

A note about World Language Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for World Languages were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for World Languages may also be found at:

http://www.nj.gov/njded/cccs/s7_wl.htm

Middle School French IB

Scope and Sequence

Quarter I

- I. Out and About
 - a. Review of material covered in French IA
 - b. My home and my town
 - c. Asking for, giving and following directions
 - d. Coming and going – using irregular verbs

Quarter II

- II. Out and About
 - a. Expressing future plans
 - b. Let's go to Paris
 - c. More about my family
 - d. Francophone countries in Europe
 - e. Using the writing process - ongoing

Quarter III

III. Strictly Personal

- a. Shopping in the francophone world
- b. My body and health
- c. Giving and executing commands
- d. Making plans
- e. Earning and spending money
- f. Comparing things

Quarter IV

IV. Strictly Personal

- a. Expressing actions in the past
- b. All about eating in France
- c. Verbs as grammar and language
- d. Using object pronouns to reinforce vocabulary

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade8/French 1B	Goal 1: The student will be able to accurately use structures and vocabulary learned throughout the Applegarth French IA course of study	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
25	1.1. Describe themselves and others (7.1.N.A.3;N.B.1,2,3;N.C.2) 1.2. Talk about their possessions (7.1.N.A.3;N.B.1,2,3;N.C.2) 1.3. Ask and answer questions about what people are doing (7.1.N.A.4;N.B.1,2,3;N.C.2) 1.4. Express preferences (7.1.N.B.3;N.C.2) 1.5. Accept and decline invitations (7.1.N.B.3) 1.6. Order in a café (7.1.N.2,3,4;N.B.1,2,3,4;N.C.1;7.2.N.A.1,4;N.B.1,2;N.C.1) 1.7. Count, use and understand numbers from 1 to 1,000,000 orally and in writing (7.1.N.A.1,3;N.B.2;N.C.2) 1.8. Ask for and give the date (7.1.N.A.2,4;N.B.2,3;N.C.2) 1.9. Tell and ask for the time (7.1.N.A.3,4;N.B.3;N.C.1,2) 1.10. Talk about weather, climate and the seasons (7.1.N.A.3;N.B.3;N.C.2) 1.11. Ongoing throughout Level IB – French phonics, the International Phonetic Alphabet for comparing and contrasting and the use of dictées as spelling tests (7.1.N.A.1,4,5) 1.12. Ongoing throughout Level IB – writing using the writing process introduced in	<ul style="list-style-type: none"> How much did we forget over the summer? (accentuate the positive – how much everyone remembers!) What are some examples of French words or French-related topics that we have found in our everyday lives? What do you think we should learn this year that would make it easier for us to get by in France or another francophone country? 	<ul style="list-style-type: none"> Discovering French BLEU IB – Teacher's Edition – Reprise – Rappel 1,2,3,4 Text program – CD, DVD, workbook, reader Transparencies Vocabulary flash cards Verb flash cards Realia Internet TPR/TPRS Rubrics for oral and written assessments <p>Learning Activities/Assessment Models:</p> <p>Interpretive</p> <ul style="list-style-type: none"> Listening comprehension exercise: Listen to descriptions of 3 different students from francophone countries, listen to your teacher's questions and decide which person he/she is talking about. Complete a multiple choice assessment to see how much you remember from last year without checking your book. Administer several dictées to review/reinforce structures and vocabulary.

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade8/French 1B	Goal 1: The student will be able to accurately use structures and vocabulary learned throughout the Applegarth French IA course of study	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>Level IA (7.1.N.A.5;N.C.1,2,3,4)</p> <p>1.13. Ongoing throughout Level IB – use of proverbs, expressions and tongue twisters (virelangues) to enhance vocabulary acquisition (7.1.N.A.1,4;N.B.3;N.C.1;7.2.N.A.4)</p>		<p>Interpersonal</p> <ul style="list-style-type: none"> Students bring in photos of people in magazines (celebrities or not), they work in pairs describing the photos. Students play the board game Guess Who, put up a transparency that models questions and provides key words to facilitate communication. Scenario: Your exchange student from France isn't leaving until the weekend after school starts. You are both so sad that the summer is over so you plan one last trip to the mall. Go to the food court, have something to eat, and plan what you will do next summer in France when you visit them! (don't forget to use the futur proche). Scenario: It's the first week of school and your best friend doesn't seem to be in any of your classes except French, compare your schedules and figure out when you will be able to at least say Hi! in the halls. Create a "Club d'anniversaire" calendar for the class so every one will feel special on their birthday. <p>Presentational</p> <ul style="list-style-type: none"> Bring in or draw a picture of your family. Write a description of the picture. The class will put all their work and pictures on the board and see how well they can match them.

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/French IB	Goal 2: The student will be able to describe their home; compare how and where people live in France and the United States	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
9	<p>2.1. Tell about the personal and public spaces in their home, naming various rooms (7.1.N.A.3)</p> <p>2.2. Create and describe a floor plan of their home (7.1.N.A.1,2,3;N.B.1;N.C.2)</p> <p>2.3. Talk about different kinds of dwellings (7.1.N.C.1,2)</p> <p>2.4. Compare housing in the United States and in France (7.2.N.A.1;N.C.1)</p> <p>2.5. Compare addresses in the United States and in France (7.2.N.A.1;N.C.1)</p> <p>2.6. Write letters describing their home (7.1.N.C.1,2,3)</p> <p>2.7. Use authentic materials to look for an apartment in a French city (7.1.N.A.3,4,5;7.2.N.A.1,4)</p> <p>2.8. Ongoing throughout Level IB – use of proverbs, expressions and tongue twisters related to objectives/topics to enhance vocabulary acquisition (7.1.N.A.5,6;N.C.4;7.2.N.A.4;N.C.2)</p>	<ul style="list-style-type: none"> What is the WC? (the toilet or water closet, often it is in a separate room in French homes from the sink and bathtub) Why do almost 70% of French people live in cities? Do 70% of Americans live in cities? (suburbs as we know them in the United States started developing sooner than in France) What could be some of the reasons that proportionately more Frenchmen than Americans live in apartments? (less open space in France, many things are done on a smaller scale in France) 	<ul style="list-style-type: none"> Discovering French BLEU – Leçon 13 Text program – CD, DVD, workbook, reader Transparencies Realia – real estate brochures Internet <p>Learning Activities/ Assessment Models:</p> <p>Interpretive</p> <ul style="list-style-type: none"> Listen to the teacher describe various rooms on a floor plan and label them accordingly. Listen to descriptions of where someone lives and decide if they live in an apartment or a house. Create a floor plan in the classroom using masking tape on the floor, direct students to go to certain rooms. Read and compare envelopes addressed to people in France and the United States. <p>Interpersonal</p> <ul style="list-style-type: none"> Scenario: You have written a letter to a realtor describing the home you would like to sell. You now have an appointment to go over all the details. Discuss your needs and wishes with the realtor.

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/French IB	Goal 2: The student will be able to describe their home; compare how and where people live in France and the United States	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<ul style="list-style-type: none"> Scenario: You are attending the university in France and you and a friend are tired of living in the dorms. Using real estate brochures (or internet sites) with apartment listings, see if you can decide on an apartment to rent. Don't forget to consider the floor plan, square footage, is it furnished? Students ask each other what they do in certain rooms of the house (cuisine – manger, chambre – étudier/dormir etc.) <p>Presentational</p> <ul style="list-style-type: none"> Using a map of a French city as your inspiration, write a short story about a student from that city. Add lots of details. Read it to the class. Hand out a copy of your story with blanks and your classmates will try to recall what you said. Create and present a floor plan of your dream home to the class. Don't forget to tell where it is. Use "La Maison de Mes Rêves" from 50 French Oral Communication Activities with Mini-Rubrics (Teacher's Discovery). Pay special attention to the rubric.

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/French IB	Goal 3: The student will be able to describe their city; its public buildings, places of interest; ask for and give directions; tell where they go	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
9	3.1. Name public buildings and places of interest in their or someone else's town (7.1.N.C.1,2) 3.2. Describe their town (7.1.N.C.1,2) 3.3. Tell about public services available in their town (7.1.N.C.1,2) 3.4. Compare and contrast social services in France and the United States, including but not limited to taxes, health care (7.1.N.C.2;7.2.N.A.1,3;N.B.2;N.C.1) 3.5. Ask for and give directions around a city using maps, expanding upon their knowledge of prepositions of place (7.1.N.B.3) 3.6. Recognize and memorize all forms of the irregular verb aller (7.1.N.A.2,4;N.B.1,2,3;N.C.2) 3.7. Talk about the places they go using the verb aller (7.1.N.A.1,3,4,5;N.B.3;N.C.2)	<ul style="list-style-type: none"> How does the layout of French cities differ from American cities (discuss how most French cities date from the Middle Ages and are not laid out in grids, compare downtown and midtown Manhattan, Washington, D.C. a planned city) What's the difference between Social Security in the United States and in France (social services in France are from cradle to grave, socialized health care, income taxes are much higher in France to provide all these services) What's there to do in Monroe? Do we have all the buildings/services available in a small French city? How are French streets named? (after historical figures and events) 	<ul style="list-style-type: none"> Discovering French BLEU – Leçon 13 Text program – CD, DVD, workbook, reader Materials from On y va – Chapitres 7,8 Maps of France, French cities, Monroe Vocabulary flash cards created from text illustrations Transparencies Verb flash cards – aller TPR/TPRS Internet – syndicats d'initiative of various French cities <p>Learning Activities/ Assessment Models:</p> <p>Interpretive</p> <ul style="list-style-type: none"> Using a map of a French city, follow the directions the teacher reads, mark where you end up. Listen to the teacher describe some French cities and tell you where they are located in France – label them on the map you have been given. Listen to the teacher read about activities you will enjoy or errands you will run with a friend – choose the public building you will visit for each description.

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	<u>Grade Level/Subject:</u> Grade 8/French IB	<u>Goal 3:</u> The student will be able to describe their city; its public buildings, places of interest; ask for and give directions; tell where they go	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Interpersonal</p> <ul style="list-style-type: none"> Using maps of French cities, give directions to your partner and then they will tell you where they are. Scenario: You're a French tourist. You've just arrived in the United States. You stop a student in front of the local school, find out if the student speaks French, and ask for directions to various places in town. Work in a small group showing each other flash cards of destinations around town, take turns telling what you will be doing at the place on the flash card. Conduct a survey asking classmates where they live, what kind of dwelling they live in, their address and what they like best about where they live. Create a Venn diagram indicating how social services are delivered in France and the United States Students play Memory with <i>aller</i> cards. <p>Presentational</p> <ul style="list-style-type: none"> Write a composition about Monroe, what public buildings and services are available, what do you prefer to do. Use your Writing Process Packet and a rubric to guide you. Present the results of the class survey about living arrangements. Create a commercial for one of the

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>businesses or services in your town. Mention name, address, phone number and hours of business. Also include what the business does and why the French-speaking consumer should choose that business.</p> <ul style="list-style-type: none"> • Make a yellow page listing of 10 businesses in town. Include name, phone, address, hours and a map of the location of the businesses.

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/French IB	Goal 4: The student will be able to talk about what they do at various places around town; tell that they are going to a specific place; express future plans	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
9	<p>4.1. Review the use of verbs using new vocabulary – connecting activities and destinations around town (7.1N.A.3;N.B.3;N.C.2)</p> <p>4.2. Tell how they will get to a destination – method of transportation (7.1N.A.3;N.B.3;N.C.2)</p> <p>4.3. Use contractions with à + the definite article to tell where they are going (7.1.N.C.2)</p> <p>4.4. Express future plans using aller + the infinitive of all regular and irregular verbs (7.1.N.C.2)</p>	<ul style="list-style-type: none"> What's the easy way to talk about things that haven't happened yet? (use the immediate future: <i>aller + l'infinitif</i>) What's the difference between the <i>futur proche</i> and the future tense? Does the same distinction exist in English? (I am going to.... v. I will..... The same distinction exists in English.) Do French people use contractions in their language for the same reason we do in English? (Not at all – we use contractions to make words shorter, in French contractions are used to make things sound better. In English, contractions are optional, you don't have a choice in French.) 	<ul style="list-style-type: none"> Discovering French BLEU – Leçons 13 Text program – CD, DVD, workbook, reader Vocabulary flash cards Transparencies TPR/TPRS 50 French Oral Communication Activities – Teacher's Discovery <p>Learning Activities/Assessment Models:</p> <p>Interpretive</p> <ul style="list-style-type: none"> Hold up flash cards of public buildings, students hold up pink or blue paper to indicate gender of noun. Read sentences, have students indicate which form of the contractions they hear. Give students a sheet with illustrations of vocabulary laid out in a grid and colored pencils, using TPR instruct them to color or add details to the illustrations. Research/make a list of prominent French/Parisian banks, concert halls, parks, museums, libraries, stadiums. <p>Interpersonal</p> <ul style="list-style-type: none"> Play charades to make classmates tell you where they think you are going. Don't let them know if they are right unless they use a complete and correct

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/French IB	Goal 4: The student will be able to talk about what they do at various places around town; tell that they are going to a specific place; express future plans	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>sentence.</p> <ul style="list-style-type: none"> • Create teacher generated banking forms and checks for students to fill out and write. • Scenario: Your mother has given you and your brother or sister many errands to run because you have a day off school but she has to work. Based on a map of your town, decide in what order you will do the errands, how you will get there, then review everything you have to do so you won't forget. <p>Presentational</p> <ul style="list-style-type: none"> • Create an illustrated poster to be displayed in the classroom. You may choose from several different topics: methods of transportation in town, the verb <i>aller</i>, contractions with <i>à</i>, activities related to destinations around town, expressing future events or you may choose your own topic with teacher approval.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
	Grade Level/Subject: Grade 8/French IB	Goal 5: The student will be able to tell about the history of Paris; describe various cultural destinations and monuments in Paris; use the Paris Métro; develop a tourist itinerary	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
12	<p>5.1. Describe Paris geographically, including the way the city is divided, administratively and culturally (7.1.N.B.4;N.C.4;7.2.N.A.2;N.C.1,2)</p> <p>5.2. Identify the location of the arrondissements of Paris on a map (7.2.N.A.2,3;N.C.2)</p> <p>5.3. Identify and locate on a map at least 10 tourist destinations in Paris (7.2.N.A.2,3;N.C.2)</p> <p>5.4. Tell about major historical events that took place in Paris (7.1.N.C.4;7.2.N.A.4)</p> <p>5.5. Ask for and give directions using the subway system in Paris (7.1.N.B.3;7.2.N.B.2)</p> <p>5.6. Tell which subway station to use when going to a tourist destination (7.1.N.B.3;7.2.N.B.2)</p> <p>5.7. Prepare an itinerary for a vacation in Paris (7.1.N.A.5,6;N.B.3,4;N.C.1,4;7.2.N.B.2)</p>	<ul style="list-style-type: none"> What's there to do in Paris? (everything or nothing, one of the best things is sitting at a café watching the world go by) What's the difference between a quartier and an arrondissement? (A quartier is a cultural distinction such as <i>le quartier latin</i> or <i>Montmartre</i>. An arrondissement is an administrative and legislative division. There are 20 of them in a spiral pattern beginning on <i>Ile de la Cité</i>.) What is the significance of the RATP logo? (It represents the shape of the city of Paris with the Seine cutting through it.) How were the subway stations named in Paris? Are they named predominately for the streets where they are located as in New York City? (They are named for historical figures and events – not always French, such as l'avenue FD Roosevelt.) 	<ul style="list-style-type: none"> Discovering French BLEU – Images – Unité 5 À Paris Text program – DVD, workbook On y va Text program – Chapitre 13 Le Métro de Paris – Teacher's Discovery Paris – Amsco/Premier Livre Internet sites www.ratp.fr www.paris.org Realia – tourist brochures, maps Videos – Paris, Le Louvre (activity packet), Gargoyles Original 1960s recording of <i>Champs-Élysées</i>, 1990s cover by the punk band NOFX <p>Learning Activities/Assessment Models:</p> <p>Interpretive</p> <ul style="list-style-type: none"> Read passages about Paris in the text and supplemental texts, take notes creating a list of places you would like to visit. Look at a map of Paris and answer multiple choice and open-ended questions about the features and layout of the city. While looking at a métro map, students execute directions and indicate the final destination.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
	Grade Level/Subject: Grade 8/French IB	Goal 5: The student will be able to tell about the history of Paris; describe various cultural destinations and monuments in Paris; use the Paris Métro; develop a tourist itinerary	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Interpersonal</p> <ul style="list-style-type: none"> Working in pairs and using subway maps, give another student directions for the métro, check each other's work. Scenario: You have just opened your own travel agency. Your first client is a very rich man who wants to enjoy an extravagant trip to Paris. You meet with him to discuss his wishes and requirements before you begin preparing a proposal and itinerary for him Play the board game <u>Paris Métro</u>. <p>Presentational</p> <ul style="list-style-type: none"> Research and present a short history of Paris as a timeline. Create a model of any Parisian monument. Learn the French song Champs-Élysées and sing it for the class. As a follow up to the interpersonal scenario, create a power point presentation for your client with all the details of his trip.

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 7/French IA	Goal 6: The student will be able to tell where they are coming from; discuss their activities relating to sports, games and music; describe people and objects	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	6.1. Tell who is coming (7.1.N.C.2) 6.2. Talk about where people are coming from using the preposition de + the definite article (7.1.N.C.2) 6.3. Talk about playing sports, games and musical instruments (7.1.N.B.3;N.C.2) 6.4. Use stress pronouns to reinforce or replace subject pronouns or as the object of a preposition (7.1.N.B.3;N.C.2) 6.5. Use nouns to modify each other (7.1.N.A.3,4;N.B.3)	<ul style="list-style-type: none"> What does Miss Piggy know about stress pronouns? (It's all about MOI!) Is word order the same in French and English? (Sometimes but not always, for example: adjectives and object pronouns are often in different order. 	<ul style="list-style-type: none"> Discovering French BLEU – Leçon 15 Text program – CD, DVD, workbook, reader Vocabulary flash cards Musical instrument flash cards, tape of instrumental introduction to familiar songs <p>Learning Activities/Assessment Models:</p> <p>Interpretive</p> <ul style="list-style-type: none"> Use Magic Box technique to introduce musical instrument vocabulary. Hand out musical instrument flash cards. Ask who has a certain instrument, ask who plays a certain instrument. Play a tape with instrumental introductions to familiar songs, students hold up the instrument that they hear. Elicit the name of the song/artist when possible. Teacher reads a list of expressions, students indicate if the modifier is an adjective or a noun (une salle de classe, une classe intéressante, un jus d'orange, une table orange). <p>Interpersonal</p> <ul style="list-style-type: none"> Create a classroom chart or poster showing the relationship between subject and stress pronouns. Scenario: You're in the cafeteria catching up on the gossip with your best friend, but

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	<u>Grade Level/Subject:</u> Grade 7/French IA	<u>Goal 6:</u> The student will be able to tell where they are coming from; discuss their activities relating to sports, games and music; describe people and objects	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>be careful you never know who's listening and you want to make sure you don't say anything to hurt anyone's feelings – make sure to use stress pronouns to refer to people, express surprise at some of the information you hear and contradict your friend when she tries to pass on inaccurate information.</p> <ul style="list-style-type: none"> Students have index cards with stress pronouns or pictures of places around town, they mix them up and create sentences telling where people are coming from using stress and subject pronouns in each sentence. Have the class brainstorm a list of topics they discuss when they get together. <p>Presentational</p> <ul style="list-style-type: none"> Pretend you are a famous Monroe gossip columnist, write your weekly column for the local newspaper, sometimes you can say whom you are talking about, sometimes you need to be cryptic.

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
	Grade Level/Subject: Grade 8/French IB	Goal 7: The student will be able to talk about their families; discuss possessions – their own and others; use idiomatic expressions	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	<p>7.1. Talk about their immediate and extended families, including step/half/in-law relationships (7.1.N.B.3)</p> <p>7.2. Talk about their possessions using possessive adjectives (7.1.N.B.3)</p> <p>7.3. Tell that something belongs to a third person using the construction le/la/les + noun + de + owner (7.1.N.A.1,2,3;N.B.3)</p> <p>7.4. Include idiomatic expressions with faire in their conversations (7.1.N.A.1,2,3;N.B.3)</p> <p>7.5. Use the writing process to create compositions about their homes, town and/or family (7.1.N.C.2)</p>	<ul style="list-style-type: none"> How are American and French families similar or different? (more private) When do we use “apostrophe s” in French? (NEVER!!!) What makes our writing more interesting? (idions, adjectives, adverbs, synonyms, transitions words, clarity) 	<ul style="list-style-type: none"> Discovering French BLEU – Lecons 16 Text program – CD, DVD, workbook, reader Transparencies Family related exercises from supplemental resources Internet 50 Oral Communication Activities –Teacher’s Discovery <p>Learning Activities/Assessment Models:</p> <p>Interpretive</p> <ul style="list-style-type: none"> Research the role of family in French society. Teacher reads a short passage about an eccentric family, students draw and label a family tree representing what they hear. Complete a crossword puzzle where is each answer is a possessive adjective. <p>Interpersonal</p> <ul style="list-style-type: none"> Take a class poll of pet ownership, tally the results. Choose a partner, each of you will prepare “<i>Une photo de famille</i>” (TD) then use the provided rubric to evaluate each other’s work. Scenario: The tables are turned! You and a partner will be the parents and you

Suggested days of Instruction	Curriculum Management System	Topic: Out and About	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>need to brainstorm a list of chores, make sure to use idiomatic expressions with faire. Then work with another group who will be the children acting out the chores they are told to do.</p> <ul style="list-style-type: none"> • Scenario: Your family is having a party and you are allowed to invite two friends from school, tell them all about your family before the big event. Answer any questions they may have to make them more comfortable. <p>Presentational</p> <ul style="list-style-type: none"> • Chant <i>Mon, ma, mes, ton, ta, tes</i> etc. to the tune of Frère Jacques. • Write a composition about your family, also include a description of your home and town .

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
	Grade Level/Subject: Grade 8/French IB	Goal 8: The student will be able to talk about the history and culture of francophone countries other than France in Europe	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	<p>8.1. Talk about the history and cultural products and perspectives of Belgium (7.2.N.A.1,2,3,4;N.B.2;N.C.1,2,3)</p> <p>8.2. Talk about the history and cultural products and perspectives of Switzerland (7.2.N.A.1,2,3,4;N.B.2;N.C.1,2,3)</p> <p>8.3. Talk about the history and cultural products and perspectives of Luxembourg (7.2.N.A.1,2,3,4;N.B.2;N.C.1,2,3)</p>	<ul style="list-style-type: none"> How many languages are spoken in Switzerland? (four) Why does Belgium have so many Parliaments? (to accommodate different linguistic and ethnic groups at the city and federal level) In which of these countries is it a crime not to vote? Should we have a law like that in the United States? (Belgium – discuss civic responsibility, patriotism, nationalism) Are there countries in Europe smaller than Luxembourg? (Yes, Andorra – the smallest in the world, Liechtenstein, Monaco, Vatican City) <p>At this point in the year, students will have a Midterm Assessment. This assessment will be cumulative and parts of it will be performance based. All modes of communication will be assessed: interpretive, interpersonal, presentational. Students will demonstrate proficiency in all skill areas: listening, speaking, reading, writing.</p>	<ul style="list-style-type: none"> Discovering French BLEU – Entracte Unité 5 Internet Library resources Videos Realia Maps Music CDs <p>Learning Activities/Assessment Models</p> <p>Interpretive</p> <ul style="list-style-type: none"> Read Tintin books and answer comprehension questions. Research the 3 francophone European countries. Listen to Jacques Brel CDs, distinguish between French and Flemish in certain songs. <p>Interpersonal</p> <ul style="list-style-type: none"> Scenario: Using the results of your research, convince a classmate to take a trip with you to your favorite of the 3 countries – be descriptive and support your choice with enticing details and facts about the country. Create a classroom display board for each of the 3 countries include the following topics: arts, travel, history, food,

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>culture, sports/entertainment/leisure.</p> <p>Presentational</p> <ul style="list-style-type: none"> • Present the products or hands-on activities you have created to the class. • Design a postcard from the European francophone country of your choice, add a message to someone at home.

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/French IB	Goal 9: The student will be able to name and describe the clothes they wear; compare shopping in the United States and France; simulate shopping in France	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	9.1. Name clothing, shoes and accessories (7.1.N.B.3;N.C.3) 9.2. Describe clothing, shoes and accessories (7.1.N.B.3;N.C.3) 9.3. Shop for clothing, shoes and accessories (7.1.N.B.1,2,3) 9.4. Compare and contrast shopping for clothing in the United States and France (7.2.N.A.1;N.C.2) 9.5. Get help from a sales person (7.1.N.B.1,2,3) 9.6. Use verbs associated with wearing and buying clothing and accessories: porter, mettre, acheter, chercher, couter (7.1.N.B.1,2,3) 9.7. Name parts of the body and face (7.1.N.B.3;N.C.3) 9.8. Use idiomatic expressions with avoir to tell how they feel or about their health (7.1.N.B.1,2,3)	<ul style="list-style-type: none"> Why is fashion so important in France? (explore the history of fashion, everyday v. runway fashions) Do I wear the same size in France? (use charts comparing French and American clothing and shoe sizes) Why is there a cat in my throat? (because the frog is American) What familiar structure do we use to talk about having pains in various parts of our body? (idiomatic expression with avoir + contractions with à) How is shopping different in France? (when and how they run sales, return policy) 	<ul style="list-style-type: none"> Discovering French BLEU – Leçons 17,18, 22 Entracte Unité 6 Text program – CD, DVD, workbook, reader Vocabulary flash cards Transparencies Realia – French clothing advertisements and circulars Internet Tape – Sing, Dance and Eat Quiche <p>Learning Activities/Assessment Models</p> <p>Interpretive</p> <ul style="list-style-type: none"> Present parts of the body using the song “<i>Mal à la tête</i>” from the tape Sing, Dance and Eat Quiche. Use Magic Box technique (in this case a suitcase) to present clothing vocabulary. Use several different suitcases or bags, one for jewelry and accessories, one for winter clothing, one for summer clothing. Internet research on the history of haute couture in France, create lists of current and classic designers. Scavenger Tic Tac Toe Hunt – Students are given handout with a grid of 9 boxes, each box contains an article of clothing and the word who. They find a classmate wearing the clothing and put their name in the box. First to have 3 in a row wins.

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/French IB	Goal 9: The student will be able to name and describe the clothes they wear; compare shopping in the United States and France; simulate shopping in France	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Alternate game, each box contains a color or an article of clothing, students must fill in who is wearing it and what it is or what color it is.</p> <p>Interpersonal</p> <ul style="list-style-type: none"> • Hang photos of clothing items around the room. Have students make a children's folded paper counting game (with numbers on the outside and articles of clothing on the inside.) When they arrive at their final choice they must go around the room to find it, point out and name the articles that they chose, using the new verbs and vocabulary they are learning. • Scenario: You and a friend are planning what you will wear to school next week. • Your partner picks out an outfit using flashcards and you tell what weather and/or occasion it would be appropriate for. • Scenario: You go shopping with a friend. The salesperson is very helpful. When you return home you show and describe your purchases to your family (the class). <p>Presentational</p> <ul style="list-style-type: none"> • Students plan/present a fashion show. • Students create a Fashion Flipbook with 3 sections (head, torso, legs) to mix and match .

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/French IB	Goal 10: The student will be able to express opinions about fashion; shop in non-traditional settings common in the target culture; use spelling changing verbs	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
7	<p>10.1. Research and discuss the concept of <i>Le Marché</i> in the francophone world (7.2.N.A.1,4)</p> <p>10.2. Discuss opinions and preferences relating to fashion and style (7.1.N.B.3;7.2.N.C.1)</p> <p>10.3. Distinguish between –er verbs that require stem/spelling changes and those that do not (7.1.N.A.2;N.B.3)</p> <p>10.4. Use (orally and in writing) all forms of the spelling changing –er verbs (7.1.N.A.2;N.B.3)</p> <p>10.5. Recognize and memorize (orally and in writing) all forms of the irregular verb <i>mettre</i> (7.1.N.A.2;N.B.3)</p> <p>10.6. Plan and shop for something to wear to a special occasion (7.1.N.B.4)</p>	<ul style="list-style-type: none"> What is <i>Le Marché aux Puces</i>? (Discuss open air/flea markets in the United States and in France) How does pronunciation affect spelling in French grammar? (silent letters make spelling problematic for students) Do French and American adolescents share the same fashion view? (very similar) Why are spelling changing verbs called shoe or boot verbs? (if you look at the verb paradigm and outline the forms of the verb that change – <i>je, tu, il/elle/on, ils/elles</i> – you will notice that the outline forms a boot) 	<ul style="list-style-type: none"> Discovering French BLEU – Leçons 17,18 Text program – CD, DVD, workbook, reader Transparencies Verb flash cards Websites for major French department stores Rubrics for writing samples Jacques Prévert – <i>Le Marché aux Oiseaux</i> <p>Learning Activities/Assessment Models</p> <p>Interpretive</p> <ul style="list-style-type: none"> Internet research – French department store websites: <i>Les Galeries Lafayette, Au Printemps, Le Bon Marché</i> etc. (boutiques of famous designers might be helpful also). Dictée – to practice/reinforce spelling changing –er verbs. Listening comprehension activity – Teacher says forms of the verb <i>mettre</i>, students check off possible subject pronouns to match. <p>Interpersonal</p> <ul style="list-style-type: none"> Game – <i>Je fais un voyage et j'apporte...</i> Class is divided into teams, the first person on Team A begins with the above statement and an article of clothing, they continue adding articles of clothing until

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>someone forgets an item or gets the items out of order. Each person that successfully completes their turn earns a point for their team.</p> <ul style="list-style-type: none"> • Scenario: You are at the <i>Marché aux Puces</i> and you just have to have an article of vintage clothing. Convince the vendor that he should give you a good deal. • Scenario: Your cousin is getting married and your mother says you have to wear something she approves of. The two of you go on a shopping trip to figure out a way to keep both of you happy and not spend too much money! • Using paper dolls/clothing, students tell each other what to put on the doll to practice the verb <i>mettre</i> and clothing vocabulary. <p>Presentational</p> <ul style="list-style-type: none"> • Students create a catalog page for their own department store including prices and photos/illustrations. (Use research on French department stores to help).

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/French IB	Goal 11: The student will be able to use regular –ir verbs in the affirmative, interrogative and/or negative form; use irregular adjectives; compare adjectives	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
6	<p>11.1. Use all forms of the irregular adjectives, beau, vieux and nouveau with clothing vocabulary and other nouns (7.1.N.A.3;N.B.3;N.C.1,2)</p> <p>11.2. Reinforce previously learned demonstrative and interrogative adjectives <i>ce</i> and <i>quel</i>, using them with new clothing vocabulary (7.1.N.A.3;N.B.3;N.C.1,2)</p> <p>11.3. Recognize and memorize (orally and in writing) all forms of regular verbs that end in –ir (7.1.N.A.3;N.B.3;N.C.1,2)</p> <p>11.4. Compare adjectives using <i>plus</i>, <i>moins</i>, <i>aussi</i> + <i>que</i> (7.1.N.A.3;N.B.3;N.C.1,2)</p>	<ul style="list-style-type: none"> Do we have irregular adjectives in English ? (No, because English doesn't have gender, however, we do have irregular nouns because the irregularity occurs between the singular and plural forms) Why can't we say <i>plus bon</i>? (elicit translation and compare to grammar mistakes children make – hypercorrection, we can't say more good or gooder in English either) How can <i>voilà</i> and <i>voici</i> help us remember how to use demonstrative adjectives? (<i>ici</i> and <i>là</i> mean here and there and can be used with the demonstrative adjectives to distinguish this/that or these/those) 	<ul style="list-style-type: none"> Discovering French BLEU – Leçons 18,19 Text program – CD, DVD, workbook, reader Written grammar exercises Verb flash cards Colored dice <p>Learning Activities/Assessment Models</p> <p>Interpretive</p> <ul style="list-style-type: none"> Write all forms of <i>quel</i> on the board. Show students article(s) of clothing or accessories, they each have 2 pink cards and 2 blue cards – they hold up one or two of the correct color to indicate which form of <i>quel</i> should be used with the noun. <p>Interpersonal</p> <ul style="list-style-type: none"> Use Inside-Outside circle game for students to practice prepared questions and answers using –ir verbs. Create learning stations to practice verbs: substitution drills, spelling bees, dictées, student paired practice, verb flash cards etc. Dice Game – prepare several transparencies with two lists in two colors (with dice to match), 1-6 on one side will

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	<u>Grade Level/Subject:</u> Grade 8/French IB	<u>Goal 11:</u> The student will be able to use regular –ir verbs in the affirmative, interrogative and/or negative form; use irregular adjectives; compare adjectives	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>be subjects, 1-6 on the other side will be infinitives, roll the dice and produce the correct verb form to go with the subject.</p> <ul style="list-style-type: none"> Choose objects and people to model for class, students compare using adjectives. Have seated students indicate and request various objects around the classroom, purposely go to the wrong items to elicit clarification and practice of demonstrative adjectives, when students are comfortable with teacher-student interaction change to student-student. <p>Presentational</p> <ul style="list-style-type: none"> Create a Power Point presentation of monuments of Paris. Each slide should include 2 monuments that can be compared, slides that follow will include written comparisons.

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/French IB	Goal 12: The student will be able to talk about earning and spending money; use the subject pronoun on; use regular –re verbs in the affirmative, interrogative and/or negative form	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
6	12.1. Talk about earning and spending money (7.1.N.A.1,2,3;N.B.3,4;N.C.2;7.2.N.A.1) 12.2. Use the subject pronoun ON (7.1.N.A.1;N.B.3;N.C.2) 12.3. Recognize and memorize (orally and in writing) all forms of regular verbs that end in –re (7.1.N.A.3;N.B.3;N.C.1,2) 12.4. Introduce a personal opinion (7.1.N.B.3) 12.5. Indicate approval (7.1.N.B.3)	<ul style="list-style-type: none"> How can ON be singular and plural? Do we have a subject pronoun like it in English? (Everyone is as close as we get. ON is a lot more versatile and can be translated so many ways. Brainstorm a list of possible translations then create another list of expressions we've learned/seen with ON, for example <i>on y va</i>) Many more American teenagers have jobs compared to their French counterparts, why? (academics are the first priority, plus school often lasts until 5 or 6 o'clock in the afternoon and Saturday mornings, also unemployment is much higher in France, less jobs are available and French laws discourage teenage work) 	<ul style="list-style-type: none"> Discovering French BLEU – Leçon 20 Text program – CD,DVD, workbook, reader Verb flash cards Verb worksheets/crossword puzzles <p>Learning Activities/Assessment Models</p> <p>Interpretive</p> <ul style="list-style-type: none"> Sound discrimination exercises for verbs. <p>Interpersonal</p> <ul style="list-style-type: none"> Scenario: You would like to get a part-time job but your parents fear it would interfere with your school work – convince them that you'll be able to keep up with everything. Scenario: You and a friend make a list of jobs you could do to make some spending money – discuss the pros and cons of each, use vocabulary that will indicate you're expressing a personal opinion and use expressions that indicate approval. <p>Presentational</p> <ul style="list-style-type: none"> Write a short story using only the new regular –re verbs that you have just learned – don't forget to conjugate them.

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/French IB	Goal 13: The student will be able to give and execute commands; make plans for vacation, weekends and leisure activities in the present or future	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
7	13.1. Give and execute commands (7.1.N.A.1;N.B.1;N.C.1) 13.2. Make plans using the present tense or the futur proche with adverbs of time (7.1.N.B.3) 13.3. Plan their vacation activities (7.1.N.B.3) 13.4. Plan their sports activities (7.1.N.B.3)	<ul style="list-style-type: none"> How many command forms are there in French? In English? (3 in French, 2 in English – stress the need to distinguish between tu and vous when giving commands) Why do French people have so much more vacation time than Americans? (discuss length of work week, 6 weeks + holidays, a month in the summer) How can sports still be so important in France even though they don't have school sports? (club programs, strong national identity for soccer – World Cup, cycling - Tour de France, people enjoy sports as spectators) 	<ul style="list-style-type: none"> Discovering French BLEU – Leçons 20,21 Entracte Unité 5,7 Text program – CD, DVD, workbook, reader TPR/TPRS Flash cards Realia <p>Learning Activities/Assessment Models</p> <p>Interpretive</p> <ul style="list-style-type: none"> Develop a list of silly but doable commands and put them on index cards to be used for playing charades. Listening comprehension – tell if a sentence is in the present or future, tell if a sentence is a command or not. <p>Interpersonal</p> <ul style="list-style-type: none"> Students work in pairs giving and executing commands (use any verbs you have learned –that's a lot of verbs!) and see how creative you can be. Work with a group to create a comic strip about a group of friends going on vacation together. As a class, develop a list of adverbs that describe time, use these in conjunction with clock faces with movable hands, flashcards with days of the week and

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/French IB	Goal 13: The student will be able to give and execute commands; make plans for vacation, weekends and leisure activities in the present or future	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>months to facilitate students in asking/answering sentences that illustrate these adverbs.</p> <ul style="list-style-type: none"> Using a map of a French town give students directions, when they arrive at the destination they will think of a command to give to another student that's appropriate to the destination (you're at the bookstore – buy a book). <p>Presentational</p> <ul style="list-style-type: none"> Create a vacation scrapbook. Prepare and present a sports segment for a radio or television broadcast. Plan and conduct a mini-demonstration of a typically French sport such as <i>boules/pétanque</i>. This can be expanded to a class tournament. All discussion during play must be in French! Write an email to a friend about the vacation you're planning, include the destination, how you will get there, who you are going with, how long you're staying, what you plan on doing there .

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/French IB	Goal 14: The student will be able to express actions in the past; indicate the order in which actions take place	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	<p>14.1. Use the adverbs d'abord, après, ensuite, enfin, finalement to indicate the order in which actions take place (review, these adverbs have already been presented in the Writing Process Packet) (7.1.N.B.3;N.C.2)</p> <p>14.2. Talk about actions in the past using the passé compose of regular –er verbs (7.1.N.B.3;N.C.2)</p> <p>14.3. Use the passé compose in the negative and interrogative (7.1.N.B.3;N.C.2)</p> <p>14.4. Talk about actions in the past using the passé compose of regular –ir and –re verbs (7.1.N.B.3;N.C.2)</p> <p>14.5. Use adverbs of time to distinguish and reinforce when to use the passé compose, present or futur proche (7.1.N.B.3;N.C.2)</p>	<ul style="list-style-type: none"> What is the English equivalent of the <i>passé composé</i>? (it has 3 equivalents in English – I visited, I have visited, I did visit, in English the auxiliary verb is always to have – it can also be to be (<i>être</i>) in French) Can you use the <i>passé composé</i> every time you want to tell about something in the past? (no, there are several past tenses used for different reasons, the <i>passé composé</i> is used for actions that have a clear beginning and ending in the past) Is it necessary to have an adverb in the sentence to tell what tense is being used? (no, the verb tells you what tense is being used but adverbs can clarify and make sentences more interesting) 	<ul style="list-style-type: none"> Discovering French BLEU – Leçons 22,23 Text program – CD, DVD, workbook, reader Student journals Flash cards <p>Learning Activities/Assessment Models</p> <p>Interpretive</p> <ul style="list-style-type: none"> Listening discrimination – students clap once if they hear the present, twice for the past tense, stamp their feet for the future. Listening comprehension – Teacher reads sentences in the passé compose, student indicate if they hear –er, -ir or –re verbs. Put steps of a recipe on cards, use adverbs of time, teacher give first step, students continue putting recipe in order. Add other activities: starting a computer, making a phone call, subway directions. This activity can be tiered, giving students various levels of input to complete the task (complete sentences to be put in order, vocabulary list to aid students, basic directions with no other input). <p>Interpersonal</p> <ul style="list-style-type: none"> Use flash cards that will allow student to make human past tense sentences,

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/French IB	Goal 14: The student will be able to express actions in the past; indicate the order in which actions take place	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>include cards that will allow for creating questions and negative sentences.</p> <ul style="list-style-type: none"> Place a sign for each month of the year around the classroom, students give each other sentences telling what they did during a particular month. Complete worksheets practicing the <i>passé compose</i>. <p>Presentational</p> <ul style="list-style-type: none"> Students begin keeping a past tense journal. Every day when they arrive in class they must write a sentence about what they did the night before. Each day choose 2-3 students to put their sentences on the board.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
	Grade Level/Subject: Grade 8/French IB	Goal 15: The student will be able to interpret, discuss and write about authentic children's literature	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
10	<p>15.1. Read one of the children's books available to the class based on their readiness level (7.1.N.A.5,6)</p> <p>15.2. Identify, discuss and categorize plot, characters and setting (7.1.N.A.5,6;N.B.1,2,3,4,5)</p> <p>15.3. Complete a learning contract containing reading, listening, speaking and writing tasks based on the book they have chosen (7.1.N.A.5,6;N.B.1,2,3,4,5;N.C.1,3)</p>	<ul style="list-style-type: none"> How is reading in French different than English? (beginning second language students read more literally, for plot and facts like they did in the primary grades) What reading strategies that you use in Language Arts Literacy can you apply to your study of these children's books? <p>These activities will be part of a differentiated/thematic unit. The specific book will be assigned to students based primarily on their readiness levels, with some consideration given to learning styles and interests as the books vary in difficulty. Content, process and product will vary.</p> <p>Detailed and specific lessons can be found in the Thematic Unit guides for each book.</p>	<ul style="list-style-type: none"> Classroom sets of the following children's literature and readers: <u>Crictor</u>, <u>Jean de la Lune</u>, <u>le géant de Zéralda</u>, <u>Pauvre Anne</u>, <u>Fama va en Californie</u> A Standard-Based Thematic Unit: for <u>Crictor</u> and <u>Jean de la Lune</u> and <u>le géant de Zéralda</u> National K-12 Foreign Language Resource Center Iowa State University Teacher's Guide for <u>Pauvre Anne</u> <p>Learning Activities/Assessment Models</p> <p>Interpretive</p> <ul style="list-style-type: none"> Use the Internet to research author Tomi Ungerer. Distribute sentence strips for students to put in the order that they occur in the story. <p>Interpersonal</p> <ul style="list-style-type: none"> Students teams create Jeopardy type game with three categories: characters, plot, setting to review and exchange their games with students who read the same book for playing. Students will complete interdisciplinary activities depending on their choice of book – science with snakes, the culinary arts, astronomy and the solar system etc.

Suggested days of Instruction	Curriculum Management System	Topic: Celebrating Francophone Heritage	
	<u>Grade Level/Subject:</u> Grade 8/French IB	<u>Goal 15:</u> The student will be able to interpret, discuss and write about authentic children's literature	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Presentational <ul style="list-style-type: none"> Write a poem related to a person, animal or inanimate object in the story (ie.the moon, a snake, a giant).

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/French IB	Goal 16: The student will be able to express past actions using the passé composé of irregular verbs; use several negative constructions	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	<p>16.1. Talk about things that have happened in the past using verbs that must use the auxiliary verb être in the passé composé (7.1.N.B.3;N.C.2)</p> <p>16.2. Express a sentence in the negative using ne...jamais, ne...personne, ne...rien (7.1.N.B.3)</p> <p>16.3. Relate negative constructions to their opposites: toujours, quelqu'un, quelque chose (7.1.N.B.3)</p> <p>16.4. Tell about things in the passé composé using previously learned irregular verbs (7.1.N.B.3;N.C.2)</p>	<ul style="list-style-type: none"> Why do we have to use 2 different auxiliary verbs with the passé composé? (with the verbs using être – the subject is also the object of the action, briefly refer to reflexive verbs the students are already familiar with) Why are double negatives OK in French? (some negative expressions in French aren't really considered negative, such as <i>ne....que</i>, others can be used without ne such as – <i>personne, jamais</i>) 	<ul style="list-style-type: none"> Discovering French BLEU – Leçon 24 Text program – CD, DVD, workbook, reader Transparencies Verb flash cards <p>Learning Activities/Assessment Models</p> <p>Interpretive</p> <ul style="list-style-type: none"> Put 10 affirmative sentences on a transparency, have students put the sentences in the negative, making all necessary grammatical changes. Listening comprehension – distinguishing sentences using <i>être/avoir</i> as auxiliary. Read/study handout of “<i>La maison d’être</i>” to reinforce verbs conjugated with <i>être</i>. <p>Interpersonal</p> <ul style="list-style-type: none"> Divide the class into teams, each team has 2 minutes to compile a list of negative expressions. They then write a sentence for each negative. Any other team that can compose a sentence expressing the opposite of their opponent's negative sentence using adverbs and other vocabulary earns points. Use photos that can elicit question that can be answered with negations. Reinforce the indefinite articles changing

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/French IB	Goal 16: The student will be able to express past actions using the passé compose of irregular verbs; use several negative constructions	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>to de/d' after a negative. Students respond negatively to questions as they march in place, chanting PAS DE whenever it is said.</p> <ul style="list-style-type: none"> With a partner see how fast you can list the <i>être</i> verbs using the acronym: Dr and Mrs Vandertramp. <p>Presentational</p> <ul style="list-style-type: none"> Expand past tense journal to two sentences a day, one using a regular verb and one irregular verb Students chant « <i>allé, parti, sorti, venu, devenu, revenu, retourné, arrivé, entré, rentré, resté, tombé, né et mort et puis monté descendu.</i> » Recite at the beginning of each class until the student can do it without teacher assistance.

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/French IB	Goal 17: The student will be able to describe meals; tell how to set the table; talk about their favorite foods and drinks	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	17.1. Name and describe meals (7.1.N.B.3;N.C.2) 17.2. Compare meals and eating habits in France and the United States (7.2.N.A.1) 17.3. Demonstrate and talk about setting the table (7.1.N.B.3;N.C.2) 17.4. Talk about their favorite foods and drinks (7.1.N.B.3;N.C.2)	<ul style="list-style-type: none"> How can the same 3 meals be so different? (discuss French eating habits and how they have changed over the past 2-3 decades) Is it really true that French women don't get fat? If not, how is that skinny French champagne CEO selling so many books? And why is the French Ministry of Health promoting an anti-obesity campaign? Why don't French people drink as much milk as we do? (they eat so much cheese and yogurt) 	<ul style="list-style-type: none"> Discovering French BLEU – Leçon 25 Text program – CD, DVD, workbook, reader Transparencies Props to set table Internet Transparencies Vocabulary flash cards <p>Learning Activities/Assessment Models</p> <p>Interpretive</p> <ul style="list-style-type: none"> Using TPR commands, students use props to “set the table.” Read French recipes and stories about meals in France. Make up a game categorizing the foods and drinks you are learning. Be creative when choosing categories. Then swap your game with another team and see if they can figure out the patterns you have created. <p>Interpersonal</p> <ul style="list-style-type: none"> Scenario: Teach your little brother how to set the table. Play food bingo with new vocabulary.

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	<u>Grade Level/Subject:</u> Grade 8/French IB	<u>Goal 17:</u> The student will be able to describe meals; tell how to set the table; talk about their favorite foods and drinks	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Presentational <ul style="list-style-type: none"> • Give a French cooking demonstration and serve the fruits of your labor to the class. • Write a poem about your favorite food.

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/French IB	Goal 18: The student will be able to prepare for and talk about food shopping; discuss nutrition; compare French and American school cafeterias	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
6	<p>18.1. Talk about food shopping in France: super/hypermarche v. magasins (7.1.N.B.3;N.C.2)</p> <p>18.2. Talk about fruits and vegetables (7.1.N.B.3;N.C.2)</p> <p>18.3. Prepare a shopping list (7.1.N.C.1)</p> <p>18.4. Do the grocery shopping (7.1.N.B.3;N.C.2)</p> <p>18.5. Discuss nutrition and research the food pyramid in French (7.1.N.B.3;N.C.2; 7.2.N.A.1)</p> <p>18.6. Compare school cafeterias in France and the United States (7.2.N.A.1)</p> <p>18.7. Use the partitive articles (du, de la) when talking about food (7.1.N.B.3)</p> <p>18.8. Use the partitive articles when talking about other nouns (for example: de l'argent, du papier) (7.1.N.B.3)</p> <p>18.9. Discuss quantities (7.1.N.B.3;N.C.2)</p>	<ul style="list-style-type: none"> Do we have <i>hypermarchés</i> in the United States? (kind of – that would be a Wal-Mart with a food section or maybe a Target Greatland) Why do French people still like to shop everyday? (food is fresher, refrigerators are smaller – some with a very small freezer section) Who is more organic (bio)? Us or the French? (By far the French, they have been especially critical of genetically engineered foods. Revisit the quality v. quantity issues) 	<ul style="list-style-type: none"> Discovering French BLEU – Leçons 25, 26 Entracte Unité 8 Text program – CD, DVD, workbook, reader Vocabulary flash cards Internet Realia – plastic food, empty drink bottles etc. Transparencies <p>Learning Activities/Assessment Models</p> <p>Interpretive</p> <ul style="list-style-type: none"> Research the organic movement in France. Visit French supermarket websites. Try to compare French and United States prices Sound discrimination exercise: partitive v. definite/indefinite articles. Look for French on food products you have at home and during your next trip to the grocery store. Bring in packaging with French for extra credit. <p>Interpersonal</p> <ul style="list-style-type: none"> Scenario: You are in the school cafeteria, discuss with your friend what would make the meal more nutritious (or palatable). Use math manipulatives to explain the partitive to a classmate who is having

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	<u>Grade Level/Subject:</u> Grade 8/French IB	<u>Goal 18:</u> The student will be able to prepare for and talk about food shopping; discuss nutrition; compare French and American school cafeterias	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>trouble with the concept.</p> <ul style="list-style-type: none"> • Play Concentration with food flash cards. <p>Presentational</p> <ul style="list-style-type: none"> • Create an advertising circular for a French supermarket. • Scenario: Listen carefully to your mother as she dictates a shopping list to you. Make sure to ask questions to clarify quantities and brands.

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/French IB	Goal 19: The student will be able to conjugate several irregular verbs and use them with previously learned vocabulary	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8	<p>19.1. Recognize and memorize all forms of the following irregular verbs in the present tense: voir, vouloir, pouvoir, prendre, apprendre, comprendre, boire, devoir, connaître, savoir, dire, lire, écrire (7.1.N.A.3;N.B.3;N.C.1,2)</p> <p>19.2. Use the above verbs in the immediate future (7.1.N.B.3)</p> <p>19.3. Use the above verbs in the passé composé (7.1.N.B.3)</p> <p>19.4. Talk about what someone wants (7.1.N.B.3;N.C.2)</p> <p>19.5. Describe daily activities (7.1.N.C.2)</p> <p>19.6. Talk about what someone is drinking (7.1.N.B.3;N.C.2)</p> <p>19.7. Say what someone can and must (7.1.N.B.3;N.C.2)</p> <p>19.8. Talk about whom they know (7.1.N.B.3;N.C.2)</p> <p>19.9. Describe what people say, write and read (7.1.N.C.2)</p> <p>All of these verbs will be familiar to the students in some form although they have not formally learned the conjugations. Many of them have been used in classroom commands, TPR or memorized expressions such as <i>Je ne sais pas</i>. All of these verbs will be reinforced, spiraled in French 2 in all tenses.</p>	<ul style="list-style-type: none"> How can I keep from confusing all these irregular verbs? (strategies, mnemonic devices for memorizing) <p>Vouloir/pouvoir can be practiced with any infinitives to review verbs as vocabulary.</p> <p>Prendre can be used when practicing ordering in a restaurant or to describe students taking objects from each other.</p> <p>Apprendre/comprendre can be used to review school subjects or languages or adverbs.</p> <p>Boire can be used to practice new drinks vocabulary.</p> <p>Devoir (to owe) can be incorporated in review role-play about earning and spending money. Devoir (to have to) can be used to review verbs as vocabulary.</p> <p>Connaitre/savoir should be briefly compared and contrasted with examples of being familiar with something as opposed to knowing how to do something</p> <p>Lire/dire/crire can be used to talk about everything the students have read, talked about and written in two years of French!</p>	<ul style="list-style-type: none"> Discovering French BLEU – Leçons 23, 26, 27, 28 Text program – CD, DVD, workbook, reader Transparencies Verb flash cards TPR/TPRS <p>Learning Activities/Assessment Models</p> <p>Interpretive</p> <ul style="list-style-type: none"> Matching game – verbs as vocabulary, match infinitive with illustration or English translation. <p>Interpersonal</p> <ul style="list-style-type: none"> Hand out teacher generated “Mad Libs” sheets with the verbs missing and have the students pick verbs to add in either the present or past tense to create a crazy story. Practice new verbs by putting infinitive forms on index cards. Have each student take a card. Students in turn compose a sentence creating a story in the past tense. Students play a version of Battleship to practice recently learned irregular verbs. To practice prendre and voir – place various objects around the classroom.

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	<u>Grade Level/Subject:</u> Grade 8/French IB	<u>Goal 19:</u> The student will be able to conjugate several irregular verbs and use them with previously learned vocabulary	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Ask student if they see a particular item and then ask them to take it. Encourage students to discuss what someone else sees or takes to utilize every form of the verb</p> <ul style="list-style-type: none"> • Scenario: You are in a restaurant, discuss what to order to practice <i>prendre</i>. <p>Presentational</p> <ul style="list-style-type: none"> • Recite as many of the irregular verbs as you can, as fast as you can for bonus points. • Write a story incorporating as many irregular verbs as you can.

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	Grade Level/Subject: Grade 8/French IB	Goal 20: The student will be able to order in a restaurant; use direct and indirect object pronouns in affirmative, negative and imperative sentences	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5	<p>20.1. Order in a restaurant (7.1.N.A.1,2,3;N.B.3;N.C.1;7.2.N.B.1)</p> <p>20.2. Use the direct/indirect object pronouns me, te, nous, vous to replace nouns in declarative (affirmative or negative) sentences (7.1.N.B.3)</p> <p>20.3. Use the direct/indirect object pronouns me, te, nous, vous to replace nouns in imperative sentences (7.1.N.B.3)</p> <p>20.4. Refer to oneself and to those one is addressing (7.1.N.B.3;N.C.2)</p> <p>20.5. Ask people to do things for them (7.1.N.B.3;N.C.2)</p> <p>20.6. Give orders using object pronouns (7.1.N.B.3)</p>	<ul style="list-style-type: none"> Why do we say that verbs and object pronouns are inseparable? (sometimes they change their order but they are always next to each other, no matter what kind of sentence they are in) How are French restaurants similar or different from American restaurants? (chains are usually relegated to fast-food, rest stops or foreign in origin, they are ubiquitous in the United States) <p>At this point in the year, students will begin to review for the final exam. The final will have 2 parts: an objective/traditional assessment focusing on vocabulary, grammatical structures and verb use (to support 7-12 articulation in the French program, this instrument could be the same final exam given for French I at the high school) and a writing assessment addressing composition writing.</p> <p>Portfolio review and a summative evaluation of students' speaking tests over the course of the year will also be included as part of their final grade.</p>	<ul style="list-style-type: none"> Discovering French BLEU – Leçon 27 Text program – CD, DVD, workbook, reader Flash cards Transparencies Movie clips of French restaurant/café scenes Internet – restaurant sites TPR <p>Learning Activities/Assessment Models</p> <p>Interpretive</p> <ul style="list-style-type: none"> Students execute orders given using object pronouns (<i>Donne-moi le livre.</i>) <p>Interpersonal</p> <ul style="list-style-type: none"> Scenario: You go out to a restaurant with an ornery and demanding friend (what were you thinking?) you need to be extra polite to keep things calm between the waiter and your friend. Each student will create a menu after doing internet research, students will peer edit each other's menus and assess each other's menus using a rubric the class has jointly created. Photocopy pages of the Guide Michelin (or Access Paris) and have several integral copies available for students to choose a few Parisian restaurants. Have

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>students tell the class which restaurants they have chosen and why.</p> <p>Presentational</p> <ul style="list-style-type: none"> Write a short story in the first person about a restaurant disaster – make sure to incorporate a few object pronouns (me, te, nous, vous).

Suggested days of Instruction	Curriculum Management System	Topic: Strictly Personal	
	<u>Grade Level/Subject:</u> Grade 8/French IB	<u>Goal 21:</u> The student will be able to organize a picnic; talk about friends and acquaintances	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
6	<p>21.1. Organize and host a picnic (7.1.N.B.3;N.C.2)</p> <p>21.2. Talk about friends and acquaintances (7.1.N.B.3;N.C.2)</p> <p>21.3. Use the direct object pronouns le, la, l', les in affirmative, negative and imperative sentences to replace nouns (7.1.N.B.3)</p> <p>21.4. Use the indirect pronouns lui, leur in affirmative, negative and imperative sentences to replace nouns (7.1.N.B.3)</p> <p>21.5. Talk about people and things using direct object pronouns (7.1.N.B.3;N.C.2)</p> <p>21.6. Talk about others using indirect object pronouns (7.1.N.B.3;N.C.2)</p> <p>21.7. Give orders using object pronouns (7.1.N.B.3)</p>	<ul style="list-style-type: none"> How do French and American picnics differ? (French picnics are usually, but not exclusively, cold meals, in France even in a park you can't just sit anywhere on the grass, certain areas are just for looking – the French take their gardens very seriously!) How can using object pronouns help us speak better French? (we have to be very certain if the noun we're replacing is masculine/feminine and singular/plural and what purpose the noun serves in the sentence in order to choose the correct pronoun) How do we know when to use a direct object pronoun and when to use an indirect object pronoun? (an indirect object pronoun replaces to + a person) 	<ul style="list-style-type: none"> Discovering French BLEU – Leçon 28 Text program – CD, DVD, workbook, reader Vocabulary flash cards Sentence strip cards <p>Learning Activities/Assessment Models</p> <p>Interpretive</p> <ul style="list-style-type: none"> Conduct drills using only verbs that require an indirect object. Ask questions and instruct students to answer with the correct pronoun. Teacher reads a list of sentence, students indicate if a direct or indirect pronoun is necessary. Complete a translation exercise to serve as way to compare placement of object pronouns in French and English. Give students texts where they will circle direct objects/direct object pronouns and underline indirect objects/indirect object pronouns. <p>Interpersonal</p> <ul style="list-style-type: none"> Scenario: You're planning to throw a picnic with a friend to celebrate the end of middle school, decide on the guest list, what food you'll be serving, who will do the shopping and if you'll have any games or activities for your guests.

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Grade 8/French IB	Topic: Strictly Personal	
		<u>Goal 21:</u> The student will be able to organize a picnic; talk about friends and acquaintances	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<ul style="list-style-type: none"> Practice indirect object pronouns by telling to whom you are sending/giving a letter or gift. Make sentence cards with a word on each card, students work in pairs to scramble and reorder the sentences. Switch cards with another group and continue. <p>Presentational</p> <ul style="list-style-type: none"> Create a written invitation to a picnic. Write in your friend's yearbook, tell them all the things you like about them and enjoy about your friendship, tell them you hope your friendship will continue in high school.

French IB

COURSE BENCHMARKS

1. The student will be able to accurately use structures and vocabulary learned throughout the Applegarth French IA course of study.
2. The student will be able to describe their homes; compare how and where people live in France and the United States.
3. The student will be able to describe their city; its public buildings, places of interest; ask for and give directions; tell where they go.
4. The student will be able to talk about what they do at various places around town; tell that they are going to a specific place; express future plans.
5. The student will be able to tell about the history of Paris; describe various cultural destinations and monuments in Paris; use the Paris Métro; develop a tourist itinerary.
6. The student will be able to tell where they are coming from; discuss their activities relating to sports, games and music; describe people and objects.
7. The student will be able to talk about their families; discuss possessions – their own and others; use idiomatic expressions.
8. The student will be able to talk about the history and culture of francophone countries other than France in Europe.
9. The student will be able to name and describe the clothes they wear; compare shopping in the United States and France; simulate shopping in France.
10. The student will be able to express opinions about fashion; shop in non-traditional settings common in the target culture; use spelling changing verbs.
11. The student will be able to use regular-ir verbs in the affirmative, interrogative and/or negative form; use irregular adjectives; compare adjectives.
12. The student will be able to talk about earning and spending money; use the subject pronoun on; use regular –re verbs in the affirmative, interrogative and/or negative form.
13. The student will be able to give and execute commands; make plans for vacation, weekends and leisure activities in the present or future.
14. The student will be able to express actions in the past; indicate the order in which actions take place.
15. The student will be able to interpret, discuss and write about authentic children's literature or basal readers.
16. The student will be able to express past actions using the passé composé of irregular verbs; use several negative constructions.
17. The student will be able to describe meals; tell how to set the table; talk about their favorite foods and drinks.
18. The student will be able to prepare for and talk about food shopping; discuss nutrition; compare French and American school cafeterias.
19. The student will be able to conjugate several irregular verbs and use them with previously learned vocabulary.
20. The student will be able to order in a restaurant; use direct and indirect object pronouns in affirmative, negative and imperative sentences.
21. The student will be able to organize a picnic; talk about friends and acquaintances.