

Falmouth Middle School Course Outline: 8th grade French

Madame Fournier

2025-2026

I. Course overview

In 8th grade French we continue to build proficiency in the three modes of communication: interpersonal (speaking spontaneously with others), interpretive (listening and reading for understanding), and presentational (writing or speaking for an audience), as well as improving our intercultural competence. Our focus is on the skills and habits that promote language acquisition through culturally-rich lessons and comprehensible input. Assessment rubrics are aligned with ACTFL Performance Descriptors, based on ACTFL Proficiency Guidelines. Practice in building more detailed and accurate sentences in 8th grade will help prepare students for high school French.

II. Outcomes

Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written.
Interpersonal	I can communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language.
Intercultural competence	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives. I can interact at a survival level in some familiar everyday contexts.

III. Major units

We will begin the year getting acquainted or re-acquainted, establishing classroom routines, and creating a positive and respectful classroom culture. We will then dive into the following units.

- **Mettre la table**

Essential question: *How are mealtime customs similar and different across cultures?*

In this short unit, students will learn about meal etiquette and table settings in some French-speaking countries. They will be able to describe some cultural similarities and differences in French.

- **Au restaurant**

Essential question: *What makes a meal good?*

Through the exploration of authentic menus, websites, and advertisements, students will learn about restaurant culture in France, including how to read a menu, the structure of a meal, and typical dishes in some French-speaking countries. They will be able to talk about foods they like and dislike in French and describe some specialty dishes from the francophone world.

- **Faire les courses**

Essential question: *What makes shopping for food unique in different cultures?*

Students will learn about food shopping and specialty stores. Students will compare shopping practices in the United States, France, and Sénégal, and will be able to explain what types of products are sold in various places. As a culminating project, students will plan, shop for, and cook a meal for their families.

- **Manie Musicale** as a formal unit

Essential question: *What makes a song good?*

Students will participate in an international competition modeled after March Madness basketball using a bracket of 16 contemporary songs by Francophone artists. Students will learn to express their opinions about songs, music, and videos, demonstrate increased understanding of and respect for the artistic contributions of diverse cultures, and do simple analyses and comparisons of music-related authentic texts. They will connect with other communities of French speakers, improve their language skills, and have fun.

- **Alice: La Liste (reader)**

When Alice, a girl who lives in the south of France, finds out she and her family are moving to Paris in a month, she is far from happy. Her friend suggests she makes a list of the most important things she wants to accomplish before she leaves. Alice writes four items on her list and sets off on a quest to discover what truly matters to her. (From *Toward Proficiency*)

- **Les vêtements et la mode**

Essential question: *L'habit, fait-il le moine?* (*Do clothes make the man/woman/person?*)

Students will be able to describe a wide variety of clothing using appropriate vocabulary and adjectives, compare clothing from different cultures, and discuss the connection between clothing and identity. Students will practice expressing their opinions about what they like the most and the least.

Pen pals

All 8th grade French students participate in a year-long pen pal project with students from the Auvergne region of France. This builds both cultural awareness and writing proficiency, and is really fun!

IV. Communication

Feedback on student learning will be given frequently, both formally and informally. Major graded assignments will go on Powerschool. Daily and long-term assignments will be posted on Google Classroom. Additional resources and tips for success are available on Madame Fournier's website, linked [here](#). My classroom expectations are linked [here](#).

V. Summative assessments

Summative assessments will be based on interpretive, presentational, and interpersonal communication skills. They will be similar to activities we have done in class. Summative grades will go into Powerschool. The Week in Preview (emailed to families and students each Friday afternoon) will give a general overview of upcoming activities, assignments, and assessments.

VI. Retakes and make ups

If a student is absent, they should check Google Classroom and Powerschool and complete any missed assignments as soon as possible. I am available during FLEX and usually 1-2 days a week after school for extra help and make ups.

As summative assessments typically reflect a snapshot of the students' skills at that particular point in time, they are not typically eligible for a retake. Short, formative assessments during the learning process, such as short vocabulary or grammar quizzes, can usually be retaken if extra help and/or practice happens in between.