

Grade 8 French Immersion - Unit 3: Un Sac de Billes

Massachusetts Learning Standards Taught in this Unit

ELA Standards

READING Lit.

8.1 - cite textual evidence based on explicit and implicit meaning ; 8.2 - determine theme; 8.3 - analyze what propels plot, builds characters and provokes decisions; 8.4 - word meaning & impact; 8.5 - C/C structure; 8.7 - film or drama compares to text; 8.10 - read and understand high level text

READING Informational Text

8.1 - cite textual evidence based on explicit and implicit meaning ; 8.2 - determine central idea; 8.3 - analyze a text makes connections and distinctions amongst ideas; 8.4 - word meaning & impact; 8.6 - determine author's purpose; 8.9 - analyze conflicting information in two or more pieces

Writing

8.2 Write informative; 8.3 Write narrative; 8.4 Produce clear and coherent writing; 8.5 Writing process practice; 8.6 Use technology (Internet) to write; 8.9 Gather evidence from literature; 8.10 Write routinely

Speaking & Listening

8.1 Engage in discussion; 8.2 Analyze purpose of information presented; 8.4 Present claims and findings; 8.5 Integrate multimedia into presentations; 8.6 adapt speech to a variety of contexts

Language

8.1 Demonstrate a command of grammar and usage; 8.2 Demonstrate a command of capitalization, punctuation and spelling; 8.3 Use knowledge of language; 8.4 Determine word meaning; 8.5 Demonstrate understanding of figurative language; 8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

World Language Standards

Communication Standards

1. Interpretive Communication - In texts and conversations on a wide variety of topics that relate to students and their environment, relying upon understanding of series of connected sentences, sometimes supported by repetition and plain language, students:

- a. Understand traits of multiple cultures and communities. (IM.1.a)
- b. Understand the main idea and some supporting details. (IM.1.b)

2. Interpersonal Communication - In conversations on a wide variety of topics that relate to students and their environment in a variety of settings, creating series of connected sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners easily understand, students:

- a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IM.2.a)
- b. Understand, answer, and ask a variety of questions. (IM.2.b)

- c. Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. (IM.2.c)
- d. Provide basic advice on individual or societal issues. (IM.2.d)

3. Presentational Communication - In presentations on a wide variety of topics that relate to students and their environment, in a variety of settings, creating series of connected sentences, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners easily understand, students:

- a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IM.3.a)
- b. Present information, raise awareness, and express personal preferences in culturally appropriate ways. (IM.3.b)
- c. State a viewpoint and provide reasons to support it. (IM.3.c)

4. Intercultural Communication - In interactions in a variety of settings, creating series of connected sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners easily understand, students:

- a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. (IM.4.a)
- b. Use appropriate learned gestures and behaviors. (IM.4.b)
- c. Avoid major social blunders. (IM.4.c)

Linguistic Cultures

5. Cultures – In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

- a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (IM.5.a)
- b. Investigate, explain, and reflect on how culture affects identity. (IM.5.b)
- c. Investigate, explain, and reflect on the similarities and differences of cultures over time. (IM.5.c)

6. Comparisons - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

- a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target language cultures studied and their own by:
 - 1. Making comparisons between products, practices, and perspectives. (IM.6.a.1)
 - 2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (IM.6.a.2)
- b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 - 1. Interpreting, expressing, and comparing the meaning of idioms. (IM.6.b.1)

- 2. Making comparisons of basic language forms. (IM.6.b.2)

Lifelong Learning Standards

7. Connections - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IM.7.a)
- b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age appropriate materials. (IM.7.b)

8. Communities - In a variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students fully and consistently:

- a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 - 1. Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (IM.8.a.1)
 - 2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. (IM.8.a.2)