



Grade 7 French - Unit 2 - It's 'Vous' to you!"

Unit Focus

During this unit we will be focusing on the concept of "la politesse" which means politeness. As we discuss our likes and dislikes, we will be learning about the cultural differences that exist between America and various francophone countries when it comes to greetings and getting to know others. We will be developing our speaking and writing skills as we learn to explain our actions and choices. This unit will also allow students to expand upon their conversational skills by introducing the concept of asking for and stating likes and dislikes. By the end of the unit, students will share their new expertise by teaching a friend and family member how to navigate various social situations during a trip to France!

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics • C.1.3 Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers <p>C.2 CULTURES - Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. <p>C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to</p>	<p>T1 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p> <p>T2 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.</p> <p>T3 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</p> <p>U2 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people.</p> <p>U3 Words and gestures have specific meanings in a given culture that may impact your connections to people (e.g., demonstration of respect/disrespect).</p>	<p>Q1 How does the target language/culture compare and contrast with my own? How do I use that comparison to connect with people?</p> <p>Q2 How do I use my target language to work with others to achieve a common goal?</p> <p>Q3 How do cultural differences impact how people react and interact?</p> <p>Q4 How do I make sense of what I'm reading if I don't understand every word?</p> <p>Q5 What am I trying to say and how do I say it?</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

use the language to function in academic and career related situations

- C.3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures

C.5 COMMUNITIES - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

- C.5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Student Growth and Development 21st Century Capacities Matrix
Collaboration/Communication

- Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.
- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.

Global Thinking

- Engaging in Global Issues: Students will be able to analyze complex issues and their implications and/or consequences.

ACQUISITION OF KNOWLEDGE AND SKILL

KNOWLEDGE	SKILLS
K1 ER Verb conjugation in the present tense (regular verbs only).	S1 Conjugating regular ER verbs in the present tense
K2 Tu vs. Vous word choice	S2 Describing my likes & dislikes of nouns & actions and asking about other's likes & dislikes.
K3 Greetings and introductions.	S3 Using definite articles appropriately depending on the gender and number of nouns.
K4 Likes & Dislikes of things (J'aime + article + noun) and activities (J'aime + infinitive).	S4 Greeting others in a culturally appropriate manner.
K5 Definite articles (le, la, les, l')	S5 Recognizing when it's appropriate to use tu vs. vous and justifying that choice.
K6 Personal Subject Pronouns	S6 Identifying ER verbs conjugated in classroom library books.