



## Grade 7 French - Unit 3 - Mon cher ami (My dear friend)

### Unit Focus

During this unit, we will be gathering and sharing information about our lives at school and at home and seeing how that compares with our classmates and students our age in France and other francophone places. Throughout this unit we will also be following the adventures of Brandon Brown as he navigates some tricky situations with his family and friends. We will be making predictions and comparing Brandon's choices with our own. In addition, we will be participating in a unit long Pen-pal exchange with a French student from another class. This ongoing Performance based assessment consists of several engaging and communicative activities that will culminate in a final assessment in which each student will synthesize all the information they have learned about their in-school pen pal in order to represent them accurately.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p><b>World Readiness Standards for Learning Languages</b> <i>World-Readiness Standards for Learning Languages (All)</i> <i>C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i></p> <ul style="list-style-type: none"> <li>• C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions</li> <li>• C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</li> <li>• 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</li> </ul> <p><i>C.2 CULTURES - Interact with cultural competence and understanding</i></p> <ul style="list-style-type: none"> <li>• C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and</li> </ul>	<p>T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.</p> <p>T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p> <p>T3 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.</p>		
		MEANING	
<th data-bbox="707 962 1402 1010">UNDERSTANDINGS</th> <td data-bbox="1402 962 2163 1396"> <th data-bbox="1402 962 2163 1010">ESSENTIAL QUESTIONS</th> </td>	UNDERSTANDINGS	<th data-bbox="1402 962 2163 1010">ESSENTIAL QUESTIONS</th>	ESSENTIAL QUESTIONS
<p>U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</p> <p>U2 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)</p> <p>U3 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people.</p>	<p>Q1 What am I trying to say and how do I say it?</p> <p>Q2 What does the source or text say? What does it mean?</p> <p>Q3 How are other cultures different from my own, and from each other?</p> <p>Q4 How do I express my ideas/opinions and gather information from others in conversation?</p>		

reflect on the relationship between the practices and perspectives of the cultures studied.

*C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence*

• C.4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

• C.4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

**Student Growth and Development 21st Century Capacities Matrix**

*Critical Thinking*

• Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.

*Collaboration/Communication*

• Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.

ACQUISITION OF KNOWLEDGE AND SKILL	
KNOWLEDGE	SKILLS
K1 Present tense conjugations of irregular verbs: <ul style="list-style-type: none"> <li>• vouloir</li> <li>• pouvoir</li> <li>• devoir</li> </ul>	S1 Conjugating the irregular verb to have "AVOIR"
K2 Present tense conjugations of the irregular verb AVOIR	S2 Telling Time (12 & 24 hour)
K3 The numbers 0-59 (for telling time)	S3 Discussing daily school schedules
K4 Demonstrative adjectives (ce (cet), cette, ces)	S4 Asking about and describing likes & dislikes related to school, classes, teachers, etc.
K5 Adjectives to describe quality/goodness/badness	S5 Expressing what one wants/can/must to do <ul style="list-style-type: none"> <li>• vouloir + infinitive</li> <li>• pouvoir + infinitive</li> <li>• devoir + infinitive</li> </ul>
K6 Basic Store Conversation Expressions	S6 Expressing what one is going to do & making predictions about what others are going to do <ul style="list-style-type: none"> <li>• aller + infinitive</li> </ul>
K7 Masculine, Feminine, Plural forms of color words	S7 Asking why (pourquoi) and providing reasons for opinions. <ul style="list-style-type: none"> <li>• Pourquoi? Pourquoi pas?</li> <li>• ...parce que c'est + adj</li> <li>• ...parce que j'aime/je n'aime pas...</li> </ul>
K8 The numbers 60-1000	S8 Comparing the American school system with the French system
K9 Main ideas and themes from the novel <i>Le Nouvel Houdini</i>	S9 Expressing need with the expressions "Il me faut" and "Il te/vous faut?"
K10 School supplies & other common objects needed at school	S10 Engaging in a store conversation <ul style="list-style-type: none"> <li>• Anticipating what the salesperson is saying</li> <li>• Asking for help</li> <li>• Finding out a price</li> <li>• Exchanging euros</li> <li>• identifying items by color, price, size, etc</li> </ul>
	S11 Reading and interpreting texts (novel, article) at the intermediate level.