



Grade 7 French - Unit 4 - On y va! (Let's Go!)

Unit Focus

Join us as we explore life in Paris as a middle schooler! Students will get an insider's look at Parisian life as they prepare for an imaginary year abroad. They will enroll in school and participate in school activities, as well as find an apartment that suits their individual styles! They will learn how to navigate the metro as they become familiar with the sites of their adoptive city. They will show off their skills at ordering in a café like a real Parisian and hold up their end of the conversation as they discuss their likes and dislikes and daily life.

The unit will then culminate in the planning of an amazing weekend for when their pen pal comes to stay with them! They will tailor the visit to the interests of their pen pal and fully prepare their pen pal by explaining how to get around the city as they hit up all the best tourist attractions. *On y va! Let's Go!*

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 	<p>T1 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.</p> <p>T2 Gather information from a variety of resources and perspectives to build cultural context.</p> <p>T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p>	
		MEANING
	<th data-bbox="730 979 1473 1021">UNDERSTANDINGS</th> <th data-bbox="1473 979 2166 1437">ESSENTIAL QUESTIONS</th>	UNDERSTANDINGS
<p>U1 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)</p> <p>U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</p> <p>U3 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.</p> <p>U4 One can use language skills to pursue personal interests and broaden his/her opportunities.</p>	<p>Q1 How do I select and use information to support my ideas?</p> <p>Q2 What am I trying to say and how do I say it?</p> <p>Q3 What does the source or text say? What does it mean?</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

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

- C.5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.

Self-Direction

- Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context.

ACQUISITION OF KNOWLEDGE AND SKILL	
KNOWLEDGE	SKILLS
K1 AVOIR conjugations (previous knowledge), to express hunger and thirst.	S1 Navigating the parisian metro system.
K2 PRENDRE conjugations to discuss ordering food/drink & making food/drink suggestions.	S2 Giving directions to someone else so they can navigate the parisian metro system.
K3 JOUER conjugations (previous knowledge)	S3 Ordering food/drink in a culturally appropriate & polite manner.
K4 FAIRE conjugations	S4 Justifying decisions (parce que...).
K5 Prepositional contractions following FAIRE: du / de la / de l' / des	S5 Speaking & Writing in the present tense.
K6 Prepositional contractions following JOUER: au / a la / a l' / aux	
K7 Sequence words	