



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. 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 each other. This unit will also allow students to expand upon their conversational skills by introducing the concept of asking for and stating likes and dislikes. We will be developing our speaking and writing skills as we learn to explain our preferences and agree and disagree with others. By the end of the unit, students will share their new expertise by demonstrating how to navigate various social situations during a trip to France!

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages - Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1) - Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C. 1.2) - 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 (C.1.3) - 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. (C.2.1) - Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2) Madison Public Schools Profile of a Graduate - Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)	<i>Students will be able to independently use their learning to...</i> T1 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) T2 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people. U3 Words and gestures have specific meanings in a given culture that may impact your connections to people (e.g., demonstration of respect/disrespect).	<i>Students will keep considering...</i> Q1 How does the target language/ culture compare and contrast with my own? How do I use that comparison to connect with people? Q2 How do I use my target language to work with others to achieve a common goal? Q3 How do cultural differences impact how people react and interact? Q4 How do I make sense of what I'm reading if I don't understand every word? Q5 What am I trying to say and how do I say it?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 ER Verb conjugation in the present tense (regular verbs only). K2 Tu vs. Vous word choice K3 Greetings and introductions.	<i>Students will be skilled at...</i> S1 Conjugating regular ER verbs in the present tense S2 Describing my likes & dislikes of nouns & actions and asking about others likes & dislikes.

Stage 1: Desired Results - Key Understandings

K4 Likes & Dislikes of things (J'aime + article + noun) and activities (J'aime + infinitive).
K5 Definite articles (le, la, les, l')
K6 Personal Subject Pronouns
K7 Agreeing/Disagreeing expressions.

S3 Using definite articles appropriately depending on the gender and number of nouns.
S4 Greeting others in a culturally appropriate manner.
S5 Recognizing when it's appropriate to use tu vs. vous and justifying that choice.
S6 Agreeing/Disagreeing with others.