



Grade 7 French - Unit 3 - Ça coûte combien? (How much does that cost?)

Unit Focus

In this unit, students will prepare for the real-world application of buying things in a store. They will master the use of numbers to discuss quantities and prices of commonly used school supplies and other items necessary for their everyday lives. This unit will culminate in a live store scenario during which students will role-play the salesperson and the client.

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) • 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.4.1) • 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. (C.4.2) Madison Public Schools Profile of a Graduate • Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)	<i>Students will be able to independently use their learning to...</i> T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. T2 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations. T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U3 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people.	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 What does the source or text say? What does it mean? Q3 How are other cultures different from my own, and from each other? Q4 How do I express my ideas/opinions and gather information from others in conversation?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Present tense conjugations of irregular verbs: vouloir, pouvoir, devoir K2 Present tense conjugations of the irregular verb AVOIR K3 The numbers 0-59 (for telling time)	<i>Students will be skilled at...</i> S1 Conjugating the irregular verb to have "AVOIR" S2 Telling Time (12 & 24 hour) S3 Discussing daily school schedules

Stage 1: Desired Results - Key Understandings

- Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)

K4 Demonstrative adjectives (ce (cet), cette, ces)

K5 Adjectives to describe: color, quality, goodness, and badness

K6 Basic Store Conversation Expressions

K7 Masculine, Feminine, Plural forms of color words

K8 The numbers 60-1000

K9 School supplies & other common objects needed at school

S4 Adjective agreement

S5 Asking about and describing likes & dislikes related to school, classes, teachers, etc.

S6 Expressing what one wants/can/must to do:

- vouloir + infinitive
- pouvoir + infinitive
- devoir + infinitive

S7 Asking why (pourquoi) and providing reasons for opinions.

- Pourquoi? Pourquoi pas?
- ...parce que c'est + adj
- ...parce que j'aime/je n'aime pas...

S8 Expressing need with the expressions "Il me faut" and "Il te/vous faut?".

S9 Engaging in a store conversation

- Anticipating what the salesperson is saying
- Asking for help finding out a price
- Exchanging euros