



Grade 8 French - Unit 1 - Qui suis-je? Who am I?

Unit Focus

Let's discover more about you and what makes you who you really are! Our personalities and identities depend a lot on the people and places around us! In this unit, we will share how we are similar and different from our family members and friends. We'll make connections between our actions, belongings, hobbies, and so much more. All of this is in preparation for a trip abroad! In our PBA, students will be preparing for an imaginary summer abroad in a francophone city! The trip includes 4 weeks living with a French-speaking host family. The program requires participants to prepare an introduction of some sort so that they can place students with a family who matches their personality, likes/dislikes, interests, etc. This introduction will also be shared with host families so they can get to know students before their arrival.

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) - 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)	<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 Initiate communication on and respond effectively to a given topic based on interactions/exchanges. 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 communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) U3 One can use language skills to pursue personal interests and broaden his/her opportunities.	<i>Students will keep considering...</i> Q1 What external influences make us who we are/contribute to our identity? Q2 What am I trying to say and how do I say it? Q3 How do I make sense of what I read if I don't understand every word?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
Madison Public Schools Profile of a Graduate - Product Creation: Effectively use a medium to communicate important information. (POG.3.2) - Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)	<i>Students will know...</i> K1 Adjective agreement (as it relates to personality traits) K2 Vocabulary (student generated based on their needs) K3 Comparison words and structures (comme, negative (ne...pas/pas du tout))	<i>Students will be skilled at...</i> S1 Describing their own personality traits and those of their family and friends. S2 Identifying pertinent adjectives and the corresponding agreement rule.

Stage 1: Desired Results - Key Understandings

K4 Adverbs of frequency (review used with chores)
K5 Household chores
K6 Review of irregular verbs (être, faire, avoir, vouloir, devoir, pouvoir)
K7 Introduction to regular RE verbs (tondre), and IR verbs (sortir)

S3 Making comparisons about people's personality traits.
S4 Identifying how often you do something.
S5 Communicating about external influences that contribute to identity.
S6 Using resources (online dictionary, etc) to aid in word choice.
S7 Agreeing/disagreeing, accepting/refusing in conversation.