



Grade 8 French - Unit 2 - Allons au marché! (Let's go to the market!)

Unit Focus

Allons au marché! pushes students to step out of their comfort zone and into the complicated, fascinating, ever-changing world of marketplaces and meals! So much can be learned about a different culture by examining their food-related habits and customs. Students will build up their knowledge of food and drinks as they tackle sophisticated concepts such as the partitif. All our class discussions and activities will culminate in a marketplace, where students will test their skills at understanding requests, finding the right market, and negotiating their purchases.

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) 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) - 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 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 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 What am I trying to say and how do I say it? Q2 Is what I'm saying and doing culturally appropriate? Q3 How can I communicate to get what I need?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 The Partitive (du, de la, de l', des, de/d') K2 Quantities (as related to food shopping & eating) K3 Vouloir & Pouvoir: present tense conjugations K4 Review of basic food, drink, store, and number vocabulary K5 New Food & Drink Vocabulary K6 Numbers & Money	<i>Students will be skilled at...</i> S1 Making, accepting, and denying requests as they relate to shopping. S2 Offering, accepting, and/or needing food/ drink. S3 Identifying food and drink and using the appropriate partitive.