



Grade 8 French - Unit 3 - Très à la mode!

Unit Focus

How you dress tells a lot about who you are, what you like to do, and where you live. Students will discuss what clothing they wear and why, and what that reflects about them (e.g. Are they athletic? artistic? crafty? etc!). They will compare that to what teens are wearing around the francophone world. As they dig deeper into the purpose/meaning of different articles of clothing, they will explore the cultural differences in how to give and accept compliments. Throughout the unit students will expand their knowledge of verb conjugations both in the past and present and grammatical concepts such as direct object pronouns.

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 - Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	<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 One can use language skills to pursue personal interests and broaden his/her opportunities. U3 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)	<i>Students will keep considering...</i> Q1 How do I make sense of what I read if I don't understand every word? Q2 What am I trying to say and how do I say it? Q3 Is what I'm saying and doing culturally appropriate?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Clothing vocabulary: student-generated. K2 Adjective vocabulary: student-generated K3 Present & past tense of clothing verbs: porter (to wear/to carry) & mettre (to put on/to wear/to place) K4 Direct Object Pronouns [DOPs]: le/la/l'/les	<i>Students will be skilled at...</i> S1 Discussing/Describing clothing S2 Adjective agreement [gender & number] S3 Conjugating porter & mettre in present & past tenses S4 Identifying & using Direct Object Pronouns (DOPs) S5 Complimenting/Criticizing clothing

Stage 1: Desired Results - Key Understandings

K5 Expressions for compliments/criticisms K6 Review of conversational store expressions K7 Conjugation of regular IR verbs (2eme groupe): maigrir, grossir, grandir, choisir, finir, rougir	S6 Reacting to compliments in a culturally appropriate manner S7 Communicating in store settings S8 Conjugating IR verbs in present & past
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