



Grade 8 French - Unit 4 - "Qu'est-ce qui s'est passé?!" (What happened?!)

Unit Focus

"Qu'est-ce qui s'est passé?!" (What happened?!). Throughout the span of this unit, students will delve into the world of the past tense [le passé composé]. As they advance their French skills, students will reflect on how they can improve their French through exposure to texts like song, film, and poetry. Students will examine and discuss stories, poems, videos, and films, as well as their own lives, which serve as meaningful context for the passé composé. The PBA will bring students into their 21st century world, giving them another opportunity to improve their French through something they do everyday, text messaging. Students will engage in a French texting task with a classmate as they chat about plans before and after they occur.

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 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 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)	<i>Students will keep considering...</i> Q1 What does the source or text say? What does it mean? Q2 What am I trying to say and how do I say it? Q3 How can I improve my French through poetry, film, and song?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
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 know...</i> K1 Conjugation of regular ER, RE, IR verbs (present tense). K2 Conjugation of common irregular verbs in passé composé (être, avoir, lire, voir, boire, prendre, faire).	<i>Students will be skilled at...</i> S1 Communicating using the present tense in context. S2 Communicating using the past tense in context. (passe compose)

Stage 1: Desired Results - Key Understandings

K3 Conjugation of regular ER, RE, IR verbs in passé composé.
K4 Adverbs of Sequence: (d'abord, puis, ensuite, après, et après ça, enfin/ finalement).
K5 Adverbs: Meaning & Placement in present & past. (bien, mal, beaucoup, trop, déjà, ne..pas encore, tous les jours, souvent, de temps en temps, quelquefois, rarement)
K6 Negatives: Placement in passé composé sentences. (ne...pas, ne...jamais)

S3 Elaborating writing/speaking through the use of adverbs.
S4 Elaborating writing/speaking through the use of negation.
S5 Reading and interpreting text at the novice/ intermediate level.