

Grade 7 French Immersion - Unit 3: Pixar Shorts

Massachusetts Learning Standards Taught in this Unit

ELA Standards

- Reading Literature: RL.7.2 - Determine a theme or central idea of a text and analyze its development over the course of the text.
- Reading Literature: RL.7.3 - Analyze how particular elements of a story or drama interact.
- Writing: W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Speaking and Listening: SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

World Language Standards

Communication Standards

1. Interpretive Communication - In texts and conversations on a wide variety of topics that relate to students and their environment, relying upon understanding of series of connected sentences, sometimes supported by repetition and plain language, students:

- a. Understand traits of multiple cultures and communities. (IM.1.a)
- b. Understand the main idea and some supporting details. (IM.1.b)

2. Interpersonal Communication - In conversations on a wide variety of topics that relate to students and their environment in a variety of settings, creating series of connected sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners easily understand, students:

- a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IM.2.a)
- b. Understand, answer, and ask a variety of questions. (IM.2.b)
- c. Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. (IM.2.c)
- d. Provide basic advice on individual or societal issues. (IM.2.d)

3. Presentational Communication - In presentations on a wide variety of topics that relate to students and their environment, in a variety of settings, creating series of connected sentences, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners easily understand, students:

- a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IM.3.a)

- b. Present information, raise awareness, and express personal preferences in culturally appropriate ways. (IM.3.b)

Linguistic Cultures

5. Cultures – In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

- a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (IM.5.a)
- b. Investigate, explain, and reflect on how culture affects identity. (IM.5.b)

Lifelong Learning Standards

7. Connections - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IM.7.a)
- b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age appropriate materials. (IM.7.b)