

# **Madison Public Schools**

## **Grade 7 French**

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## Course Overview

Description
<p>In French 7, students will continue to explore the French language and culture through the four skills of Language Learning - listening, speaking, reading, and writing - and through multi-media exposure to authentic culture. Students acquire and demonstrate competence of these skills using Interpretive, Interpersonal, and Presentational modes of communication. French 7 offers opportunities for students to use 21st Century Skills to effectively enhance their own learning of the language, and to be aware of the positive impact that learning a language can present them. Each unit offers a new linguistic and cultural context, that students will learn to navigate with increasing independence and creativity. In unit 1, French 7 students will be able to describe their home and their town and compare it to homes and towns in the French-speaking world. They will also be able to discuss future plans and say where they are going to go. In unit 2, students will learn about the significance of fashion in France. They will be able to describe what one wears for different occasions, weather and seasons and give their opinion about particular outfits. They will also know how to shop for clothes and other things. In unit 3, students will be able to talk/write about weekend and vacation places and activities. They will also be able to describe past events. Finally, they will learn about popular French-speaking holiday destinations.</p>
Goals
<p>This course aims to:</p> <ul style="list-style-type: none"><li>• develop linguistic and global cultural knowledge and awareness to better prepare them to become productive 21st century citizens.</li><li>• build a foundation in the knowledge of the French language and improve general language skills (reading, writing, listening and speaking).</li><li>• improve oral communication skills in a relevant cultural context.</li></ul>
Resources
<p><a href="#">Suggested activities and resources page</a></p>
Materials
<p><b>Core:</b> Discovering French Bleu</p> <p><b>Supplemental:</b> Teacher-made question cards, Teacher-created question visuals, various online resources.</p>
Benchmark Assessments
<p>Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course.</p>
<p><b><a href="#">Modifications and Adaptations for Special Needs Learners</a></b> (Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)</p>



Unit 1 Overview	
Unit Title: My Home and my Community	
Unit Summary: In this unit students will learn about the different types of housing typically found in France and other French-speaking regions and countries. They will describe their town and places of interest and compare it to a typical French town. They will ask for and give directions. They will describe their house/ apartment. They will discuss future plans and say where they are going to go, and say where they recently went/came from.	
Suggested Pacing: 62 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> <li>How does our home reveal our need, expectations and our social, economical, historical and geographical conditions?</li> <li>How does the structure of a town affect its sense of community?</li> </ul>	
Unit Enduring Understandings: <ul style="list-style-type: none"> <li>The types of homes found in different places in the world reflects people's various needs, expectations and life conditions.</li> <li>The way the town is structured may strengthen or weaken the sense of community.</li> </ul>	
Evidence of Learning	
<p><b>Formative Assessments:</b> A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.</p> <p><b>Summative Assessment:</b>  <a href="#">My Home</a></p>	

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
Review key learning from French 6	<p>Content: date, time, numbers 0-100, age, nationality, common objects (including classroom objects), school subjects, preferences and opinions, questions and negative sentences, daily activities, family and people vocabulary, present tense of regular ER verbs and irregular verbs (avoir, être, faire), adjectives of personality and physical description.</p> <p>Skills: introduce oneself and address people informally and formally. provide basic information about oneself, friends and family members (name, age, nationality, physical description and personality). discuss school and daily/leisure activities. discuss preferences.</p>	<p>Pre-test to be administered the second or third day of school to direct focus of review.</p> <p>Review test to be administered after review lessons have been completed.</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	12 lessons
Talk/write about where one lives	<p>Content: village/town/city, neighborhood, address, type of home, ordinal numbers (floors in a building), adjectives that describe a place- including irregular adjectives (“beau, nouveau, vieux” and fem/pl forms). possessive adjectives (singular and plural) and possession with “de”.</p> <p>Skills: Talk about whether one lives in a village/town/city. Describe one’s neighborhood. Provide a general description of different types of homes. Give one’s address.</p>	<p>Quizlet</p> <p>Skits <a href="#">(Rubric)</a></p> <p>Quiz 1.1</p>	<p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials.</p> <p>7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	8 lessons
Identify and locate places in one’s hometown, and compare to typical places in a French town.	<p>Content: places in town, other places typically found in a French town, location words (to provide directions)</p> <p>Skills: Identify points of interest in one’s town. Compare U.S. towns to a typical French town.</p>	<p>Quizlet</p> <p>3-D French “centre ville” (Town Center)</p>	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and</p>	7 lessons

	Understand and provide directions to get around town		<p>requests for participating in age and level-appropriate classroom and cultural activities.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
Describe one's home and compare it to homes in France	<p>Content: Rooms in the house, garden/yard, main house furniture/objects, location words</p> <p>Skills: Recognize/name words related to one's home. Discuss what is in one's home and where things are located. Compare one's home and typical homes in France.</p>	<p>Quiz 1.2</p> <p>Skits</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	5 lessons
Talk about where one is going / goes in town or in the city	<p>Content: verb "aller", prepositions that express to the ("au/à la/aux")</p> <p>Skills: Discuss where one goes</p>	Skits	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	3 lessons
Discuss where one goes, what activities one does in town and how one travels to or goes around town	<p>Content: activities in town/in the city, modes of transportation/ways to get around town, expression "chez", stress pronouns.</p> <p>Skills: Discuss where one goes and what one does in town/in the city. Discuss how one travels or goes around town. Say to whose house one is going/goes. Express preferences.</p>	Skits	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	4 lessons
Talk about where one is going to go and future plans	Content: near future tense	Quiz 1.3	7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.	5 lessons

	<p>Skills: Talk about where one is going to go and what one is going to do there. Discuss future plans. Understand how to form the near future tense.</p>		<p>7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	
<p>Say who is coming and talk about where people are coming from</p>	<p>Content: verb “venir” + preposition de (and its contractions du/des)</p> <p>Skills: Say/write about who is coming. Discuss where people are coming/arriving from.</p>	<p>Quiz 1.4</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p>7 lessons</p>
<p>Familiarize oneself with the different types of housing found in France and other French-speaking regions and countries</p>	<p>Content: City/town/country housing, houses in different regions of France, housing in the French Caribbean (Martinique/Guadeloupe) and select West-African countries.</p> <p>Skills: Know about different types of typical homes in various regions of France, the French-Caribbean and select West-African countries. Identify and understand the factors that influence those differences.</p>	<p>Unit 1 test (listening/speaking/reading/writing)</p> <p>Benchmark assessment (Project)</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.4 Tell or retell stories from age and level-appropriate, culturally authentic materials orally or in writing.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	<p>11 lessons</p>

## Unit 2 Overview

Unit Title: Fashion and Shopping

**Unit Summary:** In this unit students will learn about the significance of fashion in France. They will talk about /compare clothing and accessories. They will discuss what one wears in different weather and occasions. They will learn to shop for clothing and what can be bought and sold in different types of stores. They will give their opinion in a variety of ways.

Suggested Pacing: 50 lessons

## Learning Targets

Unit Essential Questions:

- How does culture affect people's shopping habits?
- How does one's environment dictates what to wear?

Unit Enduring Understandings:

- People of different cultures have different customs associated with their shopping habits.
- People's beliefs, traditions and socio-economical background influences - consciously and unconsciously, the way they dress and value fashion.

## Evidence of Learning

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

**Summative Assessment:**

[Fashion Police](#)

**Alternative Assessment:** Record a dialogue with a partner using the target language



<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
Know about the significance of fashion in France	<p>Content: French fashion history, major French designers, fashion industry, Paris fashion week</p> <p>Skills: understand the historical significance of fashion in France. Know major French designers</p>	<p>Class/Group research and Ppt on French fashion and French designers</p> <p>Fashion Quiz</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>	6 lessons
Name and talk about clothing and accessories	<p>Content: clothing, accessories, clothing shops, verbs to wear/put on/buy (porter, mettre, acheter), colors, adjective agreement (review)</p> <p>Skills: Discuss what one finds at different clothing stores Describe what one wears/is wearing</p>	<p>Quizlet</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	7 lessons

Describe what one wears / likes/chooses to wear for different occasions	<p>Content: weather and seasons, types of outfits, occasions, verb mettre (all forms), verb “choisir” (and regular IR verbs), pronoun “on”</p> <p>Skills: Ask/say what the weather is like Say what one wears/puts on in different seasons/weather Talk about what outfits one wears/likes/chooses to wear in different occasions (formal, school, party, beach...etc.)</p>	<p>Conjuguemos timed quiz (verb mettre + regular IR verbs) + Quizlet</p> <p>Quiz 2.1</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	10 lessons
Discuss/ buy clothing in a store	<p>Content: numbers 100-1000(+), the Euro, store/buying/selling vocabulary, opinion verbs and expressions, adjectives appropriate for describing clothing (other than colors), demonstrative adjectives (ce + all forms) and interrogative adjective quel (all forms), verb payer (all forms), comparison</p> <p>Skills: Count and know numbers Ask/say how much things cost and pay for one's purchases. Get help in a store. Discuss one's shopping plans and give one's opinion about clothing. Compare outfits Be aware of different currencies (\$ vs euro) and be able to figure out one's purchasing power.</p>	<p>Quiz 2.2</p> <p>Shopping Skits</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	12 lessons
Indicate what people prefer and buy, and what is sold in different shopping places	<p>Content: verb acheter/ préférer and vendre (all forms and similar verbs). Skills: Express preferences related to shopping. Discuss what is sold and bought in different shopping places. Conjugate and use verbs related to shopping that have spelling irregularities.</p>	<p>Quiz 2.3</p> <p>Conjuguemos timed quiz (ER verbs with accent and other spelling changes + RE verbs) and Quizlet</p> <p>Unit 2 test (reading/writing/ listening/speaking)</p> <p>Benchmark assessment (fashion police project)</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	15 lessons



## Unit 3 Overview

Unit Title: Leisure Time Activities

Unit Summary: In this unit students will learn to discuss their weekend activities and talk about individual summer and winter sports. They will describe their vacation and travel plans. They will also be able to discuss what they did and where they went and narrate what happened in the past. They will also explore unfamiliar countries and regions through a virtual holiday to a French-speaking destination.

Suggested Pacing: 59 lessons

## Learning Targets

Unit Essential Questions:

- How does culture affect the time that people dedicate to leisure time?
- How does geographical factors affect what leisure activities different countries/regions tend to provide.

Unit Enduring Understandings:

- Some cultures value leisure time as a major indicator of quality of life.
- Where a country is located, its climate and weather are determinants to what leisure activities it may offer.

## Evidence of Learning

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

**Summative Assessment:**

[Virtual Trip to a French-speaking holiday destination](#)

**Alternative Assessment:** Create a poster of a France and label the important cities and landmarks

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
Discuss what French people do on their leisure time and compare to how Americans spend their leisure time	Content: vacation time, activities  Skills: Discuss what French people do on their free time. Look for similarities/differences (and possible causes for those) in the ways the French and Americans spend their free time.	Group research + Diagram to highlight differences and similarities	7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.  7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.  7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.	2 lessons
Discuss weekend plans	Content: time expressions, activities one does at home, in town and in the countryside.  Skills: discuss what one is going to do on the week-end at different times.	Quizlet  Skits	7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.  7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.  7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.	2 lessons
Discuss vacation plans	Content: winter/spring / summer break and holidays, modes of transportation, units of time, water/mountain and winter/summer individual sports.  Skills: Talk about what one is going to do for winter/spring and summer break and for various holidays. Discuss how one is going to travel and with whom Discuss how long one is going to stay Talk about winter/ summer/water/mountain activities and sports and discuss preferences.	Quizlet  Skits  Quiz 3.1.	7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.  7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.  7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.	5 lessons
Express thirst, hunger and other feelings	Content: “avoir” idioms used to express feelings.  Skills: Express feelings. Use “avoir” idioms in context	Quizlet	7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).  7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	2 lessons

			7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.	
Discuss what one sees	<p>Content: irregular verb “voir” - present tense</p> <p>Skills: Discuss who and what we see while on vacation in different places</p>	Quiz 3.2	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	3 lessons
Ask/say what happened and did not happen	<p>Content: passé composé (past tense) with “avoir/être” - regular and irregular past participles, negation/interrogation, expressions of time.</p> <p>Skills: ask questions about a past vacation/week-end. Talk about what one did/did not do last week end or on vacation. Understand how and be able to form passé composé (past tense) with “avoir” and “être”.</p>	<p>Conjuguemos - passé composé timed quiz with “avoir/être”, regular participles and select irregular participles + Quizlet</p> <p>Quiz 3.3</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	17 lessons
Ask/say if/that one has ever/never done something	<p>Content: ever(déjà), never (jamais) + negation</p> <p>Skills: Ask someone if he/she has ever done certain activities. Say that one has done or never done certain activities.</p>	<p>Skits</p> <p>Venn Diagram (pair activity)</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to simple questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	2 lessons
Identify people and things	<p>Content: someone/anyone + no one/nobody, something/anything + nothing.</p> <p>Skills: Identify people and things. Know how to form negative sentences with “personne” and “rien”.</p>	<p>Quiz 3.4</p> <p>Unit 3 test (reading/writing, listening/speaking)</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.5 Converse on a variety of topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	10 lessons
Write/talk about one’s vacation to a French-speaking destination.	<p>Content: French-speaking countries/regions and holiday destinations</p> <p>Skills: write and talk about one’s vacation to a French-speaking destination. Know general facts about places presented.</p>	<p>Benchmark assessment: Virtual trip to a French-speaking holiday destination.</p> <p>Culture quiz on countries presented</p>	<p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age and level-appropriate, culturally authentic materials.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p>	16 lessons

			<p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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