French 4 Honors - Unit 4 - Science and Technology

Unit Focus

In this penultimate unit of French 4 Honors, students will probe the constantly-evolving world of science and technology. While investigating and discussing themes related to science and technology, students will be tasked with learning and putting to use the conditional tense to discuss hypothetical situations, as well as the passive voice. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. In a culminating activity, students will analyze the limitations of an existing product, imagine an innovation to it, and present their idea to the class.

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) • Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (C.2.2) • Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1) • 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) • School and Global Communities: Learners use the language both within and beyond the classroom to interact	*Students will be able to independently use their learning to...* **T1** Initiate communication on and respond effectively to a given topic based on interactions/exchanges. **T2** Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) **T3** Gather information from a variety of resources and perspectives to build cultural context.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) **U2** Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) **U3** Effective readers, listeners, and viewers access texts (e.g., film, interviews, blogs, artwork) and examine the author's, speaker's, or director's choices that affect its use. **U4** The examination of cultural products, perspectives, and practices creates opportunities to better understand and appreciate another culture and its people	*Students will keep considering...* **Q1** What am I trying to say and how do I say it? **Q2** How do I select and use information to support my ideas? **Q3** How do cultural products and practices reflect the beliefs and values of a people? **Q4** How are science and technology impacting us personally, socially, and globally?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Basic information related to current events and literature **K2** Science & Technology Vocabulary **K3** The simple future and conditional tenses (review)	*Students will be skilled at...* **S1** Using the future/conditional and si clauses to discuss hypothetical situations **S2** Explaining an imagined future

Stage 1: Desired Results - Key Understandings

and collaborate in their community and the globalized world. (C.5.1)

Madison Public Schools Profile of a Graduate

- Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG. 2.1)
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)

K4 Si clauses
K5 Futur antérieur + Passé du conditionnel
K6 Active and Passive Voice
K7 C'est vs. il est

S3 Reading and interpreting texts at the intermediate level
S4 Distinguishing between the uses and intricacies of the active versus passive voice
S5 Deciding between c'est and il est in context