



## French 4 Honors - Unit 6 - Global Challenges

### Unit Focus

In this final unit of French IV Honors, students will look into the challenges we face in our global society, specifically those of global warming, global conflict, and terrorism. Students will be challenged to expand their repertoire of grammatical structures when offering ideas to address global issues, employing both commands and the conditional past. 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. Ultimately, students will examine a global challenge not studied during the unit to promote action and further awareness related to the issue.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>World Readiness Standards for Learning Languages</b> <i>World-Readiness Standards for Learning Languages (All)</i> <b>C.1 COMMUNICATION</b> - <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i> <ul style="list-style-type: none"><li>• C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions</li><li>• C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</li><li>• C.1.3 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</li></ul> <b>C.2 CULTURES</b> - <i>Interact with cultural competence and understanding</i> <ul style="list-style-type: none"><li>• C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li><li>• C.2.2 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.</li></ul> <b>C.3 CONNECTIONS</b> - <i>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</i> <ul style="list-style-type: none"><li>• C.3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures</li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. <b>T2</b> Gather information from a variety of resources and perspectives to build cultural context. <b>T3</b> Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<i>Students will understand that...</i> <b>U1</b> Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) <b>U2</b> Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) <b>U3</b> 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. <b>U4</b> One can deepen understanding of one language by learning another. <b>U5</b> The examination of cultural products, perspectives, and practices creates opportunities to better understand and appreciate another culture and its people.	<i>Students will keep considering...</i> <b>Q1</b> What am I trying to say and how do I say it? <b>Q2</b> How do I select and use information to support my ideas? <b>Q3</b> How do cultural products and practices reflect the beliefs and values of a people? <b>Q4</b> What challenges do we face locally, nationally, and globally?

## Stage 1: Desired Results - Key Understandings

- C.3.1 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.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence*
- C.4.1 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.4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.  
*C.5 COMMUNITIES - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world*
- C.5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

### Madison Public Schools Profile of a Graduate

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)
- Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)
- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)

### Acquisition of Knowledge and Skill

#### Knowledge

*Students will know...*  
**K1** Commands/The Imperative (review)  
**K2** Object pronouns  
**K3** Conditional past  
**K4** Global Challenges vocabulary  
**K5** Basic information related to current events and literature  
**K6** Cardinal Numbers (primarily to say the year)

#### Skill(s)

*Students will be skilled at...*  
**S1** Using the imperative/commands when context dictates its/their use  
**S2** Employing object pronouns in context (orally and in writing)  
**S3** Using the conditional past in context  
**S4** Making comparisons between peoples, places, and things  
**S5** Discussing challenges presented across our globe, utilizing appropriate vocabulary  
**S6** Working individually or collaboratively to complete an important task/objective  
**S7** Reading and interpreting texts at the intermediate level  
**S8** Comparing and contrasting cultural practices, products, and perspectives with their own  
**S9** Presenting summaries of current events or authentic literature related to global issues  
**S10** Expressing the years in which events take place using cardinal numbers