



## French 3 - Unit 4 - Refugees

### Unit Focus

In this final unit of French 3, students will explore the difficulties of the lives of refugees, as well as gain some understanding of the situations that cause people to flee their native countries. Students will read *Les Migrants*, about refugees in France, current events, and authentic songs with an immigration theme from francophone Africa in order to develop insight into themes relating to refugees/immigration. After examining these texts, students will open up their investigation to the entire francophone community. Students will find an actual charitable organization anywhere in the francophone world to which they will apply for an internship, showcasing their new knowledge of the future and conditional tenses (will and would) as they explain how the experience will help them to realize their own hopes for the future, how their efforts will help to improve the situation in the community in which they will work, and to explain in which area of the internship program they would like to participate. If we work together, there is hope for the future!

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>ACTFL World Readiness Standards for Learning Languages</b> <ul style="list-style-type: none"><li>• Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)</li><li>• 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)</li><li>• 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)</li><li>• Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2)</li><li>• 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.4.2)</li><li>• 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. (C.5.1)</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> Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) <b>T3</b> Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) <b>U2</b> Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) <b>U3</b> How we see the world (the judgments we make, the people we relate to) is dependent upon experience (personal, historical, current events). <b>U4</b> Knowledge of another language and culture help one to participate in the global community (real and virtual). <b>U5</b> The examination of cultural practices creates opportunities to better understand and appreciate another culture and its people.	<i>Students will keep considering...</i> <b>Q1</b> What does the source or text say? What does it mean? <b>Q2</b> What am I trying to say and how do I say it? <b>Q3</b> How are other cultures different from my own, and from each other? <b>Q4</b> How do I use my target language to work with others to achieve a common goal? <b>Q5</b> How do cultural practices reflect the beliefs and values of a people?

## Stage 1: Desired Results - Key Understandings

<b>Madison Public Schools Profile of a Graduate</b> <ul style="list-style-type: none"> <li>Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)</li> <li>Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)</li> </ul>	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> <b>K1</b> Future tense (regular and irregular verb forms) <b>K2</b> Conditional tense (regular and irregular verb forms) <b>K3</b> Vocabulary associated with the readings about refugees/immigration <b>K4</b> Main ideas and themes from the readings/ film about refugees/immigration <b>K5</b> subjunctive (wishes, emotions, impersonal expressions) - [aller, faire, être, avoir] + regular conjugaisons	<i>Students will be skilled at...</i> <b>S1</b> Reading and interpreting texts at the intermediate level <b>S2</b> Using the future tense to make predictions, plans, and goals <b>S3</b> Using the conditional tense to explain what you would do in a situation <b>S4</b> Making recommendations, expressing emotions, and using impersonal expressions in doubt-casting situations <b>S5</b> Using the past, present, and future tenses in context to talk/write about what happened, is happening, and will happen in the readings/film associated with refugees/immigration