



French 4 Honors - Unit 1 - Families and Communities

Unit Focus

In this first unit of French 4 Honors, students will explore relationships with their families and seek connections with, and contrasts between, the French-speaking world. While exploring these relationships, students will recall their study and use of the present indicative as a springboard into their introduction to the subjunctive mood and present subjunctive. 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. As a culminating demonstration of what they have studied and learned during this unit, students will identify and elaborate upon a specific problem within their surrounding community and propose ways to help rectify the issue.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics • 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 <p>C.2 CULTURES - Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • 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. • 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 	<p>T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.</p> <p>T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p> <p>T3 Gather information from a variety of resources and perspectives to build cultural context.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</p> <p>U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)</p> <p>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.</p> <p>U4 One can deepen understanding of one language by learning another.</p> <p>U5 The examination of cultural products, perspectives, and practices creates opportunities to better understand and appreciate another culture and its people.</p>	<p>Q1 What am I trying to say and how do I say it?</p> <p>Q2 How do I select and use information to support my ideas?</p> <p>Q3 How do cultural products and practices reflect the beliefs and values of a people?</p> <p>Q4 How do families and communities impact one another?</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p>cultures studied.</p> <p><i>C.3 CONNECTIONS - 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></p> <ul style="list-style-type: none"> • 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 • 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. <p><i>C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence</i></p> <ul style="list-style-type: none"> • 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. <p><i>C.5 COMMUNITIES - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</i></p> <ul style="list-style-type: none"> • 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. <p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Problem Identification: Students will be able to clarify the problem and pose significant questions for investigation. <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> • Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner. 	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	<p>K1 Present indicative tense</p> <p>K2 Emerging knowledge of the present subjunctive</p> <p>K3 Family and community vocabulary</p> <p>K4 Basic information related to current events and literature.</p>	<p>S1 Talking about everyday, factual occurrences and activities related to family and community.</p> <p>S2 Working individually or collaboratively to complete an important objective/task</p> <p>S3 Reading and interpreting texts at the intermediate level.</p> <p>S4 Recognizing factual versus doubt-casting situations in the present.</p> <p>S5 Comparing and contrasting cultural practices, products, and perspectives with their own.</p> <p>S6 Presenting summaries of current events or authentic literature tied to family and community topics.</p>