



French 4 Honors - Unit 2 - Contemporary Life

Unit Focus
<p>In this second unit of French IV Honors, students will examine more closely their travel and educational pursuits. What do they do in their free time? Are they interested in travel? What are their career aspirations? These are just a few of the questions that students will be asked to consider as they continue to hone their understanding and application of the subjunctive mood. 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. To bring closure to this unit, students will investigate and analyze the tourist attractions in one French-speaking country of the world and create a tourist brochure to promote travel to that country.</p>

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 cultures studied. <p>C.3 CONNECTIONS - Connect with other disciplines and</p>	<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 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)</p> <p>U2 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>U3 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</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 What is life like in our community and country and how does it compare to the French-speaking world?</p> <p>Q4 How do cultural products and practices reflect the beliefs and values of a people?</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p><i>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"> • Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. 	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>K1 Subjunctive v. Indicative as it relates to (Wish, Emotion, Impersonal Expressions, Requests, Doubt, Opinion)</p> <p>K2 The imperative (commands, instructions, advice)</p> <p>K3 Contemporary life vocabulary</p> <p>K4 Basic information related to current events and literature</p>	<p>S1 Recognizing when to use the subjunctive vs. indicative in a specific context</p> <p>S2 Using the imperative to give instructions, commands, and advice</p> <p>S3 Talking about factual or doubt-casting situations related to contemporary life.</p> <p>S4 Presenting summaries of current events or authentic literature tied to contemporary life topics</p> <p>S5 Comparing and contrasting cultural practices, products, and perspectives with their own</p> <p>S6 Working individually or collaboratively to complete an objective/task</p> <p>S7 Reading and interpreting texts at the intermediate level</p>	