



French 4 Honors - Unit 3 - Beauty and Aesthetics

Unit Focus
<p>In this third unit of French IV Honors, students will delve into their thoughts about beauty and aesthetics as they relate to self-concept, other people, fashion, arts, film, literature, and wonders around the globe. Students will watch the film <i>Coco Before Chanel</i> and read an excerpt from Victor Hugo's <i>Les Miserables</i> as they consider how to define beauty, and who has the power to define what is beautiful and fashionable. 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. Students will use their creativity as they work in small groups to present a new line of clothing to their classmates that will shake up the fashion industry.</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 acquire information and diverse perspectives in order to use</p>	<p>T1 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.</p> <p>T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)	Q1 What am I trying to say and how do I say it?
	U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)	Q2 How do I select and use information to support my ideas?
	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.	Q3 How do cultural products and practices reflect the beliefs and values of a people?
	U4 One can deepen understanding of one language by learning another.	Q4 What is my and others' definition and concept of beauty?
	U5 The examination of cultural products, perspectives, and practices creates opportunities to better understand and appreciate another culture and its people	
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
K1 Demonstrative pronouns	S1 Using demonstrative pronouns in context	
	S2 Talking about present and past concepts of beauty and	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p><i>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.4.2 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 <i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. • Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding. 	<p>K2 Relative pronouns</p> <p>K3 Vocabulary related to Beauty and Aesthetics</p> <p>K4 Basic information related to current events, film, and literature</p> <p>K5 Le gerondif (en + present participle)</p>	<p>aesthetics</p> <p>S3 Using relative pronouns in context</p> <p>S4 Working individually or collaboratively to complete an important objective/task</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 beauty and aesthetics</p> <p>S7 Reading and interpreting texts at the intermediate level</p> <p>S8 Using le gerondif to say what is happening</p>
--	---	---