



## French 4 Honors - Unit 4 - La Quete du soi

Unit Focus
<p>In this fourth unit of French IV Honors, students will reflect upon their own identities and the importance of public, ethnic, and national identity. Students will consider their ideal mate, as well as driving laws and personal responsibility both at home and abroad. During this reflection, students will recall previous study of the future tense and of possessive adjectives, diving deeper into the intricacies of both. 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. Having acquired a greater understanding of the power of identity, the unit will culminate with the design of a postage stamp that celebrates the national identity of a francophone country.</p>

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p><b>World Readiness Standards for Learning Languages</b> <i>World-Readiness Standards for Learning Languages (All)</i> <b>C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b></p> <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> <p><b>C.2 CULTURES - Interact with cultural competence and understanding</b></p> <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> <p><b>C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use</b></p>	<p>T1 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p> <p>T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.</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 shapes our personal and national identities?	
	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 Future tense	S1 Talking about future situations tied to personal, public, ethnic, and national identity		

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

*the language to function in academic and career related situations*

- 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.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.

**Student Growth and Development 21st Century Capacities Matrix**

*Collaboration/Communication*

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.
- Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.

K2 Recognition of the future anterior tense

K3 Basic concepts related to driving laws and practices in francophone countries

K4 Possessive Adjectives and Pronouns

K5 Identity Vocabulary

K6 Basic information related to current events and literature

K7 Vocabulary related to driving and break-downs

S2 Using possessive adjectives and pronouns appropriately

S3 Working individually or collaboratively to complete an important objective/task

S4 Comparing and contrasting cultural practices, products, and perspectives with their own

S5 Presenting summaries of current events or authentic literature related to identity topics

S6 Reading and interpreting texts at the intermediate level

S7 Using appropriate vocabulary to discuss concepts related to driving, breakdowns, driving laws, and personal responsibility in the US as compared to francophone countries