



French 4 Honors - Unit 5 - Science and Technology

Unit Focus
<p>In this fifth unit of French 4 Honors, students will probe the constantly-evolving world of science and technology. While investigating and discussing themes related to science and technology, students will be tasked with learning and putting to use the conditional tense to discuss hypothetical situations, as well as the passive voice. 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. In a culminating activity, students will analyze the limitations of an existing product, imagine an innovation to it, and present their idea to the class.</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
	<p>U1 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)</p> <p>U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</p> <p>U3 One can deepen understanding of one language by learning another.</p> <p>U4 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>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 are science and technology impacting us personally, socially, and globally?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	<p>K1 The conditional tense</p>	<p>S1 Using the conditional and si clauses to discuss hypothetical situations</p>

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.4.1 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>Creative Thinking</i></p> <ul style="list-style-type: none"> • Innovation: Students will be able to take an existing solution or object in order to consider limitations and possible transformations. • Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. 	<p>K2 Active and Passive Voice</p> <p>K3 Si clauses</p> <p>K4 Science & Technology Vocabulary</p> <p>K5 Basic information related to current events and literature</p> <p>K6 C'est vs. il est</p>	<p>S2 Distinguishing between the uses and intricacies of the active versus passive voice</p> <p>S3 Reading and interpreting texts at the intermediate level</p> <p>S4 Comparing and contrasting cultural practices, products, and perspectives with their own</p> <p>S5 Presenting summaries of current events or authentic literature related to science and technology</p> <p>S6 Working individually or collaboratively to complete an important objective/task</p> <p>S7 Deciding between c'est and il est in context</p>
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