

FRENCH IV Unit I

La beauté et l'esthétique: *Qu'est-ce que la beauté?*

Overview. In this unit, students will explore the idea of beauty from a variety of cultural perspectives. Students will identify different aspects of beauty as present in fairy tales, poetry, and art. Students will compare artwork from Haiti, France, the U.S., and other countries in order to identify how culture influences one's concept of beauty. Students will use advanced adjectives to analyze art and literature and to describe their own idea of beauty. Students will also explore the relationship between beauty and self-image and will interpret authentic resources that discuss the topic of developing positive self-image.

Essential Questions:

- What factors contribute to self image?
- How does culture influence our concept of beauty?
- How is beauty represented in art and literature?

Enduring Understandings:

- Perception of beauty varies among cultures and individuals.
- Art and literature reflect the idea of beauty in a culture.

CURRICULUM STANDARDS / STUDENT OUTCOMES

Communication

Interpersonal

- Express and defend with detail personal preferences, feelings, and opinions of beauty related to a work of art. (WLC 1.1.b.)

Interpretive Listening

- Identify concepts of beauty in authentic music and news sources and apply this information to new contexts. (WLC 1.1.a.)

Interpretive Reading

- Comprehend, analyze, and compare concepts of beauty in art, poetry, and literature. (WLC 1.2.b.)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.10-12.1)
- By the end of grades 11-12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.11-12.10)

Presentational Speaking

- Research and deliver a presentation on interpretations of beauty and aspects of beauty in works of art across cultures. (WLC 1.3.a.)

Presentational Writing

- Write informative/explanatory texts to examine and convey how beauty is defined across cultures and how these ideals influence self-image. (WLC 1.3.b.) (W.11-12.2)

Culture

Practices

- Analyze and evaluate how beliefs and attitudes of francophone cultures influence their practices concerning self-beautification. (WLC 2.1.c.)

Products

- Analyze the relationship between art and literature to the underlying beliefs and values of culture concerning beauty. (WLC 2.2.a.)

Connections

Across Disciplines

- Connect knowledge of French and francophone culture to analyze and describe art. (WLC 3.1.a.)

Added Perspectives

- Apply perspectives of the cultures under study to solve problems about beauty and self-image in one's own culture. (WLC 3.1.b.)

Comparisons

Language

- Refine the use of the sound-symbol association with adjectives and compare it between the target language and English. (WLC 4.1.b.)

Culture

- Compare how beauty is represented in francophone art, literature, and poetry to representations in one's own culture. (WLC 4.2.a.)

Communities

Practical Applications

- Maintain a personal account about how personal beliefs about beauty have been influenced due to the culture studied. (WLC 5.1.a.)

Personal Enrichment

- Relate francophone cultural perspectives of self-image and beauty to personal beliefs and practices. (WLC 5.2.c.)

Overview. In this unit, students will describe and identify causes of revolutionary movements, activism and protest in a variety of Francophone cultures. They will examine, define and defend human rights and privileges through the use of authentic materials and student texts. Students will use advanced application of the present tense, negation, pronominal verbs, transitions, narration of historical events in the past, and vocabulary to express an opinion and compare ideas and events. They will apply these skills through a variety of performance-based assessment tasks: enacting a role-play regarding key historical figures of the French Revolution, researching and presenting their findings on a revolutionary leader in a Francophone culture, and comparing two historical speeches by Charles de Gaulle and René Lévesque, two influential Francophone leaders. Moreover, students will explore how the fight for human rights and privileges led to key historical events in the Francophone world.

Essential Questions:

- How do individuals and cultures determine human rights, needs, and privileges? *Comment les cultures déterminent-elles les droits humains, les besoins et les privilèges?*
- What role do leaders and social activists play in global development? *Quel rôle les chefs politiques jouent-ils dans le développement mondial?*
- How do groups of people influence one another? *Comment les gens s'influencent?*

Enduring Understandings:

- There are basic human rights that all individuals deserve. *Il y a des droits fondamentaux humains que chacun mérite.*
- Countries and communities are codependent and influence one another. *Les pays et les communautés sont codépendants, coexistent et s'influencent.*

CURRICULUM STANDARDS / STUDENT OUTCOMES**Communication****Interpersonal**

- Discuss options and negotiate solutions for conflict resolution. (WLC 1.1.c.)

Interpretive Listening

- Demonstrate understanding of developmentally appropriate information gained through active listening and apply this information to new contexts. (WLC 1.2.c.)

Interpretive Reading

- Use a variety of authentic resources, language experiences, and strategies to derive and negotiate meaning more independently. (WLC 1.2.a.)
- Comprehend, analyze, and compare concepts of beauty in art, poetry, and literature. (WLC 1.2.b.)

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.10-12.1)
- By the end of grades 11-12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.11-12.10)

Presentational Speaking

- Research and deliver a presentation on the impact leaders have on societal and cultural changes. (WLC 1.3.a.)
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS-ELA, Speaking and Listening, Grade 11-12.4)

Presentational Writing

- Write informative/explanatory texts to examine and convey the impact leaders have on societal and cultural changes. (WLC 1.3.b.) (CCSS.W.11-12.2)

Culture

Practices

- Examine the relationship between France and its departments, territories, and former colonies. (WLC 2.1.b.)

Products

- Discuss and analyze the relationship between symbols of Francophone cultures with regard to the history, beliefs, and values of its people. (WLC 2.2.a.)

Connections

Across Disciplines

- Use specialized language and structures in French to increase knowledge of other content areas. (WLC 3.1.a.)

Added Perspectives

- Identify human rights and compare these rights among cultures. (WLC 3.2.b.)

Comparisons

Language

- Compare complex grammatical structures for the purpose of discussing protests, activism, and revolution. (WLC 4.1.a.)

Culture

- Distinguish the similarities and differences between revolution and activism in France and in other Francophone countries. (WLC 4.2.b.)

Communities

Practical Applications

- Research, describe, and present with target language proficiency available media sources pertaining to revolutionary events and leaders. (WLC 5.1.b.)

Personal Enrichment

- Research activities sponsored by local, national, or international groups and communities (real/virtual) through which the target culture will be experienced in the target language. (WLC 5.2.c.)

Overview. In this unit, students explore the concept of love across different types of relationships: among family members, between friends, through romance, and in passion for work, material goods, or a hobby.

Essential Questions:

- How does the concept of “love” vary among different types of relationships?
- How does the love of objects or material goods differ from the love for another person?
- How do the expressions of love differ over time and across cultures?

Enduring Understandings:

- Love has many forms.
- Cultures define love differently.
- Definitions and expressions of love differ among time periods and across cultures.

CURRICULUM STANDARDS / STUDENT OUTCOMES

Communication

Interpersonal

- Express, defend, and provide complete explanation with substantive detail about personal preferences, feelings, and opinions in reference to the types, qualities, expressions of love in authentic literature. (WLC 1.1.b.)

Interpretive Reading and Listening

- Explore and identify different types of relationships through literature and song. (WLC 1.2.a.)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL.11-12.1)
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (RL.11-12.4)
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grade 12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.12.10)

Presentational Speaking

- Research and deliver a presentation on the role of familial love, its qualities, and how it is expressed in the context of a literary work. (WLC 1.3.a.)
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative

or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS-ELA, Speaking and Listening, Grade 11-12.4)

Presentational Writing

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (WLC 1.3.b.) (W.11-12.2)
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (WLC 1.3.b.) (W.11-12.3)

Culture

Practices

- Discuss the historical, contemporary and philosophical basis of love underlying cultural patterns of interaction in selected literary works. (WLC 2.1.d.)

Products

- Analyze, discuss, and evaluate the impact of the target cultures' historic and contemporary events on their own cultures' expressions and ideas of love. (WLC 2.2.b.)

Connections

Across Disciplines

- Apply knowledge and skills gained in the target language to make connections to their cultures' expressions and ideas of love. (WLC 3.1.b.)

Added Perspectives

- Describe and analyze the perspectives of love gained from a wide variety of authentic sources from francophone cultures. (WLC 3.1.a.)

Comparisons

Language

- Compare, identify, and use cognates, word roots, prefixes, suffixes, and sentence structures between the target language and English. (WLC 4.1.c.)

Culture

- Compare the role of different forms of love (familial, romantic, friendship, and material) in the United States with those in francophone countries. (WLC 4.2.a.)

Communities

Practical Applications

- Research, describe, and present with target language proficiency available media (i.e., TV news broadcasts), print (i.e., library), and commercial establishments in the local and world community. (WLC 5.1.b.)

Personal Enrichment

- Research popular francophone music which facilitates an in-depth understanding of languages and cultures. (WLC 5.2.c)

Overview. In this unit, students will review their knowledge of body parts and connect this prior knowledge to vocabulary for diseases and other illnesses. Students will be able to describe their symptoms and offer suggestions for possible remedies. Students will explore both traditional and alternative forms of medicine as well as the ethical implications surrounding health care. This exploration of health will be in the cultural context of the organization, *Doctors Without Borders*. Students will learn about the group's actions in the francophone world and compare health care systems and practices across cultures. Students will use the subjunctive tense in order to express their opinions and feelings towards alternative medicine, ethics, and the actions of *Doctors Without Borders*.

Essential Questions:

- How do we heal ourselves and others in traditional and alternative ways?
- How do cultural beliefs and practices impact choices in medical treatments?
- What role do ethics play in advancing medical technology?

Enduring Understandings:

- Traditional and alternative medicines represent the products, practices, and perspectives of a culture.
- How we take care of ourselves is representative of our culture.
- There are advantages and disadvantages to advancing medical technology.

CURRICULUM STANDARDS / STUDENT OUTCOMES**Communication****Interpersonal**

- Express, defend, and debate personal preferences, feelings, and opinions towards advancements in medical technology. (WLC 1.1.b.)
- Discuss options and negotiate solutions to problems between a health care provider and a patient. (WLC 1.1.c.)

Interpretive Listening

- Interpret instructions about remedies for various ailments and demonstrate understanding by applying this medical advice to a different context. (WLC 1.2.c.)

Interpretive Reading

- Use a variety of authentic resources, language experiences, and strategies to derive and negotiate meaning more independently. (WLC 1.2.a.)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.10-12.1)
- By the end of grade 12, read and comprehend informational text in the grade 12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.12.10)

Presentational Speaking

- Research and deliver presentations that illustrate the application of the *code éthique* by *les médecins sans frontières*. (WLC 1.3.a.)
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS-ELA, Speaking and Listening, Grade 11-12.4)

Presentational Writing

- Write arguments to support claims in reference to health care and health care technology, using valid reasoning and relevant and sufficient evidence. (WLC 1.3.b.) (W.11-12.1)

Culture**Practices**

- Examine the role and importance of various francophone organizations that offer health care services to those less fortunate. (WLC 2.1.b.)
- Analyze and evaluate how beliefs and attitudes influence the position of countries on traditional and alternative medicine. (WLC 2.1.c.)

Products

- Analyze the relationship between traditional and alternative forms of medicine embraced by the cultures studied to the underlying beliefs and values of its people. (WLC 2.2.a.)
- Explain the impact of the target cultures' views on medical technologies in the world today. (WLC 2.2.c.)

Connections**Across Disciplines**

- Apply prior knowledge about medicine, medical technology, and bio-ethics to make connections to francophone culture. (WLC 3.1.b.)

Added Perspectives

- Describe and analyze the ethical perspectives towards health care, medicine, and *Doctors Without Borders* gained from a wide variety of authentic sources. (WLC 3.2.a.)

Comparisons**Language**

- Compare complex grammatical structures to express needs, concerns, fears, and emotions between French and English. (WLC 4.1.a.)

Culture

- Compare and contrast medical practices in France with those of other Francophone and non-Francophone countries as well as with one's own culture. (WLC 4.2.a.)

Communities**Practical Applications**

- Research, describe, and present with target language proficiency available media sources pertaining to the charitable actions of *Doctors without Borders*. (WLC 5.1.b.)

Personal Enrichment

- Apply knowledge of medicine, bio-ethics, and charitable organizations to possible future career or educational goals. (WLC 5.2.b.)
- Research activities sponsored by local, national, or international groups and communities (real/virtual) through which the target culture will be experienced in the target language. (WLC 5.2.c.)

Overview. In this unit, students explore how the fusion of cultures influences the development of national pride in the target culture and relate this process to their own culture. They first examine the roles of nationalism and patriotism in the development of identity, both personal and public. Students explore how people preserve their culture while adopting the traditions and symbols of patriotism in a new country. Finally, they examine the Gaulois and Roman cultures that formed France and explore French influence in Quebec and Louisiana.

Essential Questions:

- What role does nationalism or patriotism play in the development of one's personal and public identities?
- How do different cultures interact to create a national and personal identity?

Enduring Understandings:

- Who we are is a result of many factors, including where we are from, where we are presently, and what we experience.
- Past decisions have an effect on the present and the future.

CURRICULUM STANDARDS / STUDENT OUTCOMES**Communication****Interpersonal**

- Ask and answer a variety of questions that elicit elaboration and substantiation of opinions about the concept of national identity. (WLC 1.1.a.)
- Express, defend, and provide complete explanation with substantive detail about personal preferences, feelings, and opinions on the topic of patriotism. (WLC 1.1.b.)

Interpretive Listening & Reading

- Demonstrate understanding of developmentally appropriate information gained through active listening and apply this information to new contexts. (WLC 1.2.c.)
- Use a variety of authentic resources, language experiences, and strategies to derive and negotiate meaning more independently. (WLC 1.2.a.)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.10-12.1)
- By the end of grade 12, read and comprehend informational text in the grade 12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.12.10)

Presentational Speaking

- Research and deliver a presentation that highlights aspects of patriotism. (WLC 1.3.a.)
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are

appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS-ELA, Speaking and Listening, Grade 11-12.4)

Presentational Writing

- Write a narrative text to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (WLC 1.3.b.) (CCSS.W.11-12.3)

Culture

Practices

- Examine the role and importance of various events and activities or experiences within the cultures studied. (WLC 2.1.b.)

Products

- Discuss and analyze the relationship between objects and symbols of the cultures studied to the underlying beliefs and values of its people. (WLC 2.2.a.)
- Analyze, discuss, and evaluate the impact of the target cultures' historic and contemporary events on their own culture. (WLC 2.2.b.)

Connections

Across Disciplines

- Use specialized language and structures in French to increase knowledge of other content areas. (WLC 3.1.a.)

Added Perspectives

- Describe and analyze the perspectives gained from a wide variety of authentic sources from the cultures studied. (WLC 3.2.a.)

Comparisons

Language

- Compare complex grammatical structures between French and English. (WLC 4.1.a.)

Culture

- Interpret the form, meaning, and importance of perspectives, practices, and products in different cultures as compared to their own. (WLC 4.2.a.)

Communities

Practical Applications

- Research, describe, and present with target language proficiency available media sources pertaining to the topics under study. (WLC 5.1.b.)

Personal Enrichment

- Research activities sponsored by local, national, or international groups and communities (real/virtual) through which the target culture will be experienced in the target language. (WLC 5.2.c.)

Overview. In this unit, students examine and evaluate their talents and interests as guiding forces in making future career choices. Students explore characteristics of their chosen career, such as education required, job market considerations, income, hours, location, etc., and what impact a chosen career will have upon their personal lives. They also investigate the role that work plays in the lives of people in the United States as compared to French-speaking countries. Students create a personal definition of what it means to be successful in their chosen field.

To gain practical, real-world experience, students apply for a mock internship with a company or organization with offices in a French-speaking country in the area of interest they have chosen. Students gain practical and applicable knowledge through reading classified ads, completing a job application, participating in a mock job interview, and writing a cover letter to a future employer.

Essential Questions:

- How do one's talents and interests influence a future career choice?
- How does career choice impact an individual's quality of life?

Enduring Understandings:

- Many factors influence career choices.
- One's chosen career will affect other areas of one's life.
- Perspectives toward work vary across cultures.

CURRICULUM STANDARDS / STUDENT OUTCOMES

Communication

Interpersonal

- Ask and answer a variety of questions that elicit elaboration on what particular professions entail, such as responsibilities, benefits, qualifications of candidates, interests, education, skills, and experience. (WLC.1.1.a.)
- Express, defend, and provide a complete explanation with substantive detail about personal preferences, opinions regarding choice of future careers. (WLC.1.1.b.)

Interpretive Reading and Listening

- Use a variety of authentic resources including short videos, current event articles, and popular songs to derive and independently negotiate meaning in relation to an individual's career choices and impact on quality of life. (WLC.1.2.a.) (CCSS-ELA, RI.11-12.7.)
- Demonstrate understanding of career paths and future career goals gained through active listening or reading by applying it to a different context. (WLC.1.2.c.)

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.10-12.1)
- By the end of grade 12, read and comprehend informational text in the grade 12 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.12.10)

Presentational Speaking

- Present information, findings, and supporting evidence regarding a candidate's characteristics and qualifications for a particular position. (WLC.1.3.a.)

Presentational Writing

- Discuss the impact the job market has on career choices. (WLC.1.1.c.)
- Write informative/explanatory texts to define the ideal career or profession. (WLC.1.3.b.) (W.11-12.2)

Culture

Practices

- Identify differences in preparation for professional careers and trades French-speaking countries and the United States. (WLC.2.1.a)
- Discuss the differences in the role work plays in French-speaking countries and the United States. (WLC.2.1.b.)

Products

- Analyze application materials for different positions. (WLC.2.2.a).
- Examine job postings in different French-speaking countries. (WLC.2.2.a.)

Connections

Across Disciplines

- Identify economic factors in choosing a profession. (WLC.3.1.a.)

Added Perspectives

- Identify perceptions of popular and unpopular professions in the United States and in French-speaking countries. (WLC.3.2.a.)

Comparisons

Language

- Distinguish the use of cognates in future and professions vocabulary. (WLC.4.1.c.)

Culture

- Compare the impact a career has on quality of life in the United States with that in a particular French-speaking country. (WLC.4.2.a.)
- Compare attitudes toward work in the United States with that in French-speaking countries. (WLC.4.2.b.)

Communities

Practical Applications

- Identify job opportunities locally for individuals who speak French. (WLC.5.1.a.)

Personal Enrichment

- Identify volunteer opportunities supporting their career path using French and participate, if possible. (WLC.5.1.a. & WLC.5.1.b.)