



French 3 - Unit 2 - Héros et Vilains

Unit Focus

How do heroes and villains shape our world? Students will drive the work in this unit, jigsawing a variety of texts about King Henry XIV and exploring him as a multifaceted figure with both heroic and villainous traits. Students will also reflect on their own personal heroes, and what makes someone heroic or villainous. This unit will culminate in a PBA in which students investigate several "ambiguous" historical figures from the francophone world, and present them virtually using infographics. The use of the past tenses is emphasized throughout the work, as well as emerging use of pronouns in context as students strive to communicate with more sophisticated syntax. The presentations will portray both the heroic and villainous characteristics/actions of these figures, and the student audience will individually have to choose and defend a position, dubbing each figure either hero or villain.

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.1.2 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.2.2 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 the language to function in academic and career related situations</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 	T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.	
	T2 Gather information from a variety of resources and perspectives to build cultural context.	
	T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)	Q1 What am I trying to say and how do I say it? Q2 What does the source or text say? What does it mean?
	U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)	Q3 How do cultural products and practices reflect the beliefs and values of a people?
	U3 How we see the world (the judgments we make, the people we relate to) is dependent upon experience (personal, historical, current events).	Q4 How do I find what I'm looking for? What perspective does it represent? Q5 How do heroes and villains shape our world?
	U4 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.	
	ACQUISITION OF KNOWLEDGE AND SKILL	
KNOWLEDGE	SKILLS	
K1 Passé composé conjugations of regular and irregular verbs	S1 Reading and interpreting texts at the intermediate level	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p>Student Growth and Development 21st Century Capacities Matrix <i>Critical Thinking</i> • 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. <i>Global Thinking</i> • Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews.</p>	<p>K2 indirect object pronouns - lui et leur K3 object pronoun agreement K4 adverbial pronouns K5 imparfait conjugations K6 plus-que-parfait conjugations K7 vocabulary associated with a hero/villain K8 information about Louis XIV as both a hero and villain</p>	<p>S2 Using the past tenses to communicate in context about what people did/have done S3 Finding appropriate texts to support their opinions and synthesizing the best information S4 Communicating about general characteristics of heroes and villains S5 Emerging ability to use pronouns in context</p>
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