



French 3 - Unit 3 - Les fables

Unit Focus

French 3 students will explore francophone fables, particularly those written by Jean de la Fontaine. The class will explore the morals that are communicated by the different fables and examine how fables reflect the values of a people. Students will see how the past tenses are used together for different reasons in the authentic context of fables. Students will ultimately use their imaginations as they create an original fable, including a moral that relates to life at Daniel Hand High School, which will be shared with 8th grade students in Madison.

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.2.2 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 	T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.	
	T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)	Q1 What does the source or text say? What does it mean?
	U2 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.	Q2 What am I trying to say and how do I say it?
U3 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.	Q3 How do fables reflect the beliefs and values of a people?	
ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE	SKILLS	
K1 plus-que-parfait (with être and avoir)	S1 Reading and interpreting texts at the intermediate level	
K2 Passé simple (regular and irregular)	S2 Deciding between the past tenses in context, such as talking about their personal past, or francophone fables	
K3 demonstrative pronouns (he who) - ceux, celui, celle, celles qui, etc.	S3 Changing passé simple into passé composé (and imparfait where appropriate)	
K4 demonstrative adjectives - ce, cet, cette, ces	S4 Using the plus-que-parfait to explain what had happened	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p>cultures <i>C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence</i> <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. <i>C.5 COMMUNITIES - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</i> <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>Creative Thinking</i> <ul style="list-style-type: none"> • Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. <i>Collaboration/Communication</i> <ul style="list-style-type: none"> • Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding. </p> </p>	<p>K5 vocabulary associated with francophone fables</p> <p>K6 Ongoing knowledge of passé composé and imparfait (regular and irregular)</p> <p>K7 Fables and their structure</p>	<p>S5 Using demonstrative pronouns correctly in context</p> <p>S6 Using demonstrative adjectives correctly in context</p> <p>S7 Communicating basic information about francophone fables while incorporating associated vocabulary</p> <p>S8 Interpreting fables and using their structure in your own writing</p>
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