



French 3 - Unit 2 - Francophone Influencers

Unit Focus

How do influencers and activists shape our world? Students will drive the work in this unit, jigsawing a variety of texts about important francophone people and events that have changed the course of history and/or culture. This unit will culminate in a PBA in which students research an important francophone person or event and share it with the class. 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.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages • Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2) • 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 (C.1.3) • 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. (C.2.2) • Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2) Madison Public Schools Profile of a Graduate • Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. (POG.1.1) • Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)	<i>Students will be able to independently use their learning to...</i> 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	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U3 How we see the world (the judgments we make, the people we relate to) is dependent upon experience (personal, historical, current events). U4 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.	<i>Students will keep considering...</i> 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? Q3 How do cultural products and practices reflect the beliefs and values of a people? Q4 How do I find what I'm looking for? What perspective does it represent? Q5 How do influencers shape our worldview?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Passé composé conjugations of regular and irregular verbs 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 influencers K8 information about important francophone people and events	<i>Students will be skilled at...</i> S1 Reading and interpreting texts at the intermediate level S2 Using the past tenses to communicate in context about what people did/have done S3 Communicating about important francophone people and events, incorporating unit vocabulary S4 Emerging ability to use pronouns in context