

# Unit 9 : La Belle et La Bete

Content Area: **World Language**  
Course(s): **French I**  
Time Period: **8 weeks**  
Length: **8 weeks**  
Status: **Published**

## Unit Overview

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Students will read and interpret the text to identify and use vocabulary relating to the text. Students will answer the questions and analyze in what ways fairy tales are reflections of the society at the time.

## Transfer

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By the end of this unit students will be able to:

1. Understand the role of fairy tales and how they relate back to society.
2. Interpret and answer questions about the text.
3. Use pronunciation skills to read aloud in collaborative reading groups.
4. Compare/contrast the story of Beauty and the Beast that is known with the French version.
5. Identify plot points, character descriptions and story elements.

## MEANING:

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## Understandings

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Students will understand:

1. The meaning and syntax of the text (Beauty and the Beast)
2. The vocabulary associated with each section.
3. Answers to comprehension questions associated with each section.
4. Fairy tales and stories were moral tales designed to teach a lesson to children.
5. Using a story to enhance language learning teaches via context clues, vocabulary and helps students learn through the lens of the culture being studied.

## **Essential Questions**

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1. In what ways do fairy tales reflect back on society?
2. How can working in collaborative groups to read and understand a story help me to synthesize my previous knowledge of topics with the newly learned material from a world language?
3. How can working in collaborative groups to read and understand a story help me?
4. Do you think that reading stories in your language arts classes hones your skills in English? In what ways can this transfer to the World Language class?

## **APPLICATION OF KNOWLEDGE AND SKILL:**

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### **Students will know...**

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Students will know:

1. Specific vocabulary for each section.
2. Grammar concepts for each section.
3. Content and comprehension questions.
4. How fairy tales were used in society.
5. In what ways original fairy tales differ from the stories we know today.
6. How to diagram plot points and use graphic organizers to gather information.

### **Students will be skilled at...**

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Students will be skilled at:

1. Recognizing already learned vocabulary.
2. Outlining the chapters to recognize cognates and prior learned vocabulary.
3. Concepts of grammar for each section.
4. Using graphic organizers to arrange information.

5. Understanding how original fairy tales differ from the stories we know today.

6. Describing characters and plot points.

## **Academic Vocabulary**

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See each section vocabulary and comprehension questions. (Will be attached as created)

## **Learning Goal**

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Students will utilize and interpret the text in collaborative groups to recognize vocabulary, work on pronunciation, understand the content through comprehension questions and be introduced to grammar concepts.

WL.7.1.NM.A.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
WL.7.1.NM.C.L.1.c	Describe people, places, and things.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through

experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

## **Target 1 - Level 1 Retrieval**

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SWBAT:

1. Identify cognates and already learned vocabulary.
  2. Research and define new vocabulary.
  3. Pronounce new words using phonetic rules.
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## **Target 2 - Level 2 Comprehension**

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SWBAT:

1. Respond to associated comprehension questions

2. Diagram plot points and describe characters.
  3. Explain similarities and differences between characters and the stories we are taught.
  4. Associate the culture nuances with the language structure and content.
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### **Target 3 - Level 3 Analysis**

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SWBAT:

1. Analyze the role fairy tales and moral tales play in society.
  2. Compare/contrast the version of the story that is well known with the written version.
  3. Understand the content studied through the lens of cultural norms.
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### **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Create a script/dialogue based on the content of the story.
  2. Act out/ role play themes and sections of the story.
  3. Peer assess others based on important plot points and character development.
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### **Summative Assessment**

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1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams

3. Mid or end of unit projects
4. Class presentations
5. Research reports

## **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

## **Differentiation / Enrichment**

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### **DIFFERENTIATION:**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

## **ENRICHMENT:**

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

## **Unit Resources**

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1. La Belle et La Bete.
2. Audio CD
3. "Contes et legendes de France"
4. Youtube