

# Unit 5: Petit Nicolas and children's literature

Content Area: **World Language**  
Course(s): **French III CP**  
Time Period: **2 weeks**  
Length: **2 weeks**  
Status: **Published**

## Unit Overview

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Students will read and analyze stories in the Petit Nicolas series to view how children are viewed in society and in what ways literature reveals cultural differences and similarities.

## Transfer

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By the end of Unit 5 Students will be able to:

1. Read and analyze authentic texts
  2. Identify key vocabulary and grammar points
  3. Understand the role of children in a French society
  4. Identify differences between cultural aspects between France and the U.S.
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## Meaning

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## Understandings

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Students will understand that...

1. The Petit Nicolas series gives a cultural perspective of France during a certain time period.
2. The role children play in society and the differences between the US and France.

3. How grammar and vocabulary looks/reads in Authentic texts.

### **Essential Questions**

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Students will keep considering...

1. What role do children have in society?
2. In what ways do countries differ in raising children?
3. How does literature reflect the attitudes and perspectives of a society?

### **Application of Knowledge and Skill**

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

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Students will know...

1. Vocabulary associated with chapters of the book.
2. Grammar points utilized in the book. (Direct/indirect objects)
3. The role of children in French society.
4. Differences and similarities between culture.

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

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Students will be skilled at...

1. Analyzing and translating authentic text
2. Character identification
3. Using context to understand grammar points.
4. gaining understanding of cultural differences demonstrated by the text

## **Academic Vocabulary**

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Vocabulary will vary for different chapters read.

### **Target 2**

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Students will gain and demonstrate an understanding of the role children play in French society and the differences in raising children between France and the U.S.

WL.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
WL.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
WL.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.
WL.7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

### **Target 3**

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Students will compare/contrast the perspectives and attitudes of society through literature.

WL.7.1.IL.B.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

## **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 (French artists/paintings)

## 21st Century Life and Careers

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Select all applicable standards from the applicable standards

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.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.

## 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. Role play
9. Question and answer
10. Choral response
11. Teacher observation
12. Creating and practicing dialogues.
13. Dialogues
14. Web-quests
15. You-tube clips and comprehension questions

## **Differentiation/Enrichment**

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Differentiation / Enrichment



### **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. Petit Nicolas books
2. Petit Nicolas DVD
3. Comprehension guides
4. Youtube clips

