| ***French IV Unit 5: Le Petit Prince***  ***March-April*** | | | | | |
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| **Targeted Standards**  7.1.IL.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  7.1.IL.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.  7.1.IL.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  7.1.IL.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.  7.1.IL.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.  ​​7.1.IL.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.  7.1.IL.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.IL.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.  7.1.IL.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  7.1.IL.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.  7.1.IL.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.  7.1.IL.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  7.1.IL.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.IL.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.IL.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.IL.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.IL.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. | | | | | |
| **Rationale and Transfer Goals** :  In this unit students will read their first full length novel: “Le Petit Prince” by Antoine St. Exupéry. The experiences of the author will be discussed and related to the action of the narrator in the dialogue. Students will read both independently and with the class, taking notes on new vocabulary words and grammatical structures along the way. Students will illustrate passages as well as write an essay on various themes discovered in the book. | | | | | |
| **Enduring Understandings:**  ‐  You can read a French novel.  ‐  Powerful literature provides insights about the human condition and  human experience.  ‐  Language is powerful tool that can stir emotions and spark people to act.  ‐  Our sense of self is influenced by relationships, conflicts, and experiences.  ‐  You already have language and communication skills that you can utilize  while learning a new language.  ‐  There are multiple ways to say the same thing.  ‐  People have different styles of learning.  ‐  Learning a language is an on‐going process.  ‐  A dictionary doesn’t give you syntax.  ‐  The language we use changes with the situation. | | | | | |
| **Essential Questions**:  ‐  How are the life and experiences of the author reflected in the actions of the novel?  ‐  Who are “les grandes personnes” and how does the author describe them?  ‐  What does it mean to be a true friend?  ‐  How does the author comment on and critique various peoples of our time?  ‐  How can I express myself and share the same information with others in French?  ‐  What are my motivations to learn another language?  ‐  How do I find out meaning when words are not understood?  ‐  How do our personal experiences shape our view of others?  ‐  How are the elements of setting, characterization, and symbolism significant in this novel?  ‐  How are the philosophies encountered in the novel relevant to my own life? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| 1. Identify new vocabulary words to improve comprehension of the story.  2. Identify and describe the main characters and events of *le Petit Prince.*  3. Identify important events in the life of Antoine de Saint‐Exupéry and discuss their impact on his writings.  4. List several philosophies from *Le Petit Prince* and discuss the relevance to our own lives.  5. Identify new grammatical structures to improve comprehension of the story.  6. Take notes on the characters and events of a French text.  7. Identify various symbols in the text and describe their significance to the text and in our own lives.  8. Describe the impact of flashbacks throughout the story to understand its effectiveness and improve understanding of the chronological events of the story.  9. Recognize the *passé simple* in a French work. | ‐  Short answers to questions about the novel.  ‐  Passages in the *passé simple.*  ‐  4‐5 paragraph essay developing a theme from the novel.  ‐  Sticky notes to summarize chapters.  ‐  “Tweets” to summarize chapters. | | ‐ Read and translate short biography of Antoine de Saint‐Exupéry.  *‐* Translate vocabulary from chapters as a class.  ‐ Complete guided notes on *passé simple.*‐ Complete worksheets on various idiomatic expressions (*coup, n’importe, faire*).  ‐ Complete worksheets on various irregular verbs (*rire, boire, server, tenir, se taire*).  ‐ Loto with vocabulary.  ‐ Chorale response with vocabulary words.  ‐ Read chapters orally and translate as a class.  ‐ Divide into groups, read, and act out a chapter.  ‐ Create a timeline on the board of the actions in the novel.  ‐ Illustrate your favorite part of the novel.  ‐ Write a 4‐5 paragraph essay on certain theme/symbol from the novel. ‐ Peer‐ edit essays in class.  ‐ Watch the movie “Le Petit Prince”. ‐ In groups, read a chapter and translate for the class.  ‐ Discussion of symbols in the novel (the fox, different planets, snake, etc). | | **Formative Assessment**   * -  Homework – answer comprehension questions about each chapter, take notes on sticky notes, write “tweets” to summarize chapters * ‐  Quizzes – vocabulary quizzes, “Pop” quizzes on chapter * ‐  Test – open ended test on vocabulary and events in novel * ‐  Daily Warm‐up Exercises: ex; Rewrite sentences with appropriate vocabulary word, put the events in  order, who is being described (narrator or little prince?), true/false questions, match vocabulary word to its synonym/antonym, etc. * **Performance Assessment** * ‐  Draw a picture to illustrate your favorite theme from the novel. * ‐  Write a 4‐5 paragraph essay discussing a certain theme/symbol or character. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| -The Passe Simple: this tense is only used in literature; (students only need to recognize the tense) | | -The Passe Compose  -The Subjunctive | | -Compare the Passe Simple to the Passe Compose  -Read extracts of Le Petit Prince to see how the Passe Simple is used in Literature | |
| **Career Readiness, Life Literacies, and Key Skills**  9.4.11.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).  9.4.11.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.  9.4.11.TL.3: Select appropriate tools to organize and present information digitally.  9.4.11.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).  9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). | | | | | |
| **Key resources:**  ‐  Conversation Culturelle in Bien Dit Level 3 Chapter 1  - Grammar and Vocabulary Workbook    - *Le Petit Prince* by Antoine St. Exupéry ‐ “Antoine de Saint‐Exupéry” short biography  ‐  Quia.com | | | | | |
| **Interdisciplinary Connections:**  English Language Arts:   * NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. * NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. * NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | | | | | |