



French 4 Honors - Unit 3 - Le Petit Prince

Unit Focus

In the brief 3rd unit of French 4 Honors, students will engage in reading the famous story *Le Petit Prince*, analyzing it for theme as well as use of literary devices. The teacher will model reading strategies and accompanying class activities for two chapters and the reading of the remaining chapters will be student-led. The class will view the film *Le Petit Prince* and compare the presentation of the story visually versus in writing. Students will also write a composition elaborating a thematic message as presented in the story.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages <ul style="list-style-type: none"> 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) Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1) 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. (C.4.2) 	<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 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 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people. U3 How we see the world (the judgments we make, the people we relate to) is dependent upon experience (personal, historical, current events).	<i>Students will keep considering...</i> Q1 What does the source or text say? What does it mean? Q2 How do cultural products and practices reflect the beliefs and values of a people? Q3 What am I trying to say and how do I say it?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
Madison Public Schools Profile of a Graduate <ul style="list-style-type: none"> 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 know...</i> K1 passé simple and its use in connection with passé composé and imparfait K2 Use of the suffix -ment to create adverbs	<i>Students will be skilled at...</i> S1 Converting passé simple to passé composé and passé composé to passé simple S2 Creating adverbs with the suffix -ment

Stage 1: Desired Results - Key Understandings

K3 Literary devices: simile, metaphor, alliteration, personification, anthropomorphism, figurative language (eg. coup de...; les adults = les grandes personnes)

K4 Vocabulary related to Le Petit Prince: Alliteration, allegory, metaphor, personification, anthropomorphism; plus student-generated vocabulary lists

S3 reading and interpreting texts at the intermediate level, including identification and impact of the use of literary devices

S4 Incorporating unit vocabulary into classwork relating to Le Petit Prince