

Foreign Language Brunswick School Department
French IV
Unit 3 : Le conte d'enfant (Children's story)

Essential Understandings	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Western languages have certain structural similarities
Essential Questions	<ul style="list-style-type: none"> ▪ What type of literature do French children read? ▪ Which childhood milestones are similar in most cultures? ▪ Why do children's stories often contain a lesson or moral?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Children's literature reflects cultural norms. ▪ Certain values are held in both French and American cultures
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms</u>: <ul style="list-style-type: none"> ○ the components of a book
Essential Skills	<ul style="list-style-type: none"> ▪ Describe past, present and future events in one's life, in the community or in France. ▪ Ask and answer questions about events. ▪ Comprehend short stories and novelettes written in French to increase reading comprehension skills.
Related Maine Learning Results	<p><u>World Languages</u></p> <p>A. Communication</p> <p>A1. Interpersonal</p> <p>Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <p>b. Provide and exchange detailed information on familiar topics, orally and in writing.</p> <p>d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.</p> <p>A2. Interpretive</p> <p>Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 span.</p> <p>a. Identify main ideas, topics and specific information in a variety of authentic written materials.</p>

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<p style="text-align: center;">Related Maine Learning Results</p>	<p>A3. Presentational Students express their own thoughts to describe and narrate in oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.</p> <p>d. Write brief narrative compositions and expository/informational compositions.</p> <p>e. Give oral presentations on familiar subjects related to a culture in which the target language is spoken.</p> <p>B. Culture</p> <p>B2. Products and Perspectives Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.</p> <p>B3. Comparison with Own Culture Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.</p> <p>a. Identify and compare influential figures from the two cultures.</p> <p>b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.</p> <p>c. Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication.</p> <p>C. Connections</p> <p>C2. Distinctive Viewpoints Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.</p> <p>a. Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s).</p>
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Examination of a book ▪ Discussion: goals of the author ▪ Setting ▪ Dialogue to move along the plot ▪ Plot development ▪ Character development

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Sample Classroom Assessment Methods	<ul style="list-style-type: none">▪ Composition▪ Reading comprehension
Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>Breaking the French Barrier</u>○ <u>Schaum's Communicating in Language</u>○ Various childrens' books in French, or translated into French○ <u>Un autre ete pas comme les autres</u> (book/reader)