

Unit 6: L'Environnement

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COURSE OVERVIEW	
Course Name:	French 1
Course Proficiency Target:	Novice High
Performance Target:	Intermediate

UNIT 6 OVERVIEW	
Theme:	Climate Change
Global World Language Theme:	Global Challenges
Essential Question:	What can we do to reduce the impacts of climate change?
Performance Objective:	I can identify, interact, and present information on how the environment is changing and efforts to reduce the impacts of climate change on the environment.
Summative Assessment Frame:	You have been offered an internship at the Ministry of Environment and Sustainable Development in the Democratic Republic of the Congo. You have already read about their campaign to plant a billion trees by 2023. Now, they are looking to widen their environmental impact. First, you read an infographic about potential solutions to climate change. Next, share your findings with another intern and ask what solutions they think could have the greatest impact on the environment. Finally, you create a digital campaign recommending and explaining one potential solution to climate change for the Ministry of Environment and Sustainable Development.
Social Justice Standards:	DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures. JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different levels of society.
Unit Duration:	6-8 weeks

CORE KNOWLEDGE & SKILLS	
Language Function Skill Objectives (Performance Indicators)	Proficiency Benchmark <i>NCSSFL-ACTFL Can-Do Statements</i>
<ul style="list-style-type: none"> I can describe how the climate is changing. I can identify impacts of climate change. I can explain why the climate is changing. I can ask and answer questions about my own environmental impact. I can identify parts of the world that will be more affected by climate change. I can identify solutions to climate change I can summarize the 1 billion trees by 2023 initiative. I can tell someone the steps I plan to take to mitigate my impact on the environment. 	<p>Interpretive: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> <p>Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p> <p>Presentation: I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p>
CORE VOCABULARY & FORMS + Degree of Control (emerging, partial, full)	
EMERGING CONTROL <i>students are able to use these vocabulary/structures with limited accuracy</i>	
<ul style="list-style-type: none"> Simple questions (<i>Est-ce que</i> and <i>Pourquoi</i>) les énergies renouvelables le réchauffement du climat réduire, trier, les déchets les gaz à l'effet de serre 	
PARTIAL CONTROL <i>students are able to use these vocabulary/structures with some degree of accuracy</i>	
<ul style="list-style-type: none"> écologique, le gaz la température, la poubelle, la lumière, l'énergie Frequency words: toujours, parfois, jamais parce que specific foods in season 	
FULL CONTROL <i>students are able to use these vocabulary/structures with almost complete accuracy</i>	
<ul style="list-style-type: none"> l'environnement, la Terre, l'océan, le climat, le temps, le soleil, le forêt les arbres, l'eau, la pollution, le gaz changer, recycler 	

- Il faut + infinitive

LEVEL UP Vocabulary & Forms

With developing control, students may push beyond the core of this unit by focusing on...

- You should...
- Creating specific questions
- Specific kinds of renewable energies like l'énergie éolienne
- le CO2, le méthane

Cultural Comparisons	Intercultural Communication Benchmark
<p>Product: L'Agence Bio</p> <p>Practice: Buying foods that have a low environmental impact</p> <p>Perspective: The importance of buying foods that are certified to have a lower environmental impact</p>	<p>Investigate: In my own and other cultures I can identify products and practices to help me understand perspectives.</p> <p>Interact: In my own and other cultures I can identify products and practices to help me understand perspectives.</p>

SEQUENCE of LEARNING

Learning Outcomes	Learning Tasks	Checks for Learning	Resources
I can describe how the climate is changing.	Interpretive: Students read the infographic about how the climate is changing	Students can state that the climate is warming and say by how much.	Le Changement Climatique
I can identify impacts of climate change.	Interpretive: Students read the infographic describing the negative impacts of climate change and how they could become worse.	Students can list negative impacts of climate change that are already observable today.	Comment voit-on que le climat se détraque?
I can explain why the climate is changing.	Interpretive: Students read the infographic explaining greenhouse gases and their impact on the climate.	Students can describe the greenhouse gas effect.	Quel est le problème & L'effet de serre
I can ask and answer questions about my own environmental impact.	Interpersonal: Students interview their partner to find out how environmentally friendly they are.	Students can ask and answer simple questions and can rate how environmentally friendly they are.	Êtes-vous écolo?
I can identify parts of the world that will be more affected by climate change.	Presentational: Students create a map of the regions of the world that will be more affected by climate change.	Students can locate on a map where climate change will have the greatest impact.	L'agriculture & le climat en chiffre
I can identify some solutions to climate change.	Interpersonal: Students plan a picnic with their partner creating a menu that will be environmentally friendly.	Students can state what foods that are in season they will bring on the picnic.	Agence Bio Saison

I can summarize the 1 billion trees by 2023 initiative.	Interpretive: Students watch the video and explore the site 1 milliard d'arbres 2023. Students write a summary of the goals and key actions that the initiative is taking.	Students can write a few sentences summarizing the goals of the 1 billion trees by 2023 initiative.	Lancement de l'initiative 1 milliard d'arbres 2023
I can tell someone the steps I plan to take to mitigate my impact on the environment.	Presentational: Students create a poster with steps that they will take to have a positive impact on the climate. They present the posters in small groups.	Students can describe the steps that they will take to lessen their effect on climate change.	Comment peux-tu protéger l'environnement?

SUMMATIVE UNIT ASSESSMENT

You have been offered an internship at the Ministry of Environment and Sustainable Development in the Democratic Republic of the Congo. You have already read about their campaign to plant a billion trees by 2023. Now, they are looking to widen their environmental impact. First, you read an infographic about potential solutions to climate change. Next, share your findings with another intern and ask what solutions they think could have the greatest impact on the environment. Finally, you create a digital campaign recommending and explaining one potential solution to climate change for the Ministry of Environment and Sustainable Development.




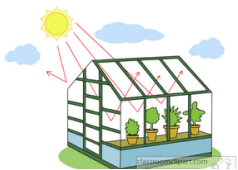

Interpretive	Interpersonal	Presentational
<i>As you prepare to create your own digital campaign about solutions, you first read about some potential solutions to climate change in the form of a digital poster. Read this infographic about solutions to climate change and answer the following questions.</i>	<i>You have been paired with another intern from the DRC who is working with the Ministry of Environment and Sustainable Development's (MEDD) too. After reading about potential solutions to climate change, share your findings with the other intern to find out what solutions they think could have the greatest impact on the environment. Take turns asking each other questions.</i>	<i>Now that you have done your research, create a digital poster recommending and explaining one potential solution to climate change as the MEDD next campaign in the DRC.</i>
Student Directions: Read the infographic about solutions to climate change and answer the following questions.	Student Directions: Decide who will be the intern from Boston and who will be the intern from the DRC. You may want to: <ul style="list-style-type: none"> ● greet your partner ● introduce yourself ● ask what solutions they think are important ● ask why those solutions are important ● ask if what solution they are thinking about recommending to the MEDD 	Student Directions: You may want to include: <ul style="list-style-type: none"> ● a brief overview of climate change ● a brief overview of the urgency of climate change ● one solution to climate change ● <u>where</u> the MEDD could implement the solution (in the forest, in the ocean, etc) ● why you chose it
Resources: Quelles sont les solutions? (ONLY: Quelles sont les solutions?)	Resources:	Resources:
Teacher Notes:	Teacher Notes:	Teacher Notes:


Interpretive Questions

I. Key Word Recognition

Match the following words in French with the image or phrase that best represents its meaning.

réduire	brûler	trottinette	la chaleur
gaz à effet de serre	en moyenne	froid	le vent

	
	on average

II. Main Idea: Using the information from the graphic, describe the main idea of the text in your own words in English.

III. Supporting Details:

- Identify whether each statement is true or false.
- Write the letter of the statement next to a line in the text that best supports your answer.
- Correct the statements that are false in English.

A. We must reduce greenhouse gas emissions. True/False

B. A single French person produces 9 tons of CO₂ per month. True/False

C. Cars are the most effective means of transportation. True/False

D. The article suggests to turn up the heat in your home. True/False

E. You should sort your trash True/False

F. Carbon is the most polluting gas. True/False

G. Renewable energies only produce a little bit of pollution. True/False

IV. Organizational Features: How is the text organized? Choose all that apply. Explain briefly why you selected each organizational feature. What were the clues in the text that led you to select the answer(s).

- A. Chronological
- B. Pros and Cons
- C. Cause and Effect
- D. Compare and Contrast
- E. Informational

Justification from the text:

V. Guessing Meaning from Context: Based on the text, write what the following four words/phrases most likely mean in English.

A. déchets: _____

B. rejeter: _____

C. fournie: _____

D. L'énergie éolienne: _____

VI. Inferences Answer the following questions using information from the text. Respond in English.

1. Your friend who lives in Boston is looking for environmentally friendly vacation ideas. Would you recommend that they go to Hawaii?

2. Based on the solutions mentioned in the text that you have seen implemented in the city, is Boston environmentally friendly?

VII. Author's Perspective: Select the perspective or point of view you think the author adopted as they wrote this article and justify your answer with details from the text. You may use quotes or explain only in your own words. Respond in English.

A. Comic

B. Moral

C. Informative

Justification from the text:

VIII. Comparing Cultural Perspectives:

1. Which solutions listed in the article have you seen implemented in the United States or your own culture?

2. What solutions would you recommend for an American audience and why?

IX. Personal Reaction to the Text: Using specific details from the text, describe your personal reaction in English. Did anything surprise you or confirm what you already knew? Provide reasons to support your reaction.



Rubrics

(ACTFL IPA Rubrics *Modified* + Glow/Grow)

Interpretive:

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
LITERAL COMPREHENSION				
Word Recognition	I can identify all key words appropriately within the context of the text.	I can identify a majority of key words appropriately within the context of the text.	I can identify half of key words appropriately within the context of the text.	I can identify a few key words appropriately within the context of the text.
Main idea detection	I can identify the complete main idea(s) of the text.	I can identify the key parts of the main idea(s) of the text but miss some elements.	I can identify some part of the main idea(s) of the text.	I can identify some ideas from the text but they do not represent the main idea(s).
Supporting detail detection	I can identify all supporting details in the text, accurately provide information from the text to explain these details, and accurately corrects all false statements.	I can identify the majority of supporting details in the text, provide information from the text to explain some of these details, and accurately correct most false statements	I can identify some supporting details in the text, provide limited information from the text to explain these details, and accurately correct some false statements OR I can identify the majority of supporting details but am unable to provide information from the text to explain these details or correct the false statements.	I can identify a few supporting details in the text but may be unable to provide information from the text to explain these details and correct the false statements.
INTERPRETIVE COMPREHENSION				
Organizational features	I can identify the organizational feature(s) of the text and provide an appropriate rationale.	I can identify the organizational feature(s) of the text; rationale misses some key points.	I can identify in part the organizational feature(s) of the text; rationale may miss some key points. OR I can identify the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing meaning from context	I can infer the meaning of unfamiliar words and phrases in the text. Inferences are accurate.	I can infer the meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	I can infer the meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences	I can infer and interpret the text's meaning in a highly plausible manner.	I can infer and interpret the text's meaning in a partially complete and/or partially plausible manner.	I can make a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's perspective	I can identify the author's perspective and provide a detailed justification.	I can identify the author's perspective and provide a justification.	I can identify the author's perspective but my justification is either inappropriate or incomplete.	I am unable to identify the author's perspective.

Cultural perspectives	I can identify cultural perspectives/norms accurately. I can provide a detailed connection of cultural products/practices to perspectives.	I can identify some cultural perspectives/norms accurately. I can connect cultural products/practices to perspectives.	I can identify some cultural perspectives/norms accurately. I provide a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/ or connection of cultural practices/ products to perspectives is superficial or lacking.
Personal Reaction	I can provide a detailed personal reaction to the text that is supported with evidence from the text.	I can provide a personal reaction to the text that is supported with some evidence from the text.	I can provide a personal reaction to the text but the evidence from the text is either inappropriate or incomplete.	Does not provide a personal reaction.

Glow 	
Grow 	



Student Self Reflection (Jefferson County *modified*):

What strategies did I use to help me understand what I read/saw?

Self Reflection	Always	Most of the Time	Sometimes	Rarely/Never
I preview titles, photos, layout, visuals, etc.				
I skim the text for cognates, familiar words and phrases.				
I scan the text for specific details.				
I make connections to my own experiences & culture.				

Interpersonal:

CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function Language tasks you can handle in a consistent, comfortable, sustained, and spontaneous manner	I can create with language by combining language I do know. I can communicate in social situations in concrete exchanges.	I can use mostly memorized language and make some attempts to create. I can communicate basic personal information and some activities, preferences, and immediate needs.	I can use memorized and familiar language.	Has no real functional ability.
Text Type What kind of language do I use?	I can use simple sentences and some strings of sentences.	I can use some simple sentences and memorized phrases.	I can use words, phrases, chunks of language, and lists.	I can use isolated words.
Communication Strategies Quality of engagement and interactivity	I can respond to direct questions and requests for information. I can ask a few appropriate questions. I may try to restate if I am not understood.	I can respond to basic direct questions and requests for information. I can ask a few formulaic questions. I may try repeating and/or substituting different words if I am not understood.	I can respond to a limited number of formulaic questions. I may use repetition or resort to English.	Is unable to participate in a true conversational exchange.
Comprehensibility Who can understand this person's language?	I can generally be understood by a sympathetic listener, although repetition or rephrasing may be required.	I can be understood with occasional difficulty by a sympathetic listener although repetition or rephrasing may be required.	I can be understood, although often with difficulty by a sympathetic listener.	Most of what is said may be unintelligible or understood only with repetition.
Language Control Accuracy & Fluency	I can be most accurate when producing simple sentences in the present tense. My accuracy decreases as my language becomes more complex.	I can be most accurate with memorized language, including phrases. My accuracy decreases when creating and trying to express personal meaning.	I can be most accurate when using limited to memorized words. My accuracy may decrease when attempting to communicate beyond the word level.	Has little accuracy even with memorized words.

Glow 	
Grow 	

Student Self Reflection (Jefferson County *modified*):



How do I make myself understood?

Self Reflection	Always	Most of the Time	Sometimes	Rarely/Never
I repeat myself when I am not understood.				
I rephrase my sentence when I am not understood.				
I ask for repetition or clarification				

I substitute different words.				
I resort to my first language.				

Presentational:



CRITERIA	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function Language tasks you can handle in a consistent, comfortable, sustained, and spontaneous manner.	I can create with language by combining and recombining known elements. I can communicate in straightforward social situations, primarily in concrete exchanges.	I can use mostly memorized language and make some attempts to create. I can communicate basic personal information and some activities, preferences, and immediate needs.	I can use memorized and familiar language.	Has no real functional ability.
Text Type What kind of language do I use?	I can use simple sentences and some strings of sentences.	I can use some simple sentences and memorized phrases.	I can use words, phrases, chunks of language, and lists.	I can use isolated words.
Impact Clarity, organization, detail (depth), and creativity	I can present in a clear and organized manner. I can present with originality, rich details, and capture the interest and attention of the audience.	I can present in a clear and organized manner. I can present with originality and use rich details, visuals, and/or organization of the text to maintain the audience's attention and/or interest.	I can present in a clear and organized manner. I show some effort to maintain the audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal effort to maintain audience's attention.
Comprehensibility Who can understand my language?	I can generally be understood by a sympathetic listener, although additional effort may be required.	I can be understood with occasional difficulty by a sympathetic listener, although additional effort may be required.	I can be understood, although often with difficulty by a sympathetic listener.	Most spoken/written language may be unintelligible or understood only with additional effort.
Language Control Accuracy & Fluency	I can be most accurate when producing simple sentences in the present tense. Pronunciation, vocabulary, and sentence structure are strongly influenced by my native language. My accuracy decreases as my language becomes more complex.	I can be most accurate with memorized language, including phrases. My accuracy decreases when creating and trying to express personal meaning.	I can be most accurate when using memorized words. My accuracy may decrease when attempting to communicate beyond the word level.	Has little accuracy even with memorized words.

Glow 	
Grow 	

Student Self-Reflection:

Self Reflection	Always	Most of the Time	Sometimes	Rarely/Never
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I organize my presentation in a clear manner				
I present with originality.				
I use visuals to illustrate my message.				
I self-correct when I make a mistake.				

Glow 	Something I did really well or am proud of is...
Grow 	My goal is to improve...