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| **Language and Level** | | French – Novice High 🡺 Intermediate Low | | | | | | | |
| **Theme and Topic** | | **Global Challenges:** Education | | | | | | | |
| **Important**  **Question(s)** | | Why can’t all young people go to school? | | | | | | | |
| **Goals**  *What should students know and be able to do by the end of the unit?* | | * Describe the current status of education of young people locally, nationally, and globally * Identify and categorize economic, political, and social reasons why young people around the world cannot go to/stay in school * Give reasons why going to school is important to oneself and locally, nationally, globally * Give examples of initiatives to support schooling for all young people around the world * Connect with a school in (x) to learn more about the school; collaborate to develop a plan for continued communication | | | | | | | |
| **Performance Assessment**  *Do these tasks allow students to demonstrate how well they have met the goals of the unit? The performance assessment tasks are designed to be integrated throughout the instructional unit. The interpretive tasks are designed to inform the content of the presentational and interpersonal tasks.* | | **Interpretive Tasks**  (This template encourages multiple interpretive tasks.) | | | | | | | |
| Students watch a movie about a young girl in Senegal who cannot go to school. Afterwards, the students will list the reasons that she cannot go to school based on the film, and evaluate the accuracy of the film based on background information on why children cannot go to school. | | Screen Shot 2013-04-08 at 9.29.19 PM.pngRead an article giving reasons for why all children should go to school. Catagorize the reasons given by completing a graphic organizer | | | |  | |
| **Presentational Task**  Students work in groups to design a plan for continued collaboration with a school in (x); groups share their plan with other groups in class in order to select one plan to pursue. | | | | **Interpersonal Task**    After the class selects a plan, students will meet in small groups to discuss that plan. They will decide how to implement the plan and how to involve other classes/schools/community in the collaboration. | | | |
| **Cultures Examples**  *For each example, indicate the relationship between the product, practice, and perspective and the role and importance of the product, practice and perspective within the culture.* | | **Product:** School  **Practice:** Going to School  **Perspective:** Importance of school for all young people in (x)  **Product:** Daily class schedule  **Practice:** Required vs elective courses  **Perspective**: Purpose of school | | | | | | | |
| **Connections**  **Examples** | | **Other Disciplines/ Distinctive Perspectives** | | | **Technology Integration** | | | | |
| **Social Studies:**  Education as a children’s right (United Nations)  Education systems/practices around the world  Global challenge of educating all young people  **English Language Arts:**  Synthesis of information from a variety of sources  Sharing information and ideas with others through discussions | | | [www.epals.com](http://www.epals.com) allows you to connect with classrooms around the world  [www.skype.com](http://www.skype.com) allows you to connect with others via live video  [www.education.weebly.com](http://www.education.weebly.com) allows you to create an interactive website | | | | |
| **Comparisons**  **Examples** | | **Culture** | | | **Language** | | | | |
| Reasons to attend/not attend school  Number of years students spend in school  Daily class schedules in school  School year calendar | | | “une année blanche”  obligatoire / facultative  le bac – résussir, rater  l’alphabétisation | | | | |
| **Communities**  **Examples** | | **Beyond the Classroom** | | | **Lifelong Learning** | | | | |
| Inform other classes/schools/community about the opportunities for collaboration with the school in (x) and encourage their participation. | | | Encourage collaboration via technology as a way to connect with people around the world. | | | | |
| **Connections to Common Core** | | **Writing: 6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  **Speaking and Listening: 1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  **Speaking and Listening: 2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | | | | | | | |
| **Toolbox** | | | | | | | | | |
| Language Functions  | | | Related Structures / Patterns | | | | Vocabulary Expansion | | |
| **Compare** *various components of school systems/schedules* | | | plus de, moins de, autant de | | | | Les droits des enfants  Manquer de formation  Aller à l’école/Assister aux cours  Réussir/échouer  Relier/Partager/Echanger  L’alphabétisation  Obligatoire/facultative  Interdit/permis | | |
| **Describe** *attitudes toward attending school* | | | Il est important que, Il est nécessaire que, il est dommage que, afin que, pour que | | | |
| **Express opinions** *on the importance of school* | | |  | | | |
| **Ask and answer questions** *to learn more about schooling in other cultures* | | |  | | | |
| **Key Learning Activities** | | | | | | | | | |
| Standards  Focus | Learning Activity | | | | | | Purpose | | In-class /  Home |
| Interpersonal | Small groups: brainstorm reasons why all young people in the world can’t go to school | | | | | | Assess background knowledge | | In-class |
| Interpretive | View: <http://prezi.com/_9icbrqc-uhg/education-counts/> | | | | | | Provide global context | | Home |
| **Resources** | | | | | | | | | |
| *La Petite Vendeuse de Soleil* – film about girl in Sénégal  World Wise Schools website about education  <http://wws.peacecorps.gov/wws/educators/lessonplans/lesson.cfm?lpid=3578>  Film explaining importance of education for all children  <http://www.youtube.com/watch?v=OI3eK2r75T8> = | | | | | | | | | |