

Challenges: The Natural World - Biodiversity

Language and Level / Grade	French Novice High – Intermediate Low		Approximate Length of Unit	4 weeks
			Approximate Number of Minutes Weekly	275 minutes (55 mn/day)
Theme/Topic	Challenges: The Natural World - Biodiversity			
Essential Question	What is biodiversity and why do we need it?			
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none"> • Define “biodiversity” and why it is important to life on Earth • Give reasons why biodiversity is disappearing locally, regionally, globally • Give examples of endangered species • Compare biodiversity efforts in the French-speaking world and the US • Give examples of what individuals can do to sustain the biodiversity of planet Earth 			
Summative Performance Assessment <ul style="list-style-type: none"> • <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> • <i>They are integrated throughout the unit.</i> • <i>The template encourages multiple interpretive tasks.</i> • <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> • <i>The tasks should incorporate 21st Century Skills.</i> 	Interpretive Mode			
	Watch the video “ <i>Bouge-toi pour ta planète</i> ”; identify actions that harm the planet according to the video and propose alternatives to these actions.	Read and summarize the article “ <i>Lancement de la phase pilote “Insectes et Ciel étoilé”</i> ”. Give your opinion with justification of the potential for this initiative to succeed in the US.	Visit the website: www.zoo-palmyre.fr . Give your opinion with reasons based on the information from the website on why zoos are needed/not needed.	
	Presentational Mode In teams of four, make a plan to inform others via the Internet about biodiversity and why it is a global challenge. Include examples and suggestions for stopping the decline in biodiversity.		Interpersonal Mode Share what you have learned about biodiversity and humans’ impact locally, regionally, and globally giving both positive and negative examples.	

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<p>Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective.</i></p>	<p>Product: Fête de la Nature Practice: National celebration of nature Perspectives: Importance of biodiversity</p> <p>Product: Zoos Practice: Protecting endangered species Perspective: Importance of educating the public about endangered species</p>	
<p>Connections (Sample Evidence)</p>	<p>Making Connections</p>	<p>Acquiring Information</p>
	<p>Environmental Science - biodiversity Communication Arts – justifying opinions orally and in writing</p>	<p>Website: Noé Conservation Chanson: <i>Enfants de la terre</i> Document: <i>La Charte de l’environnement de la France</i></p>
<p>Comparisons (Sample Evidence)</p>	<p>Language Comparisons</p>	<p>Cultural Comparisons</p>
	<p>Eclairage durable S’engager</p>	<p>National celebration of nature Interest in biodiversity – national charter</p>
<p>Communities (Sample Evidence)</p>	<p>School and Community</p>	<p>Lifelong Learning</p>
	<p>Small groups work to inform others about challenges related to biodiversity</p>	<p>Ongoing awareness and action related to biodiversity Self-assessment of progress towards unit goals</p>
<p>Connections to Common Core</p>	<p>Reading 2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas. Reading 10. Read and comprehend complex literary and informational texts independently and proficiently. Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Writing 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism 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 4. 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,</p>	

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	and audience.		
Toolbox			
Language Functions and/or Can-do Statements	Related Structures / Patterns	Vocabulary Expansion	
Describing plants and animals	Adjective placement, agreement Relative pronouns que, qui (ex: the animals that are endangered...)	Tier 1 Names of plants, animals Adjectives describing plants and animals: size, color It is important, good, necessary... Instead of....	
Expressing opinions about biodiversity	It is important to protect... It is good to help.... It is necessary to...		
Offering alternatives to current practices related to biodiversity	Instead of cutting down trees....	Tier 2 Engagement Crisis	
		Tier 3 Classifications: mammals, amphibians, reptiles, Biomes Endangered species	
Key Learning Activities/Formative Assessments			
Key Learning Activity/Formative Assessment <i>(representative samples from beginning to end of unit)</i>	How does this activity support the unit goals or performance tasks?	Mode of Communication	Interculturality Self Community World
Discuss infograph of endangered species	Activates interest in unit themes	Interpretive Interpersonal	W
View video of song “Enfants de la terre”	Shows images related to biodiversity	Interpretive Interpersonal	W
Brainstorm what biodiversity means and includes	Provides definition of biodiversity	Interpersonal	S, C, W
Complete an information gap activity related to biodiversity	Categorizes different aspects of biodiversity	Interpersonal	C, W
Write an introductory reflection on why biodiversity is important	Practices expressing opinions	Presentational	S, C, W
Resources		Technology Integration	

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<p>www.zoo-palmyre.fr www.notre-planete.info/actualites/actu_3665_chanson_Enfants_de_la_Terre.php www.oncfs.gouv.fr/Plan-de-restauration-du-Grand-Hamster-ru82 Youtube: Bouge-toi pour ta planète (several short videos on biodiversity) Youtube: Espèces menaces: l'hécatombe continue Polar bear article: http://www.tv5.org/TV5Site/publication/galerie-37-5-L_ours_polaire.htm Noé Conservation</p>	<p>www.edmodo.com a safe way for your class to connect and collaborate, share content, and access homework http://edu.glogster.com/ allows students to create online multimedia posters with text, photos, videos, graphics, sounds, drawings, data attachments</p>
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