

Language and Level / Grade	French – Novice High → Intermediate Low	Approximate Length	<i>6 weeks</i>
		Approximate Number of Minutes Weekly	<i>250 minutes</i>
Theme/Topic	Challenges: Education		
Essential Question	Why can't all young people go to school?		
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"> • 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 		
Summative Performance Assessment <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated</i>	Interpretive Mode		
	Learners watch a movie about a young girl in Senegal who cannot go to school. Afterwards, the learners 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.	Learners read an article giving reasons why all children should go to school. They categorize the reasons given by completing a graphic organizer.	

<p><i>throughout the unit.</i></p> <ul style="list-style-type: none"> • <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 incorporate 21st Century Skills.</i> 	<p style="text-align: center;">Presentational Mode</p> <p style="text-align: center;">Learners 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.</p>	<p style="text-align: center;">Interpersonal Mode</p> <p style="text-align: center;">After the class selects a plan, learners 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.</p>
<p style="text-align: center;">Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective.</i></p>	<p>Product: School Practice: Going to School Perspective: Importance of school for all young people in (x)</p> <p>Product: Daily class schedule Practice: Required vs elective courses Perspective: Purpose of school</p>	
<p style="text-align: center;">Connections (Sample Evidence)</p>	<p style="text-align: center;">Making Connections</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Education as the right of the child (United Nations) • Global challenge of educating all young people <p>English Language Arts:</p> <ul style="list-style-type: none"> • Synthesis of information from a variety of sources • Sharing information and ideas with others through discussions 	<p style="text-align: center;">Acquiring Information and Diverse Perspectives</p> <p>Education systems and practices around the world and reasons for those systems and practices</p>
<p style="text-align: center;">Comparisons (Sample Evidence)</p>	<p style="text-align: center;">Language Comparisons</p> <ul style="list-style-type: none"> • “une année blanche” (<i>a missed year</i>) • passer le bac (<i>to take the bac</i>) 	<p style="text-align: center;">Cultural Comparisons</p> <ul style="list-style-type: none"> • Reasons to attend/not attend school • Exams in high school
<p style="text-align: center;">Communities (Sample Evidence)</p>	<p style="text-align: center;">School and Global Communities</p> <p>Inform others about education around the world and</p>	<p style="text-align: center;">Lifelong Learning</p> <p>Consider the role that education plays in your life</p>

	opportunities for collaboration on a project related to education for all.	and set personal goals.	
Connections to Common Core	<p>Writing: 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>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.</p> <p>Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
Toolbox			
Language Functions	Related Structures / Patterns	Vocabulary Expansion	
		Tier 1	
Compare <i>various components of school systems/schedules</i>	plus de, moins de, autant de (<i>more of, less of, as much of</i>)	school subjects	
		Tier 2	
Describe <i>attitudes toward attending school</i>	Il est important que, Il est nécessaire que, il est dommage que, afin que, pour que (<i>It's important that, it's necessary that, it's too bad that, so that, in order that</i>)	Les droits de l'enfant (<i>rights of the child</i>) Manquer de formation (<i>lack training/schooling</i>) Aller à l'école (<i>to go to school</i>)	
Express opinions <i>on the importance of school</i>	Il est important que, Il est nécessaire que, il est dommage que, afin que, pour que (<i>It's important that, it's necessary that, it's too bad that, so that, in order that</i>)	Assister aux cours (<i>to attend classes</i>) Réussir/échouer (<i>to pass/to fail</i>) Relier/Partager/Echanger (<i>to connect, to share, to exchange</i>)	
Ask and answer questions <i>to learn more about schooling in other cultures</i>	Interrogatives	L'alphabétisation (<i>literacy</i>) Obligatoire/facultatif (<i>required/optional</i>) Interdit/permis (<i>forbidden/allowed</i>)	
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	Mode of Communication	Interculturality Self

	performance tasks?		Community World
Small groups: brainstorm why we have schools	Introduce the role and importance of school	Interpersonal	S, C, W
Listen to song Sacre Charlemagne: identify who invented schools according to the song; determine attitude toward school in song	Provide background information on school	Interpretive	C
Read short biography of Charlemagne and his view on the importance of education	Provide historic context for schools	Interpretive	C
Read "l'histoire de l'école" and create a timeline of important dates related to schools http://www.copaindumonde.org/5136.0.HTML	Provide historic context for schools	Interpretive Presentational	C
Compare school systems in various countries around the world	Provide information on schools	Interpretive Presentational	C,W
Small groups: brainstorm reasons why all young people locally, nationally, internationally can't go to school	Assess background knowledge	Interpersonal	S, C, W
Read http://www.copaindumonde.org/5145.0.HTML and list the current situation related to children's rights to school.	Provide current information on schooling	Interpretive	
View film explaining the importance of education for all children at http://www.YouTube.com/watch?v=OI3eK2r75T8= ; afterwards discuss in small groups the degree to which you agree with the film's perspective	Viewpoint on why education is important	Interpretive Interpersonal	W
View: http://prezi.com/_9icbrqc-uhg/education-counts/	Provide global context	Interpretive	W
Resources		Technology Integration	
<i>La Petite Vendeuse de Soleil</i> – 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		www.epals.com allows you to connect with classrooms around the world www.skype.com allows you to connect with others via live video	

http://www.youtube.com/watch?v=OI3eK2r75T8	www.education.weebly.com allows you to create an interactive website
---	--