

# Appendix D

## Challenges: Education

<b>Language and Level/Grade</b>	French – High School		Approximate Length of Unit	6 weeks
<b>Performance Range</b>	Novice High/Intermediate Low		Approximate Number of Minutes Weekly	250 minutes/weekly
<b>Theme/Topic</b>	<b>Challenges:</b> Education			
<b>Essential Question</b>	Why can't all young people go to school?			
<b>Unit Goals</b>				
<i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Describe the current status of education of young people locally, nationally, and globally.</li> <li>Identify and categorize economic, political, and social reasons why young people around the world cannot go to/stay in school.</li> <li>Give reasons why going to school is important to oneself and locally, nationally, globally.</li> <li>Give examples of initiatives to support schooling for all young people around the world.</li> <li>Connect with a school in (country) to learn more about the school; collaborate to develop a plan for continued communication.</li> </ul>			
<b>Summative Performance Assessment Tasks</b>				
<ul style="list-style-type: none"> <li>These tasks allow learners to demonstrate how well they have met the goals of the unit.</li> <li>The tasks follow the format of the IPA, but are integrated throughout the unit.</li> <li>The template encourages multiple Interpretive tasks.</li> <li>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</li> <li>The tasks incorporate 21st Century Learning.</li> </ul>	<b>Interpretive Mode</b>			
	Watch a movie about a young girl in Sénégal who cannot go to school; identify reasons that prevent her from attending school.	Read an article about preparing for work and careers in the 21st century; identify reasons why it is important for all young people to go to school.	Listen to an appeal for support of an initiative to help young people stay in school; describe the main components of the initiative.	
	<b>Presentational Mode</b> <b>Polished:</b> Work in groups to design a multimedia campaign to inform others of literacy rates around the world and ways that organizations are working to increase literacy rates globally. <b>On Demand:</b> Respond to these questions in writing: What are reasons that all children cannot go to school? What are some possible solutions to this global problem?		<b>Interpersonal Mode</b> Share ideas about the role and importance of education for all, and barriers to school attendance for young people locally, nationally, internationally. In small groups, discuss ways that the class could collaborate with a school in (country) to support the school's education program.	
<b>Standards</b>				
<b>Cultures</b> (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective</i>	<b>Relating Cultural Practices and Products to Perspectives</b>			
	<p><b>Product:</b> School <b>Practice:</b> Going to School <b>Perspective:</b> Importance of school for all young people in (country)</p> <p><b>Product:</b> Daily class schedule <b>Practice:</b> Required vs elective courses <b>Perspective:</b> Purpose of school</p>			
<b>Connections</b> (Sample Evidence)	<b>Making Connections to Other Disciplines</b>		<b>Acquiring Information and Diverse Viewpoints</b>	
	<p>Social Studies:</p> <ul style="list-style-type: none"> <li>Education as a right of the child (United Nations)</li> <li>Global challenge of increasing literacy rates</li> </ul> <p>English Language Arts and Literacy:</p> <ul style="list-style-type: none"> <li>Evaluation of the accuracy and validity of information from different Internet sources</li> <li>Synthesis of information</li> <li>Sharing information and ideas with others through discussions</li> </ul>		<ul style="list-style-type: none"> <li>Reading articles and viewing video clips from a variety of authentic sources about education and literacy rates around the world</li> <li>Interviewing native speakers of the target language about their attitudes towards school</li> </ul>	

<b>Comparisons</b> (Sample Evidence)	<b>Language Comparisons</b>	<b>Cultural Comparisons</b>
	<ul style="list-style-type: none"> <li>• <i>Une année blanche</i> (a missed year of school)</li> <li>• <i>Passer le bac</i> (to take the French exam at the end of high school)</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons to attend/not attend school</li> <li>• Final exams in high school</li> </ul>
<b>Communities</b> (Sample Evidence)	<b>School and Global Communities</b>	<b>Lifelong Learning</b>
	Inform others about education around the world and opportunities for collaboration on a project related to education for all.	<ul style="list-style-type: none"> <li>• Self-assess progress toward personal learning goals/ Can-Do Statements.</li> <li>• Consider the role that education plays in your life and set goals related to how to continue your studies and/ or explore new learning opportunities</li> </ul>
<b>Connections to Other Standards</b>	<ul style="list-style-type: none"> <li>• <b>21st Century Learning: Collaboration</b> Work together to determine how to best collaborate with another school</li> <li>• <b>21st Century Learning: Creativity</b> Create a multi-media campaign on literacy</li> <li>• <b>21st Century Learning: Critical Thinking:</b> Evaluate the role that education plays in your life and set goals related to future learning opportunities</li> <li>• <b>Common Core: Reading 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• <b>Common Core: Speaking and Listening 1:</b> 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.</li> <li>• <b>Common Core: Writing 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> </ul>	
<b>Toolbox</b>		
<b>Can-Do Statements</b>		
<b>Interpretive</b>	<p>(Reading) I can understand infographics sharing statistics on school attendance around the world.</p> <p>(Reading + Listening) I can understand when others share their opinions about the importance of an education.</p> <p>(Listening) I can understand details from a video that presents information on literacy and the challenges associated with literacy around the world.</p>	
<b>Presentational</b>	<p>(Speaking + Writing) I can share information about a specific school making suggestions for how to engage with that school.</p> <p>(Speaking + Writing) I can state my opinions about education and the role of education in my life and society.</p> <p>(Speaking + Writing) I can make others aware of similarities and differences in schools around the world.</p>	
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• I can exchange opinions about school and the role that education plays in society.</li> <li>• I can share information about a school in another culture.</li> <li>• I can discuss challenges associated with the right to an education for all children.</li> </ul>	
<b>Supporting Functions</b>	<b>Supporting Structures / Patterns</b>	<b>Priority Vocabulary</b>
<b>Compare</b> <i>various components of school systems/ schedules</i>	<i>plus de, moins de, autant de</i> (more of, less of, as much of)	<ul style="list-style-type: none"> <li>• school subjects</li> <li>• school classrooms</li> </ul>
<b>Describe</b> <i>attitudes toward attending school</i>	<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>Assister aux cours</i> (to attend classes)
<b>Express opinions</b> <i>on the importance of school</i>	<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>Réussir/échouer</i> (to pass/to fail) <i>Relier/Partager/Echanger</i> (to connect, to share, to exchange) <i>L'alphabétisation</i> (literacy)
<b>Ask and answer questions</b> <i>to learn more about schooling in other cultures</i>	Interrogatives	<i>Obligatoire/facultatif</i> (required/ optional)

Key Learning Activities/Formative Assessments		
<i>This is a representative sample of activities/assessments across the 3 modes of communication.</i>		
Learning Activity/Formative Assessment <i>(Sample activities are listed from the beginning to the end of the unit).</i>	How does this activity support the unit goals or performance tasks?	Mode of Communication
Small groups: brainstorm why we have schools	Introduce the role and importance of school	Interpersonal
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
Read short biography of Charlemagne and his view on the importance of education	Provide historic context for schools	Interpretive
Read "l'histoire de l'école" and create a timeline of important dates related to schools <a href="http://www.copaindumonde.org/5136.0.HTML">http://www.copaindumonde.org/5136.0.HTML</a>	Provide historic context for schools	Interpretive Presentational
Compare school systems in various countries around the world	Provide information on schools	Interpretive Presentational
Small groups: brainstorm reasons why all young people locally, nationally, internationally can't go to school	Assess background knowledge	Interpersonal
Read <a href="http://www.copaindumonde.org/5145.0.HTML">http://www.copaindumonde.org/5145.0.HTML</a> 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 <a href="http://www.YouTube.com/watch?v=O13eK2r75T8=">http://www.YouTube.com/watch?v=O13eK2r75T8=</a> ; afterwards discuss in small groups the degree to which you agree with the film's perspective	Viewpoint on why education is important	Interpretive Interpersonal
View: <a href="http://prezi.com/_9icbrqc-uhg/education-counts/">http://prezi.com/_9icbrqc-uhg/education-counts/</a>	Provide global context	Interpretive
Resources	Technology Integration	
<p><i>La Petite Vendeuse de Soleil</i> – film about girl in Sénégal</p> <p>World Wise Schools website about education <a href="http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=3578">http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=3578</a></p> <p>Film explaining importance of education for all children <a href="http://www.youtube.com/watch?v=O13eK2r75T8">http://www.youtube.com/watch?v=O13eK2r75T8</a></p> <p>Additional resources available at: <a href="http://clementi-terrell2012.wikispaces.com">http://clementi-terrell2012.wikispaces.com</a></p>	<p><a href="http://www.epals.com">www.epals.com</a> allows you to connect with classrooms around the world</p> <p><a href="http://www.skype.com">www.skype.com</a> allows you to connect with others via live video</p> <p><a href="http://education.weebly.com">education.weebly.com</a> allows you to create an interactive website</p>	