

Language and Level / Grade	French HS	Approximate Length of Unit	6 weeks
Performance Range	Novice High/Intermediate Low	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?		
Unit 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/are doing to sustain the biodiversity of planet Earth and share via Twitter https://twitter.com/NoeBiodiversite 		
Summative Performance Assessment Tasks			
<ul style="list-style-type: none"> These tasks allow learners to demonstrate how well they have met the goals of the unit. The tasks follow the format of the IPA, but are integrated throughout the unit. The template encourages multiple Interpretive tasks. The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. The tasks incorporate 21st Century Learning. 	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		Interpersonal Mode
	Polished: 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. On demand: Write a definition of biodiversity. Comment on personal behaviors that have both a positive and negative impact on the environment. Describe one endangered plant or animal. Share your opinion of what can be done to help that species.		Pair to exchange information about what you have learned about biodiversity and humans’ impact locally, regionally, and globally giving both positive and negative examples.
Standards			
Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective</i>	Relating Cultural Practices and Products to Perspectives		
	Product: Fête de la Nature Practice: National celebration of nature Perspectives: Importance of biodiversity Product: Zoos Practice: Protecting endangered species Perspective: Importance of educating the public about endangered species		
Connections (Sample Evidence)	Making Connections to Other Disciplines		Acquiring Information and Diverse Viewpoints
	Environmental Science • biodiversity		• Website: Noé Conservation • Chanson: <i>Enfants de la terre</i>

	English Language Arts and Literacy <ul style="list-style-type: none"> justifying opinions orally and in writing 	<ul style="list-style-type: none"> Document: <i>La Charte de l'environnement de la France</i> 	
Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons	
	<ul style="list-style-type: none"> Eclairage durable S'engager 	<ul style="list-style-type: none"> National celebration of nature Interest in biodiversity – national charter 	
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning	
	Small groups work to inform others about challenges related to biodiversity	<ul style="list-style-type: none"> Ongoing awareness and action related to biodiversity Self-assessment of progress towards unit goals 	
Connections to Other Standards	<ul style="list-style-type: none"> 21st Century Learning: Collaboration Work together to create a multimedia presentation to inform others about the challenges and possible solutions to biodiversity issues 21st Century Learning: Critical Thinking Identify a problem and propose a solution 21st Century Learning: Creativity Craft a message to inform others 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, and audience. 		
Toolbox			
Can Do Statements			
Interpretive	(L) I can understand the basic purpose of messages about the environment in videoclips. (L) I can understand questions and simple statements about biodiversity when I am part of the conversation. (R) I can understand simple information about endangered species in the French-speaking world presented with pictures and infographs. (R) I can understand the main idea of published materials about biodiversity. (R) I can identify some information about the Fête de la Nature from news media.		
Presentational	(S & W) I can present basic information about an endangered species. (S) I can express my preferences about ways to protect endangered species. (W) I can prepare materials for a presentation about sustaining biodiversity in my region. (W) I can write a story/article about an endangered animal or plant.		
Interpersonal	<ul style="list-style-type: none"> I can brainstorm a list of plants and animals with my classmates. I can share information about endangered plants and animals with my classmates. I can discuss ideas to protect endangered species with my classmates. I can ask and respond to questions about protecting the environment with our sister school in France. I can share my opinions about ways to preserve biodiversity. 		
Supporting Functions		Supporting Structures / Patterns	Priority Vocabulary

Explain the impact I have on the environment	I have/leave a carbon footprint because of.... because I....	Biodiversity Planet earth Conservation
Define biodiversity	Biodiversity is.. An example of biodiversity is when...	Biomes Endangered species
Express opinions about biodiversity	It is important to protect... It is good to help.... It is necessary to...	Names of plants, animals Adjectives describing plants and animals: size, color
Recognize and explain environmental symbols and slogans	This symbol represents... The group wants to.. works with...	It is important, good, necessary... Instead of....
Describe plants and animals	Adjective placement, agreement Relative pronouns que, qui (ex: the animals that are endangered...)	To protect To save
Tell a simple story about an endangered plant or animal	Animal/Plant lives in...needs... Animal is endangered because.. We can help by...	To encourage To become involved in
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
Discuss an infographic of endangered species	Activates interest in unit themes	Interpretive Interpersonal
View video of song « Enfants de la Terre » - song has subtitles in multiple languages	Shows images related to biodiversity	Interpretive Interpersonal
Brainstorm what biodiversity means and include examples	Provides definition of biodiversity	Interpersonal
Complete an information gap activity related to biodiversity	Categorizes different aspects of biodiversity	Interpersonal
Write an introductory reflection on why biodiversity is important	Practices expressing opinions	Presentational
Read a description of an endangered animal. Create a description of a different endangered animal.	Practice connected ideas, vocabulary	Interpretive Presentational
Resources	Technology Integration	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Engage on twitter - https://twitter.com/NoeBiodiversite 	