Unit 1: Global Challenges: Environment

Content Area: **World Languages**
Course(s):
Time Period: **September**
Length: **6 weeks**
Status: **Published**

Transfer Skills

- Students will compare and contrast the French and American government structures and political policies.
- Students will discuss current events and controversial issues regarding global concerns.
- Students will describe their own health and world health issues and how they are viewed by various countries.

Enduring Understandings

The students will understand that various global issues (global warming, recycling, poverty) will be of more or less concern to different countries, depending on their values.

The students will understand that societies view world issues in various ways because they have different cultural ideals and standards.

The students will understand that historical events have an impact on a country's current political climate.

The students will understand that the French government differs greatly from world government and the US government structures.

Essential Questions

How do the views of the French people as a whole compare and contrast to world views on a particular issue?

How has French history shaped these views?

How does the French government differ from the US government and that of other countries?

Content

- (**Vocabulary and structure:** direct and indirect object pronouns**,** global warming, rising of the seas, drought, famine, poverty, conflict, etc)
- (**Vocabulary and grammar**: asking questions using inversion, opening and closing a letter or email, salutations, expressions of courtesy, etc)
- ...to write an informal letter asking a friend or family member to do a favor, giving detailed instructions
- **(Vocabulary and structure**: words and expressions of comparison, "more than", "less than", "better than", "worse than", etc)
- ...to write an essay about the pros and cons of a specific proposal or solution, taking a stand on one side of the issue
- (**Vocabulary to express opinion and ask others their opinions**: "I feel that", "It is my belief that", "Would you say that...?", the subjunctive mood,etc)
- ...for class discussion, from a cultural point of view, newspaper articles from Le Monde and news programs broadcast from French-speaking countries

Skills

The learner will:

demonstrate proper usage of subordinate "si' clauses to reflect time sequence and conditions

write a letter or email describing a world political issue or health problem and seeking its resolution

discuss and debate about a variety of world political topics in both written and oral form

recognize cultural ideals expressed and demonstrated in oral and written text

apply advanced grammar and verb forms (i.e. le subjunctif, le plus-que-parfait)) in written and oral forms

Resources

Standards

WL.7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
WL.7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
WL.7.1.IH.A.3	Compare and contrast the use of verbal and non - verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture
WL.7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
WL.7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
WL.7.1.IH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
WL.7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.