

# Unit 03: L'avenir: Notre planète et l'environnement

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 3

<b>Unit Title:</b>	<b>L'avenir: Notre planète et l'environnement</b>
<b>Suggested Duration:</b>	<b>10 weeks</b>

## Interdisciplinary Connections

Interdisciplinary Connections
<p><b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b></p> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul>
<p><b>Math Practices:</b> <a href="https://www.nj.gov/education/standards/math/Index.shtml">https://www.nj.gov/education/standards/math/Index.shtml</a></p>
<p><b>Science Practices:</b> <a href="https://www.nj.gov/education/standards/science/Index.shtml">https://www.nj.gov/education/standards/science/Index.shtml</a></p>
<p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Sociology: Compare and contrast cultures.

Natural Sciences: Environment and extinct animals.

Social studies: Conditions of living, disasters and poverty in the world.

## Technology Integration

Technology Integration
<p>Northern supports the integration of the <a href="#">SAMR Model</a>: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.</p>

Internet websites:

1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Estudiodefances.com: [http://www.estudiodefances.com/?page\\_id=9](http://www.estudiodefances.com/?page_id=9)
3. Podcastfrançaisfacile <https://www.podcastfrançaisfacile.com/>
4. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>
5. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>
6. Francebienvenue explications sur la langue avec des dialogues <https://francebienvenue1.wordpress.com/le-français/>
7. Françaisfacile.com <https://www.françaisfacile.com/cgi2/myexam/liaison.php?liaison=dialogue>
8. Frank Sprog <https://www.franksprog.dk/>
9. Gabfle <http://gabfle.blogspot.com/>
10. Audio Lingua ( tous les thèmes short recordings <https://www.audio-lingua.eu/spip.php?page=themes>
11. Lingua.com ( textes for beginners) <https://lingua.com/french/reading/>
12. Schoolshape <https://french-resources.org/>
13. Apprendre le français avec TV5 <http://apprendre.tv5monde.com/>
14. Niveau avancé voyages en français <http://voyagesenfrançais.fr/?lang=fr#.WuD4RsiUvIU>
15. Le baobab bleu <https://lebaobabbleu.com/>
16. Vocabulaire French and English subtitles
17. <https://www.youtube.com/watch?v=200ju9pB-PU&t=6s>
18. Dialogue French and English with subtitles 123dialogues.com <https://www.youtube.com/watch?v=MSz1NR3C6nY&t=22s>
19. C'est à toi on CD rom
20. Dictionary/sound and image : listening and speaking <http://www.languageguide.org/french/vocabulary/>
21. CCubeAcademy <https://www.youtube.com/watch?v=fflhkR8OnWA>
22. Dialogues français : <https://www.youtube.com/watch?v=GAKhqWvmcIc>
23. Dialogues français:<https://www.youtube.com/channel/UCfrds0-hPh8ItztSxuwHKAA>

24. Dialogues français : tolearnFrench list : <https://www.tolearnfrench.com/lessons/dialogues.php>
25. Languages online ( textbook and exercise)  
<https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html>
26. Français avec Pierre
27. <http://fleuh.fr/> (comprehension écrite orale grammaire et vocab tous les niveaux)
28. Des Thèmes en lien avec la littérature <https://littefle.wordpress.com/category/a1/>

## **Standard(s) Addressed**

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**Standard 7 World Languages**

**Standard 8 Computer Science and Design Thinking**

**Standard 9 Career Readiness, Life Literacies, and Key Skills**

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
FL.IM.7.1.IM.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication

## **STAGE I Desired Results**

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<b>STAGE I Desired Results</b>
<b><i>Objective (Transfer)</i></b>
<i>Students will be able to independently use their learning to...</i>
<ul style="list-style-type: none"> <li>• Demonstrate general knowledge on the environment today worldwide.</li> <li>• Describe major environmental problems in France and French speaking countries.</li> <li>• Identify some French humanitarian foundations/groups.</li> <li>• Give their personal opinion on how they can contribute to save our planet.</li> <li>• Compare and contrast cultures.</li> </ul>
<b><i>Mastery</i></b>

## Big Ideas/Enduring Understanding

*Students will understand that...*

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually independent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.

## Essential Questions

- What are the major problems facing our planet today?
- What or who is responsible?
- How can we collectively save our planet?
- How can you as a responsible citizen contribute to saving our planet on a daily basis?
- How does the work of humanitarians and missionaries impact the current world issues?

## Acquisition

*Students will know . . .*

- Key vocabulary related to ecology and environment such as; *environnement, planète, désastre naturel( tremblement, cyclone, Tsunami, incendie, inondation, sécheresse...), pauvreté, famine, déforestation, espèce, en danger, menace, disparition, mazout, essence, fioul, combustible, population, ressources, terre, aérosol, recycler ( verre, plastique, carton, métal, aluminium...) déchets, guerre, drogue, maladie, virus, SIDA, chimique, smog, pollution, destruction, réchauffement global à effet de serre, interdire, protéger, sauver, défendre, réduire, résoudre, consommation, droit de l'animal, climat, écologie, nature, humanitaire, mission, croix rouge, sauvetage, mer, océan, ciel,*

*Students will be skilled at . . .*

- Discuss the major problems facing our planet today and give their opinions as to whom or what is responsible.
- List and describe all the different renewable energies today.
- Discuss and give their opinion on nuclear power nowadays (pros and cons.)
- Share how individually they contribute to saving our planet: how to be active in our society and go "Green".

*jungle, forêt, sauvage, plante, contaminée, nucléaire, bombe atomique, pluie acide, énergie, émission, dioxyde de carbone, ozone, sans abri, lutter contre, volontiers...*

- **Major problems facing the planet today** (ozone hole, global warming, pollution, extinction of species, deforestation, urbanism, massive destructions, wars, sicknesses, natural disasters, immigration, terrorism, drugs, unemployment, acid rain, renewable energies, ...)

- **Accomplishments of noted researchers, conservationists, humanitarians** in the French speaking countries such as; *Brigitte Bardot, Médecins sans Frontière, Jacques Cousteau...*

- **Major ecological advancements and innovations** in France and French speaking countries. (The pros and cons of Nuclear power).

- **All sources of Energy: (renewable energies).**

- **Contrast and compare cultures.**

- **The use of the present and past conditional mood, the simple future tense and past future (futur antérieur) in clauses using “si” and “quand”.**

- Briefly describe accomplishments of noted researchers, conservationists, and humanitarians in the French speaking countries.

- Conjugating all learned regular and irregular verbs in composed tenses such as; the future antérieur and the passé du conditionnel.

## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Reading comprehension of written material. Answering questions of multiple choices.</li> <li>• Listening comprehension and answering multiple choice questions (songs, short texts, storybooks, short scenarios using authentic realia from online resources, textbooks, and scholastic magazines)</li> </ul>	<p>Choice of at least 3 from the list below</p> <ul style="list-style-type: none"> <li>• <b>Assessment #1</b> Listening and reading comprehension <a href="https://docs.google.com/document/d/1yEXN0KehPsjip51XInsHw0oXo3VjUCmdwtCdiNh9bvY/edit">https://docs.google.com/document/d/1yEXN0KehPsjip51XInsHw0oXo3VjUCmdwtCdiNh9bvY/edit</a></li> <li>• <b>Assessment #2</b> Notre planète / l'environnement : reading comp and listening comp  <b>Part 1</b> <a href="https://www.liveworksheets.com/c?a=s&amp;g=HS&amp;s=french%204%20H&amp;t=pk5g04onaox&amp;m=n&amp;e=n&amp;sr=n&amp;is=y&amp;l=tv&amp;i=usxduuu&amp;r=cg&amp;db=0">https://www.liveworksheets.com/c?a=s&amp;g=HS&amp;s=french%204%20H&amp;t=pk5g04onaox&amp;m=n&amp;e=n&amp;sr=n&amp;is=y&amp;l=tv&amp;i=usxduuu&amp;r=cg&amp;db=0</a>  <b>Part 2</b> <a href="https://www.liveworksheets.com/c?a=s&amp;g=HS&amp;s=French%204%20H&amp;t=pk5g04onaox&amp;m=n&amp;e=n&amp;sr=n&amp;is=y&amp;l=bb&amp;i=usxdutd&amp;r=kn&amp;db=0">https://www.liveworksheets.com/c?a=s&amp;g=HS&amp;s=French%204%20H&amp;t=pk5g04onaox&amp;m=n&amp;e=n&amp;sr=n&amp;is=y&amp;l=bb&amp;i=usxdutd&amp;r=kn&amp;db=0</a></li> <li>• <b>Assessment #3</b> Presentation orale in flipgrid : Etes-vous écolo? <a href="https://docs.google.com/document/d/1_qEWALZaa6a97rRfqeHHE5B0vw2nT6M_VjutxD7kxO4/edit">https://docs.google.com/document/d/1_qEWALZaa6a97rRfqeHHE5B0vw2nT6M_VjutxD7kxO4/edit</a></li> </ul>

).

- Exit slips.

### Interpersonal:

- Interactive exercises between teacher/students and student/student using white boards, games, and teacher created worksheets.

- Weekly unrehearsed mini conversations on learned/reviewed topics between teacher/students and student/student.

- Watch short videos with immediate post-viewing discussions between

- **Assessment # 4**

Listening comp ( youtube video) notre environnement : la pollution des villes  
[https://docs.google.com/document/d/15qVALkVIplh7-xUqtKm3xlyy1qDiQs834CRV\\_OLzLRI/edit](https://docs.google.com/document/d/15qVALkVIplh7-xUqtKm3xlyy1qDiQs834CRV_OLzLRI/edit)

- **Assessment #5**

Interpersonal: role play various situations/scenarios:

[https://drive.google.com/open?id=12gX81O-o7ULiHF\\_uxsxxTemiCcL4qLGd&authuser=0](https://drive.google.com/open?id=12gX81O-o7ULiHF_uxsxxTemiCcL4qLGd&authuser=0)

- **Assessment # 6**

Essay writing: various topics

<https://drive.google.com/open?id=1wseRFB0Q1thFJu-phDCO-t5HkzIBiaDf&authuser=0>

teacher/stu  
dents.

**Presentational:**

- Reading/li  
stening  
comprehe  
nsion and  
answering  
open-  
ended  
questions  
in simple  
sentences/  
short  
paragrap  
h s.
- Bi weekly  
journal  
entry on  
reviewed/l  
earned  
material.
- Watching  
videos and  
answering  
post-  
viewing  
open-  
ended  
questions  
in simple  
sentences.
- Paired  
activities  
to  
rehearse  
vocabular  
y/sentence  
s and  
structure

using  
given  
directions.

- Pictures prompted activities.
- Exit slip

### Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

Other Evidence:

- Read in various dialogues from textbooks and magazines.
- Use powerpoint to practice learned vocabulary and language functions.
- Computer lab activities for research.
- Read and discuss cultural aspects.
- Watch school appropriate mini dialogues on YouTube.

## STAGE III Learning Plan

### STAGE III Learning Plan

Organize plan by weeks

[Week 1: “notre planète” \(our planet\).Introduction and sensitizing the students to our environment and planet earth](#)

- Watch and react to the short film : **respectons notre planète** : exercice > avant et après ( jamboard)

<https://www.youtube.com/watch?v=sOQD6HdDrYE>

Video 2: Home la bande annonce

<https://www.youtube.com/watch?v=GItd10Joaa0>

Video 3: le jour de la terre

<https://youtu.be/B76Qh1QFP9A>

- Listen to the song of Ilona Mitrecey: Laissez-nous respirer

<https://drive.google.com/open?id=15qlMANDARDn-vTogFFjS88h9pUaKC-Ag5h8nRUSFyAs&authuser=0>

- Listen to song and learn any new words : sauvez la terre

<https://www.youtube.com/watch?v=xK4IE-UZXrY>

- Edpuzzle :Sauvons la planète . Individuel practice

<https://edpuzzle.com/assignments/603db22873a0d5429a5c3006/watch>

- Read the script of : sauvons la terre

<https://drive.google.com/open?id=1mRViX7LNo06Lkmaz3JNL4fNMt68VRHt0bOGzFRmCElc&authuser=0>

- Complete exercise true or false?

[https://drive.google.com/open?id=1ynUpzPJo6ecM7QdvqcPwmMkTKEnpkiIGUQy\\_cSJAPXM&authuser=0](https://drive.google.com/open?id=1ynUpzPJo6ecM7QdvqcPwmMkTKEnpkiIGUQy_cSJAPXM&authuser=0)

- Reading of an overview of the different problems in the world and find solutions:

<https://drive.google.com/open?id=1yWJ9mskEsJUzhAal2STKul5KN9Ft4yWwKeJ1M65Jsl8&authuser=>

- Reading a conversation from textbook c'est à toi:

<https://drive.google.com/open?id=1AnqA2WFBT46Zvo-LskCzkYyj2dip7wuT&authuser=0>

## **Week 2- reading and listening exercises**

- Introduce necessary vocabulary for unit and practice it in written exercises:

<https://drive.google.com/open?id=1ch7MIEObLrlfh6zaFprWeIoF6luQFGum&authuser=0>

### **Liveworksheet:**

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&ms=uz&af=sy&l=oj&i=udxdxts&r=ou&db=2&f=dzddztun&cd=knlijqxnmmzpjx5ngnngzxlpixg>

- Write a short paragraph about a picture “pitié pour la nature”

<https://drive.google.com/open?id=1qme5JZgpkmDXNga3ae4-goVOB0fVyWKn&authuser=0>

- Listen, take notes and learn new vocabulary : video “ comment l’homme détruit-il la terre ?”

<https://www.youtube.com/watch?v=DyBVwleAvfY>

- Read les ressources naturelles en danger and learn expressions of opinions

[https://drive.google.com/open?id=1\\_NXCJ9GYnZcJv-aWNt-itL-qwvdppKE9&authuser=0](https://drive.google.com/open?id=1_NXCJ9GYnZcJv-aWNt-itL-qwvdppKE9&authuser=0)

- Describe two ads and discuss ( campagnes publicitaires)

<https://drive.google.com/open?id=1aAYV8WZ-qENAnvZURaanZ1hXMA3g1BbK&authuser=0>

- Read and watch the ad from Greenpeace

[https://docs.google.com/document/d/1F\\_17aIoAvvrkCsRZ\\_SXGX-GVQIY\\_gyRhqjeTQ3Qc3-Q/edit#heading=h.q0o623c0911x](https://docs.google.com/document/d/1F_17aIoAvvrkCsRZ_SXGX-GVQIY_gyRhqjeTQ3Qc3-Q/edit#heading=h.q0o623c0911x)

- Associate an image to its descriptive paragraph:

[https://drive.google.com/open?id=1UdBHzO35b7prx57gnqrH1vsQC\\_zLpJXJ&authuser=0](https://drive.google.com/open?id=1UdBHzO35b7prx57gnqrH1vsQC_zLpJXJ&authuser=0)

### **Week 3- la pollution, les phénomènes naturels, assessment ( reading and listening comp)**

- Review vocabulary and apply the passive voice ( Bien Dit )

[https://drive.google.com/file/d/1Vvy9rnz8d\\_uAEpxHyCOSlh-GWaWUZfZ1/view?usp=sharing](https://drive.google.com/file/d/1Vvy9rnz8d_uAEpxHyCOSlh-GWaWUZfZ1/view?usp=sharing)

- The different natural phenomena and expressions of alert/ caution Bien Dit

<https://drive.google.com/drive/folders/12i3BGdlv300uwWdC-Kcg01wheogySgkA>

- Learn expressions of cause and consequences . Bien Dit

[https://drive.google.com/file/d/1nSiBesbgm5LBSyfFr\\_5QUiRJtFOOpVtU/view?usp=sharing](https://drive.google.com/file/d/1nSiBesbgm5LBSyfFr_5QUiRJtFOOpVtU/view?usp=sharing)

- Listening comprehension about the air pollution in Paris and answer questions

<https://docs.google.com/document/d/1w20BzHVlSkKktXGJIIB45b8kvNIDeGb7iddGUa9xYy4/edit>

Video fle:

[http://www.flevideo.com/fle\\_video\\_quiz\\_beginning.php?id=6835](http://www.flevideo.com/fle_video_quiz_beginning.php?id=6835)

- Comparative and superlative of nouns and adjectives Bien Dit

<https://drive.google.com/file/d/19-zMtNufDqM-o9YQyvWPb7GSV9ZNtep/view?usp=sharing>

- **Assessment reading and listening comp**

<https://docs.google.com/document/d/1yEXN0KehPsjpp51XInsHw0oXo3VjUCmdwtCdiNh9bvY/edit>

**Week 4: la pollution de l'eau : marée noire, le plastique dans l'océan.**

**Les animaux en voie de disparition. Les missions humanitaires : BB**

**Week 5: Le WWF and MSF ( missions humanitaires)**

**Week 6: six gestes pour la planète. Song aux arbres citoyens. Audio lingua le recyclage**

**Week 7: le recyclage . the comparative and superlative . Listening comp. Assessment**

**Week 3-4: réchauffement de la planète et pollution de l'air et de l'eau . Le danger du plastique (global warming and pollution of the air and the sea )**

- Listen to song: Respire and analyze/answer the questions about it.

( Respire with questions:

<https://drive.google.com/open?id=1Ri4NZJLhwpANDv9ULuspv5TE19XtadWTZY2IL9Uao-0&authuser=0>

- Discuss the effects of pollution on our lives (diseases, migration, death...) and the effect of pollution on our planet (ozone, extinction of animals, global warming, level of water rising, disappearance of some cities ...)

- Watch and learn the vocabulary from short videos :

Pourquoi le climat se réchauffe ?

<https://www.youtube.com/watch?v=T4LVXCCmIKA&t=75s>

**Edpuzzle and questions :**

Vidéo 1 : le changement climatique, ses causes et ses conséquences

<https://edpuzzle.com/assignments/6059482dbd3e56422adcf00d/watch>

Vidéo 2: comprendre le changement climatique: ses causes et ses conséquences

<https://edpuzzle.com/assignments/6059482dbd3e56422adcf00d/watch>

- Share the major causes of water pollution. Read the article on the major causes of water pollution

<https://drive.google.com/open?id=1M0uIH2SREmlXYfdTUAWcEDhGaKbCzUGCvsoJ-aj74as&authuser=0>

- Watch short videos to explain the global warming and pollution in the air: flevideo

<https://drive.google.com/open?id=1aTJ1tOtzWJ4onOv1WZDVw3W4e43a9LraaG7ZacTeo9A&authuser=0;>

[https://drive.google.com/open?id=1jWZ1YKIW6N9hegIRMe8iiucfl\\_Y2r4ef9iR1nfJFOrY&authuser=0;](https://drive.google.com/open?id=1jWZ1YKIW6N9hegIRMe8iiucfl_Y2r4ef9iR1nfJFOrY&authuser=0;) [https://drive.google.com/open?id=1P1J\\_LXHGM0Ju3rJ5egVeU38izKbAYvks-ivZ0ojLQ&authuser=0](https://drive.google.com/open?id=1P1J_LXHGM0Ju3rJ5egVeU38izKbAYvks-ivZ0ojLQ&authuser=0)

- Watch a video on water pollution by a ship accident :

<https://www.youtube.com/watch?v=aCNKHefVmHA>

- Liveworksheet : reconstitution de phrases en désordre : marée noire d'après video

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=rp&i=uszofds&r=zc&db=0>

la marée noire : research and answer the multiple choice questions

<https://drive.google.com/open?id=1tgzws29SJQpZLaHOocqRt5yqQXVmHYF0&authuser=0>

Video Edpuzzle : le plastique est fantastique

<https://edpuzzle.com/assignments/6053eededfacea424a248d72/watch>

- Reconstitution de texte en désordre

[https://docs.google.com/document/d/1R7Xt\\_K5XWOHBSnk5fxy9SVb7UhrnxCuK7dVEJII2i0w/edit](https://docs.google.com/document/d/1R7Xt_K5XWOHBSnk5fxy9SVb7UhrnxCuK7dVEJII2i0w/edit)

- Questions to revisit general ideas:

[https://drive.google.com/open?id=1ubqoNLKHgiAw1bLAzYx8y0cRkKzK1vbnZ9L\\_0yvuADs&authuser=0](https://drive.google.com/open?id=1ubqoNLKHgiAw1bLAzYx8y0cRkKzK1vbnZ9L_0yvuADs&authuser=0)

### **Additional videos and extensions**

- Watch the trailers of 5 films (Gorilles Dans La Brume, Nos Enfants Nous Accuseront, Home, Le Syndrome du Titanic, Promised Land) and discuss:

<http://www.lefigaro.fr/cinema/2013/04/22/03002-20130422ARTFIG00435-journee-mondiale-de-la-terre-5-films-pour-sauver-la-planete.php>

- Comment l'homme détruit-il l'environnement ?

<https://www.youtube.com/watch?v=DyBVwleAvfY>

- Read, understand and analyze the poem “Comme Un arbre”:

<https://drive.google.com/open?id=1ggWBwWRTzZuU-GcqC70RUhE-gPCrWima&authuser=0>

### **Week 5-6: “les énergies renouvelables” (renewable energies).**

- Discuss and understand the different renewable energies today.
- Write in a journal about the pros and cons of the nuclear power used to generate electricity.
- Create a table of comparison to show the advantages and the inconveniences of different sources of energy.
- Read related articles in scholastic magazines and from online resources.

### **Week 7-8: “es-tu écolo? (Are you “Green”?)**

- Read and discuss various related articles from scholastic magazine and from online resources such as; la journée sans voiture, les pesticides, es-tu écolo? Six gestes pour sauver la planète...  
[https://drive.google.com/open?id=1yfxSEcG4Ej1eB\\_SRfi5U7zH26IJ7NbjT&authuser=0](https://drive.google.com/open?id=1yfxSEcG4Ej1eB_SRfi5U7zH26IJ7NbjT&authuser=0);  
<https://drive.google.com/open?id=1CyPYGIuxIpNIYibv3cltFmzG1hjFLxit&authuser=0>

## **Week 9-10: “des fondations humanitaires” ( humanitarian foundations)**

presentation of :

WWF

SNF

Resto du coeur

Brigitte Bardot

Jacques Cousteau

- WWF

<https://www.wwf.fr/qui-sommes-nous/histoire>

liveworksheet on the WWF by placing the correct words in the correct places

<https://www.liveworksheets.com/c?a=s&g=HS&s=french%204%20&t=pk5g04onaox&mn=df&m=d&e=n&sr=n&l=xp&i=uodxsof&r=ks&db=0>

- Msf: médecins sans frontières

<https://www.msf.fr/decouvrir-msf/qui-sommes-nous>

Recording

<https://drive.google.com/open?id=1MRehtZLCdjovBsTA185gCNUeTDrfGGNA&authuser=0>

Text

[https://drive.google.com/open?id=1aKh7IIGoNp\\_jyDL4erN8euHjxHqJLEAA&authuser=0](https://drive.google.com/open?id=1aKh7IIGoNp_jyDL4erN8euHjxHqJLEAA&authuser=0)

Liveworksheet

<https://www.liveworksheets.com/c?a=s&g=HS&s=French%204&t=pk5g04onaox&m=d&e=n&sr=n&is=y&l=ag&i=uodozst&r=ib&db=0>

Resto du coeur

<https://www.restosducoeur.org/presentation/>

Campagne publicitaire :

<https://www.youtube.com/watch?v=2ICQIRO98I4>

- Brigitte Bardot : pwpt

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[https://docs.google.com/presentation/d/1RU6fmaH09AaMekyW0vCz2KKmxB8vt\\_kYE37H4ntW7pQ/edit#slide=id.p](https://docs.google.com/presentation/d/1RU6fmaH09AaMekyW0vCz2KKmxB8vt_kYE37H4ntW7pQ/edit#slide=id.p)

BB : listening comp

Text:

[https://drive.google.com/open?id=1aKh7IIGoNp\\_jyDL4erN8euHjxHqJLEAA&authuser=0](https://drive.google.com/open?id=1aKh7IIGoNp_jyDL4erN8euHjxHqJLEAA&authuser=0)

Liveworksheet

<https://www.liveworksheets.com/c?a=s&g=HS&s=french%204&t=pk5g04onaox&mn=uz&m=n&e=n&sr=n&is=y&l=xd&i=uodxofs&r=bz&db=0>

- Read in the textbook “c’est à toi” about Jacques Cousteau

- Watch the trailer of film *Le Monde du Silence* of Jacques Cousteau

<https://www.youtube.com/watch?v=JWtWG0JyCXI>

### Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

## Specific Resources for Unit

Specific Resources for Unit
Attached Affirmative Action Compliance Checklist

French magazines such as Scholastic and Paris match.

Notes.

Internet (games and activities).

French/ English dictionaries.

Teacher created google slides

School appropriate films

Une fois pour toute Hale Sturges II, Linda Cregg Nielsen, Henry L. Herbst.

Quizlet sets

liveworksheets

## Diversity, Equity, & Inclusion

<a href="#">Diversity, Equity &amp; Inclusion</a>
NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, students with 504 plans , LGBT, and the students with disabilities.

## **Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards**

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WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## **Climate Change Education**

<a href="#">ClimateChange Education</a>	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u><a href="#">Core Idea and Performance Expectation</a></u> from NJDOE link above.	