

Integrated Performance Assessment: Intermediate Mid Theme: Natural world

Essential question: How are we connected to the natural world?

Objectives:

Interpretive:

1. Students will be able to analyze a video clip describing the beauty of the natural world and the issues the natural world faces.
2. Students will be able to interpret and compare poetry about animals and their unique characteristics.
3. Students will be able to research endangered species.

Interpersonal:

1. Students will be able to exchange information about natural species in danger.
2. They will also be able to share experiences in nature that have affected them in some way.

Presentational:

Students will be able to create an oral and written presentation on endangered species in francophone countries.

World Readiness Standards:

Communication: 1.1, 1.2, 1.3

Cultures: 2.1, 2.2

Connections: 3.1, 3.2

Comparisons: 4.1, 4.2

Communities: 5.1, 5.2

Common Core Anchor Standards:

Reading: R1, R2, R4, R7, R8, R9, R10

Writing: W2, W4, W6, W7, W10

Speaking and Listening: SL1, SL2, SL4, SL5

Language: L1, L2, L3, L4, L5

Functions:

Students initiate, participate in, and close a conversation, ask and answer questions. Students demonstrate understanding of the general meaning, key ideas, and some details in authentic texts. Students produce and present a simple written and oral product in a culturally authentic way.

Vocabulary:

Vocabulary for describing endangered species, plants, animals.

Structures:

Subjunctive of emotion and opinion. Imperative forms.

Performance tasks:**Interpretive**

1. Students will analyze a video clip of students visiting a park with their teacher. The students in the video have been assigned to ask passersby about their relationship with nature. Comprehension will be assessed through responses to questions provided by the TV5 website.

<http://enseigner.tv5monde.com/fle/dans-le-parc-1416>

2. Robert Desnos has written a collection of short poems called “Chantefables” in which he describes many different animals. Students will visit the website and choose 3 different poems to analyze. They will fill in a graphic listing the animal described, important phrases used to describe the animal, and their reaction to the poem.

<http://www.unjourunpoeme.fr/auteurs/denos-robert>

3. Students will research animals that are in danger by exploring the website below. They will fill in a graphic organizer in which they list 3 animals in danger, where they are located, why they are in danger, and what should be done to protect them.

<http://www.especes-menacees.fr/animaux/>

Interpersonal

1. Within a group of 4 each student will share information about an animal that is in danger using the subjunctive of emotion and opinion. They will ask each other questions about why it is important to protect this species. For grading purposes this conversation can be recorded with an iphone, iPad or computer and uploaded to the teacher’s communication platform.

2. Students will describe on the class blog or communication platform an experience they had in the natural world that changed their perspective, moved them, or was meaningful to them in some way. They will use the subjunctive of opinion to express their views

Presentational Final project instructions for students:

1. You have been studying the beauty and problems in the natural world. In your group you will be assigned a specific region in the francophone world that has endangered species. After you have researched this problem create a power point/prezi in which you do the following: (1) identify the problem and describe it using visuals. (2) Discuss what is being done to prevent the problem by the government and

the local community (3) Make recommendations about what should be done to further protect this endangered specie. (4) Give your personal opinion about this particular problem. Use the subjunctive and imperative throughout your oral presentation as well as vocabulary relevant to your presentation. You will be graded on your content, vocabulary, language use, pronunciation, and fluency.

2. Write a letter or email to the IFAW (Fonds International pour la protection des animaux) expressing your concern about the problem of a particular endangered species. Identify the problem, give your reasons for concern citing specific statistics, and make recommendations to the agency responsible for solving this problem. Use the subjunctive throughout your letter and relevant vocabulary you have learned. Bring a rough draft to class for peer editing and revision. Once you have finished your editing, upload your final version to the class wiki or communication platform. You will be graded on your content, vocabulary, language use and mechanics.

IFW website: <http://www.ifaw.org/france/frontpage>