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| Topic: Fumer Tue! The Role of a Government in Protecting Its Citizens: From Education to Legislation | Class: French III/IV | Time: 12 hours Instruction + 6 hours Assessment |
| Content Standards:**Modern World Language Standards**11.1.2 Exchange detailed information and opinions orally.11.1.3 Exchange detailed informationand opinions in written form.* + 1. Demonstrate comprehension of

both authentic and non-authentic written and spoken language through developmentally appropriate tasks.11.2.3 Make educated guesses aboutmeaning in unfamiliar written contexts, usingcognates and familiar vocabulary. 11.3.2 Present prepared material and student-created material on a variety of topics.11.3.3 Read passages aloud to demonstrate improving intonation and pronunciation.11.3.4 Compose simple cohesivewritten information using appropriate formats withgreater detail and independence.11.4.2 Describe products, perspectives, and symbols of the target cultures.11.4.3 Describe factors that influence practices, products, and perspectives. 11.4.4 Recognize the interrelationsamong the practices, products, and perspectivesof the cultures studied.* + 1. Discuss significant events

unique to the target cultures.11.5.1 Investigate and report on objects and concepts from other content areas.11.5.2 Integrate content area conceptsand skills through relevant activities.* + 1. Use digital media and culturally

authentic resources to study target cultures.11.7.1 Recognize and use cognates words shared between English and the target language, and word families to expand vocabulary and guess meaning.11.7.5 Compare the social patterns of other cultures and the learner’s own culture.11.8.2 Investigate and share with others the influences of the target language and cultures on the community.**US Government Standards**USG.2.2 Define and provide examples of foundational ideas of American government, including natural rights philosophy, social contract, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights, which are embedded in Founding-Era documents.USG.4.2 Describe how different governments interact in world affairs. (Individuals, Society and Culture)USG.4.2 Describe how different governmentsinteract in world affairs. (Individuals, Society andCulture)USG.5.11 Give examples of the role thatindividual citizens can play in world affairs. USG.5.12 Use information from a variety ofresources to describe and discuss Americanpolitical issues such as environmental issues,women’s rights and affirmative action.**World History Standards**WH.8.11 Identify contemporary internationalorganizations. Describe why each wasestablished and assess their success,consequences for citizen and the role of particular countries in achieving the goals ofeach. (Economics, Government) | Language Functions:1. Expressing opinions
2. Making recommendations
3. Comparing and contrasting
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| Instructional Objectives:1. Students will be able to express their opinions regarding smoking and why people smoke or do not smoke.
2. Students will be able to express their opinions regarding the role of a government in protecting its citizens.
3. Students will be able to justify their opinions regarding public policy and smoking using current and historical examples.
4. Students will be able to compare and contrast public policy to form opinions about its efficacy.
 | Grammar Functions:SubjunctiveComparativesSuperlatives |
| Essential Questions:1. Should a person have the right to do something which is bad for his health?
2. What is the responsibility of a government in protecting its citizens?
3. What can be learned from studying the perspectives and practices of a different culture?
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| Key Vocabulary: le tabac, une cigarette, un clope, l’emballage, l’Union européene, les candidats, une campagne électorale, des affiches, le gouvernement, le parlement, les députés, les sénateurs, les loi (f), le premier ministre, le chef de l’état, le président, une démocratie, un parti politique, un sondage, le peuple, un droit, le centre, la conscience politique, la droite, la gauche, l’injustice sociale, la majorité, politisé, le pouvoir, plus que, aussi que, autant que, moins que, plus de, moins de, autant de, le (la, les) plus, le (la, les) moins, en ce qui me concerne, pour ma part, je ne partage pas ton point de vue, il est important que, il faut que, Strategies: Concept Map, T-Chart for compare/contrast, Jigsaw reading, Role-play, PresentationGroupings: Pairs (readiness), Discussion group (student choice), Role-play Group (interest), Presentation Groups (interest) |
| Activities:…to build background knowledge and connect to experiences of students:…progress to activities…teach, practice, apply …to build new knowledge through inquiry/student centered approaches – …students answer essential questions with guidance from teacher……closure | Time:DAY 1DAY 2DAY 3DAY 4DAY 6DAY 7DAY 8DAY 9 & 10DAY 11DAY 12-15DAY 16 -18 | General Activity Plan: Teacher will introduce the Essential Questions and Objectives for the unit.Teacher will write the word FUMER on the board and distribute concept map template. Students will work in small groups to brainstorm all that they associate with FUMER in English and in French. When finished, each group will present its concept map to the class. The teacher and students will work together to look up or remember unknown French vocabulary. Class will work to summarize their concept maps to do a class concept map on an overhead transparency.Teacher will show PowerPoint with images of cigarette warning labels. Teacher will distribute sheet of warnings. Class will work together to figure out what the labels mean. Teacher will distribute song sheet for “L’amour c’ est comme un cigarette” by Sylvie Vartan (available on U-Tube) Class will listen to the song looking for language which indicates how the singer or songwriter feels about smoking.Students will work in pairs to make a T-Chart to compare and contrast the language of the warning labels with the language of the song. Homework: Students will be asked to be cultural anthropologists looking for symbols and signs which our American culture associates with smoking. Students may 1)go to a gas station or market to write down or photograph our American warning labels, 2) look for magazine advertisements for or against smoking, or 3) look for public health information about smoking Student pairs from the day before will share their T-Charts with another student pair.Students will share homework findings.Teacher will display class Concept Map transparency allowing students to add new ideas based upon what they have seen in the warning labels and learned.Teacher will distribute Sentence Starter sheet and have students work in pairs to practice sharing their opinions about smoking.Homework: Students will write statements which agree or disagree with the song or warning lablels, using the Sentence (Ex. - Pour ma part, je suis d’accord que fumer nuit gravement à la santé, Je ne crois pas que l’amour soit comme une cigarette.)See Assessment Objective 1 at end of plan.Students will learn about EU, French and American anti-smoking laws through reading a variety of articles (7 articles see Fumer Tue Ancillary File for Jigsaw articles). Articles and students should be divided so that no one group is overburdened with reading. Students will be instructed that they are to read and take notes to answer three questions in English:How is smoking portrayed?What is the government doing about smoking?Who is the government trying to protect?Students will share what they read and their answers to the three questions based upon their article(s) with the entire class on DAY 7. The class will discuss the role of a government in protect its citizens versus the civil liberties of individuals.Assign “roles” for the upcoming role play and explain role play. Handout attached (see ROLEPLAY in Ancillary file).Homework: Prepare for role-play by using Sentence Starters and Vocabulary lists. Prepare 5-10 statements for your role. Use what we have learned to support your statements.Students will share their homework with others who have the same role. Each “Role” group will work together to compare its statements and synthesize its best arguments.Each “role” group will also be asked to anticipate 2 statements which the other “role” groups might make.See Assessment Object 2 at end of plan. Day 10 after all role-plays are completed discuss what students themselves feel the role of government should be in protecting its citizens. If students have not already brought up issues like prohibition, anti trans-fat laws or drug abuse laws, encourage them to consider these issues as well as smoking. Discuss in English to allow critical thinking at its best.Homework: Write a persuasive paragraph for an OpEd piece in French in which you tell your local senator how best to deal with stopping smoking (education and/or legislation). Give examples. Use the subjunctive at least three times.Teacher will use the FUMER Concept Map transparency to help students recap, add and summarize what they have learned.Teacher will introduce the FINAL PROJECT allowing students to ask questions. (See FINAL PROJECT GUIDELINES and FINAL PROJECT RUBRIC)Students will self-select groups according to interest. Groups should not exceed 3 peopleThese days will be devoted to allowing the groups time to research and create their visual aids.Teacher should circulate often to help questions students and encourage critical thinking as well as a quality product.See Assessment Objects 3 & 4 at end of plan |
| Assessments: | Date due:DAY 4DAY 9 & 10DAYS 16, 17 & 18 | Description of Assessment (link to instructional objective by number):OBJECTIVE 1: Students will participate in a group small group discussion in which they are asked to agree or disagree with a series of statements about smoking. Students may use their Sentence Starter sheets for this as well as vocabulary list or dictionaries; the focus is not so much on memorized language but on putting your opinion in French. Graded with GROUP DISCUSSION RUBRICOBJECTIVE 2: Students will participate in a role-play exercise in which they will discuss and defend the roles a government may take in protecting its citizens. Graded with ROLE PLAY RUBRIC.OBJECTIVES 3 & 4: Groups of students (no larger than 3) will express and justify their opinions using examples on a public health issue. Students will do a formal presentation to the class and use a visual aid (Tri-fold Brochure, PowerPoint or Concept Map (OBJECTIVES 3 & 4) |