Literacy and Literacies in the 21st Century World Language Classroom

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This curriculum is recommended for:
Grade 8 French 2, however it can also be adapted by any WL or ESL classes at any level.

Keywords: Language and literacy, novice language learners, content-based instruction, community service, close reading, scaffolding, chunking, language frames.

Teaching Standards: See Appendix 1 for World Language teaching standards addressed in this unit.

Synopsis: This unit is designed for 8th graders who are novice learners studying French level 2; however, it can be adapted in any world language class in any language and at any proficiency level as well as any ESL class. In this unit, students will use a variety of literacies to explore the effects of our plastic consumption and provide solutions to this issue of global significance. They will explore how other countries are helping reduce their consumption of plastic. The students will also communicate what they have learned in order to teach others and take action in improving the conditions in their community. This unit intends to increase students' awareness of their role in our planet's health and hopefully become better stewards of their place in our world. Students will compare current issues in foreign cultures with local issues and will realize that we are not so different after all. It this unit, we will explore various modes of literacy such as infographics, environmental prints, videos, and non-fiction texts from French speaking countries.

I plan to teach this unit during this coming year to 14 students in a 8th Grade French 2 classroom.

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

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Background: School and Students

I teach at E.E. Waddell Language Academy. It is a K-8 urban magnet school in the Charlotte Mecklenburg School District (CMS). With 170 schools, this is one of the largest school districts in the state of North Carolina. E.E. Waddell Language Academy is one of three language immersion schools in CMS. With its unique immersion instruction programs in French, German, Mandarin, and Japanese, the school was recognized as a Magnet School of Distinction by the Magnet Schools of America in 2016. E.E. Waddell Language Academy serves students with the following mission: "We recognize that our students are competing on a global stage. The true measure of their success is going to be their ability to meet-and surpass-international standards and to compete globally in the 21st century."

In 2016-17, our school progress report data show our student population at 1,387 students with 940 students at the elementary school level and 447 in the middle school. Racially, our school's demographics for this year consists of 46% Caucasian (many coming from Europe and America), 24% African-American, 20% Latino, 5% Asian, 4% American-Indian, and 5% mixed race.

Our PTSA is very supportive of our program. Our school was a North Carolina Honor School of Excellence for several years. It was awarded the national 2012 American Council on the Teaching of Foreign Languages (ACTFL) Melba D. Woodruff Prize of Exemplary Foreign Language Program. This prize recognizes schools that align their curricula with the World Readiness Standards for Language Learning and integrate languages with content areas.

My 8th grade French 2 class, for which I have written this unit, includes 14 students: 7 girls and 7 boys. Out of 14 students, 7 students are Latino-Americans, 4 students are Caucasians, and 3 students are African-Americans. This class also has one special needs student. All students in this French 2 class are at a novice proficiency level. Nine are learning French as a third language and 5 students are learning French as a second language. I meet with this group every other day for 75 minutes.

Rationale

My eight graders have been with me for the past two years. They have become accustomed to my teaching. I chose to create a content-based unit with a global approach for this group so that I can inject new meaning and more complex thought into their learning of French. This approach will also make their learning of French more relevant

in the global world. Since French is spoken on six continents, I want my students to realize that knowing French allows them to collaborate with people from all parts of the world. The cumulative project requires that all of us must work together as global citizens to solve problems that threaten our planet.

Team learning is a function of the North Carolina teacher evaluation measure. Learning teams have been shown to contribute to a student's acquisition of twenty-first century skills and to increase critical thinking practices. I want to challenge myself to create a unit for which students will not only learn the language but most importantly work together to explore current issues even though they are still novice language learners. Based on my previous readings of research, it is clear that students learn languages more rapidly and effectively through content-enriched instruction compared to traditional foreign language classes.

For this unit I am focusing on several member countries of *la francophonie*. My goal is to have the students discover these amazing countries, explore how the citizens of these countries view and solve environmental issues, compare these problems and solutions with the United States and guide them in taking action in their own community. In this unit, I will include a few methods and strategies that have been proven to work in supporting non-native speakers learn the target language as they are asked to think critically, and to develop a plan to address current issues. At the end of the unit, my students will also put their plan into action in their community and will be asked to share their research project in order to educate elementary grade students in the French immersion program about ways to take better care of our planet and take action in their community.

In this unit, students will gain an understanding of their role in our planet's health and hopefully become better stewards of their place in our world. Students will compare the current foreign issues with local issues and realize that we are not so different after all. Students will explore how other French speaking countries or members of *la francophonie* view and deal with the environmental issue of plastic pollution and its impact on the global economy and health.

Content Objectives

At Waddell Language Academy, in urban Charlotte, North Carolina, I teach middle school non-immersion French level 1 and 2. My French classes include students from various grade levels who also exhibit different levels of motivation. I plan to teach this unit to my most homogeneous class of 8th graders when covering French 2 Unit 1 (topic related to community service), but this unit can also be adapted to any World Language or ESL classes at any grade level. The classroom instructional part of the unit will last a few weeks but the community project may last a whole year.

For this unit, I purposely included science, art and ELA standards to make connections with other disciplines and community priorities. Literacy can and must be taught in all content areas. I feel that it is imperative that world language teachers include ELA standards as frequently as possible. The ELA standards that have been chosen also match skills that novice learners can perform at this point in time in their learning. I choose to use 6-7 grade ELA standards for this unit because my students have acquired the prior knowledge to perform specific skills. I am also aware that not all students in the classroom are reading on grade level, and I want to strengthen their ability to do so. I have chosen science standards because it opens doors to the global world. The science standards I have selected correspond to novice learners' language abilities. The art standards help to make connections with the community with a global purpose in mind. I chose specific standards across all grade levels and disciplines so that teachers who use this unit may adapt its content to different grade levels and/or subject areas as needed. These standards have also been selected because they will be used to teach a group of 1st grade students in our school's French immersion program. Therefore World Language, Science, ELA and Art are combined in this global unit so that students not only learn the language but also develop 21st century skills.

In summary, based on selected standards, at the end of this unit, students will be able to understand others when they talk and write about community needs and service. They will also be able to talk and write about stewardship/community service with the intention of educating people in their community that good health requires maintaining safe water quality and stewardship. (8.E.1.4). Specifically, they will be able to summarize ways that one can protect their environment and/or improve conditions for people and animals (e.g., reuse or recycle products to avoid littering) (1.L.1.3).

Students will also do this through World Language standards that require students to interpret and generalize non-fiction passages and infographics from academic content areas in the target language using context clues. Students will conduct a short research project to answer teacher-assigned questions and gather information from a variety of sources in both print (reference texts) and digital (online websites) formats. The information they will gather will then be memorized and presented in the target language to an audience. As an extension activity, the students will reach out to the community and show connections and life applications to the arts. They will use ideas and imagery from the global environment as sources for creating art.

Research on literacy and literacies.

What is literacy? As simple as this question might seem, the term literacy can't easily be defined. When this question was initially asked to a group of expert teachers, different thoughts immerged. Interestingly the term literacy is more complex than one might imagine. This research is an attempt to define what literacy is according to a number of

authors' research and our seminar discussions. After attempting to define the concept of literacy, I will explore some strategies and methods used to teach literacy to novice language learners in world language classes. I will then continue with a few ideas of literacies that could be used in a content-based learning environment in order to best support all learners and more specifically benefit novice language learners. All of this to support language teachers in their quest to create global lessons to help novice learners become more literate and more proficient in the 21st century world language classroom.

During our seminar conversations, when trying to define the word literacy, it appeared that the definition given by each individual was partly influenced by personal experiences, values, educational backgrounds, and personal approaches to literacy in the classroom (greatly influenced by the grade level and the subject one is teaching). When listening to discussions about the meaning of literacy, two ideas seem to predominate. Many of us view literacy in a more traditional way: the ability to read and write. Others view literacy as a skill that allows us to interact with our environment. The following is a further exploration of these different meanings.

Recently, I had a chance to attend a lecture by W.J.T. Mitchell at Davidson College. W.J.T. Mitchell is the Gaylord Donnelley Distinguished Service Professor of English and Art History at the University of Chicago. During his lecture Mitchell said that "text is a visual representation of speech"[1]. Later, he shared examples that stimulated my own thoughts on this subject. Mitchell said "the word three is symbolic of a three"[2]. The way I understand these two quotes is that text and words are symbolism of sounds we hear and objects we see. As we know, literacy and texts are two terms that are closely intertwined; but, is literacy only the ability to read and write texts?

During his lecture, Mitchell reminded us that the idea of storytelling or oral stories goes as far back as the existence of the human race. We all know that people all around the world have used visuals (gestures, facial expressions) and sounds (voice tone and noises) to share generational stories such as folktales and legends just to name a few. These forms of oral stories are forms of literacies. In Kathy Hall's book called *International Handbook of Research on Children's Literacy*, Barton and Hamilton talk about New Literacy Studies (NLS). NLS is characterized by a series of ethnographic studies of home, community literacy and language practices. They explain that "literacy practices are shaped by socio-cultural and geographical factors and that these factors provide a framework for thinking about how children come to make meaning at home and in their community settings."[3] If we solely define literacy by saying that it is the ability to read and write, than we are excluding the sensorial and temporal perceptions felt when experiencing literacies.

Literacy is nothing without our senses and our perception of time. One of my favorite quotes comes from Kate Pahl when she describes what she sees when visiting a family of British Asian heritage. She says, "within this space, script is present, but not always

fixed. It flows throughout the household. Script is often ephemerally located and flows within family life."[4] The Merriam-Webster Dictionary online (http://www.merriam-webster.com) defines script as "something written"[5]. Pahl refers to script as something invisible like words floating around as life unfolds in front of her eyes. These words or script will only be written if caught and made visible by a writer or maybe a narrator. During his lecture, W.J.T. Mitchell also mentioned that "script was present in paintings"[6] (paintings that don't necessarily contain words). He later said that "the relation of language to painting is an infinite relation."[7] Which to me means that the same image can contain an unlimited number of stories. According to Barton and Hamilton, Pahl, and Mitchell, script is omnipresent and the understanding of this omnipresent script is influenced by each individual's perceptions. For example, two people who are experiencing the same thing will each have a personal interpretation of what is happening and each will have his unique way of retelling what happened.

As mentioned in Kathy Hall's book, literacy has many forms and shapes. Lost things, inscriptions, lines, traces, street literacy, oral stories, music, fabrics, walls, and objects all of the everyday cultural life are forms of literacies. These forms of "Ephemeral literacies that have meaning and rich meaningful practices can be translated into school literacy."[8] (school literacy meaning words and texts.) Therefore, the term literacy isn't only to be able to read and write, but it is also to process a wide range of abilities such as feeling, listening and speaking in order to comprehend and communicate using a variety of sensorial stimuli. To me, the term literacy would not exist if one couldn't perceive, feel and interact with his surroundings.

When I look at the current changes in education and its expectations to teach all students to be globally educated and ready to meet the needs of the 21st century, I can't stop wondering how any students with limited language skills can meet those goals. How can novice learners learn in a content-based environment where they must collaborate with one another, think critically and participate in inquiries? How can they successfully perform these tasks while they are still unable to perform basic language skills necessary to convey meaning and interact in the target language? With this daunting challenge in mind and knowing that the skills to achieve literacy goes beyond the ability to read and write, including the ability to listen and speak in order to comprehend and communicate using a variety of visual stimuli, I am wondering what instruction should a teacher provide in order to prepare all students including novice learners for the 21st century?

As previously mentioned, even with limited language skills, one can be visually literate if s/he has the ability to recognize and understand ideas conveyed through visible actions or images (e.g. videos or pictures). This view on literacy is also shared by Neil Postman in his definition of Visual Thinking Strategy (VTS). VTS is a "learner-centered method that encourages students to examine and find meaning in visual art."[9] Eugene Provenzo, in his book called *Multiliteracies Beyond Text and the Written Word*, also explains that "visual modes maybe much more powerful and closely related to language than mere

literacy."[10] Therefore, alternative literacies such as environmental print, logos on products/clothing, and billboards empower and offer a variety of point of views. The connection to these symbols to meaning is a pre-literacy skill often used with young children who have not learned how to read and write yet.

Schools still use more traditional forms of literacies which is clearly seen on end of year assessments. These forms of literacy, which I continue to value, are no longer corresponding to how teachers must teach students to meet the needs of the 21st century. In addition to old forms of literacy: books, magazines, etc., educators must integrate new forms of literacy into their teaching. Alvarmann says, in Hall's book, that "multimodal literacy: news media, blogs, wikis, YouTube, photo-sharing, Flickr, chat space, forum are all part of literacies children are exposed to on a daily basis."[11] According to him, these literacies are "so powerfully motivating that young people are more and more willing to invest a substantial amount of time and effort in creating content to share with others online" [12] Novice language learners will benefit from the use of a variety of literacies. In addition to Alvarmann's types of literacies, infographics has become another form of literacy that can be useful to present difficult concepts. Infographics present facts and point of views in the target language using simple language with clear visuals that are helpful for novice learners. With the global approach in mind, students need to be exposed to a variety of point of views from diverse cultural backgrounds. Images, anchor charts, infographics, multicultural children's literature may be used to support awareness and positive attitudes towards cultural diversity. Allowing novice learners to understand the information found in a variety of literacy modes encourages them to collaborate, think critically and become active inquirers. Duke and Pearson demonstrated that "Informational text contributes to vocabulary growth and builds knowledge"[13] More precisely, Margarita Calderón claims that "science is a language that is precise and structure and uses many cognates which will best support novice learners."[14] All these literacies help shape the students' sense of themselves, of others, and of their world so that they become better global citizens preparing them for the 21st century.

What does research show about instructional support and strategies that would best support language teachers in their quest to create global lessons to help novice learners become more literate and more proficient in the 21st century world language classroom? How should literacy be taught? Many will agree that a content-based instructional approach best supports language learners. In a classroom using this approach, language teachers "view the target language largely as the vehicle through which subject matter content is learned rather than as the immediate object of study."[15] This approach has shown that it can make a positive impact on learners' language and content acquisition.

The following are some strategies world language or EL teachers can use in their language classroom to better support language learners' language and content acquisition.

During our group discussion, teachers agreed that close reading strategies offer great strategies that support novice language learners understand more traditional forms of literacies such as texts, articles, and passages in books. Calderón suggests that "recognizing text feature helps with comprehension"[16], but we also believe that there is more to reading than the ability to look at the superficial aspect of a text. Colleen Pennell will add "that effective literacy instruction embraces the complex social, emotional, and linguistic practices with which children interact both during and outside of the school day."[17] World language teachers are aware that including meaningful cultural content and inquiry in beginning level classes while keeping the instruction in the target language is a challenging task. As mentioned earlier, one of the common practices for teaching novice learners is to use archaic forms of literacy to facilitate comprehension.

Research also supports the idea that teachers should find ways to activate prior knowledge whenever beginning a new unit. Activating prior knowledge helps students better understand the content that is being taught and helps students remember. In her book called *How Learning Works: Seven Research-Based Principles for Smart Teaching,* Susan A. Ambrose strongly believes that students' prior knowledge must be activated especially when seeking higher learning.[18] She explains that students come to us with different backgrounds and understandings of the world that influence how they interpret the new information. Her research also shows that "activating prior knowledge and asking inquiry questions improves learning and retention significantly."[19] In her article, *A Discussion-Based Online Approach to Fostering Deep Cultural Inquiry in an Introductory class*, Paula Garrett-Rucks also supports this idea. Garrett-Rucks says that "Even if students never speak the language after leaving school, for a life time they will remember the cross-cultural skills and knowledge."[20] Teachers should never assume that students will activate prior knowledge on their own. Therefore, teachers must intentionally make connections with other courses and personal experiences in order to improve learning. Furthermore, I think that language teachers as well as content teachers shouldn't assume that students remember prior content and/or language. All teachers should intentionally find ways to teach or reteach the key vocabulary words necessary to perform specific tasks while providing opportunities to learn and relate to its content.

How can world language teachers, whose novice language learners have very limited language skills, activate prior knowledge or ask questions with deeper meaning without using language or at least the students' native language? In her article, Garrett-Rucks addresses this challenge and demonstrates that the online discussions can foster deeper cultural inquiries in beginning language courses. She says that online discussions "provide learners the opportunity to analyze cultural practices, products, and perspectives and help students explore their beliefs and worldviews".[21] This strategy allows teachers to activate prior learning and present cultural concepts and allow students to reflect and learn content while preserving the classroom instructional time for interactions in the target language.

When starting to learn a new language, one will agree on the importance of developing vocabulary and that vocabulary development and exposure to authentic resources is key to improving students' language proficiency. In Elaine R. Silliman and Louise Cherry Wilkinson's *book Language and Literacy Learning in Schools*, RAND reading Study Group (2001) demonstrated that "traditional, definition-based approach to vocabulary instruction are not very effective, either for increasing vocabulary or for improving reading comprehension."[22] In the classroom setting, teachers of novice language learners must intentionally spend more time focusing on the language students need to acquire to learn the content and perform a specific task. Teachers can implicitly expose students to vocabulary through various methods, e.g. by using images, short videos, using graphic organizers, just to name a few. The intentional use of visuals in the classroom develops vocabulary and deepens students' understanding.

In her book, Margarita Calderón talks about teaching language frames in order to improve students' proficiency levels more effectively than the old ways of teaching separate vocabulary words.[23] Research also shows that students will retain the language better when it is taught in content with meaningful purposes. According to RAND reading Study Group (2001) "Creating a purpose for using that language will also positively impact students' leaning."[24]

Whenever using complex texts, Calderón suggests that teachers teach to text in chunk.[25] Chunking is a reading strategy that help student comprehend difficult texts. When chunking a text, the teacher or the student breaks complex texts into smaller pieces making the task of reading more manageable.

Another popular instructional method that works well with novice language learners is the scaffolding method. Scaffolding is when a teacher refers to a variety of instructional strategies (e.g. modeling, repetitions, and guided practices) to move students from instruction with a lot of support to being able to perform a task independently. Modeling the targeted performance helps students become more successful. Scaffolding (providing early support and gradually removing support) is also another great strategies in supporting novice learners. Scaffolding allows students to focus on one skill at the time. In a content-based or global classroom environment, the need to use more complex texts is present. While chunking and scaffolding their instruction, teachers should also add glossaries and a lot of visuals. In addition to these strategies and material, teachers should provide plenty of opportunities for students to practice.

These strategies are supported by several research studies. Duke and Pearson talk about six strategies that higher-level readers use to make meaning of text. They insist on the importance of prediction / activation of prior knowledge. They also agree on the importance of modeling through think-aloud. Guided practice should focus on using text structure to question and answer questions. Duke and Pearson also strongly recommend

using graphic organizers and imagery to process the information and synthesis and to provide ways to summarize/synthesize the information. [26]

The word literacy has a broader meaning than solely referring to the skills of reading and writing. Literacy can be any object or image. These artifact can contain a lot more meanings than merely texts. Language and other teachers should use these multiliteracies combined with best teaching practices in order to teach vocabulary, the language and the content needed by all students in order to help them succeed in all their classes.

Introduction to World language literacy unit.

This unit is composed of four lessons. Each lesson can be completed in one or two class periods. While being modeled and guided by the teacher, the majority of the work should be done has a whole group to maximize students' inputs. Also the teacher should scaffold the language that needs to be taught and encourage the use of the target language during the instructional time since the students are novice learners.

Activity 1 Discussion Board: Prior Knowledge

I will introduce the important concepts of the unit on the environmental impact of plastics with a couple of activities prior to starting the unit using the target language in class. These activities will allow me to assess (informally) my students' knowledge of the use and impact of plastics on our environment as well as the importance of reducing the consumption and increasing the recycling of plastic products. This activity is structured to stimulate their thoughts about the topic prior to teaching them. As suggested by Paula Garrett-Rucks, I use the discussion-based online approach so that my students can understand the complex ideas that will be presented to them in the target language.

This assignment will be a beginning discussion on each individual's recycling habits and the topic of plastic pollution. Prior to the first lesson, the student will take part in a whole classroom discussion online using CANVAS. I chose CANVAS because it is mandated at my school, but any other platform such as Google class will also work. Students will post their personal responses and will also be asked to respond to one of their classmates' comments. For this assignment, I do not require students to use the target language. Students will respond in English. The discussion questions are as follow:

Question 1: *How does using plastic and recycling plastic impact our economy?*
Question 2: *What solutions are provided to recycle plastic in the United States?*
Question 3: *How does using plastic impact wildlife differently than humans?*
Question 4: *In your opinion, is the United States doing a great job at recycling plastic?*

These questions, will give me an idea about each student's understanding of the topic as well as their personal view on this global issue. It will be interesting to see if their

opinions change throughout the unit. These questions will be completed individually from home. I will ask these questions again at the end of the unit as an informal assessment to see if the lessons have changed their perception on the issue.

Activity 2: Prior knowledge about the content "Océan de Plastique à Eliminer"

In World Language classes and ELS classes, language teachers must not only teach content but also teach the language skills (listening, reading, speaking and writing) necessary to learn about content and to convey ideas about the content in the target language. Once again, the students will take part in a discussion-based online approach. To build prior knowledge, the students will watch a video on CANVAS called "Un Océan de Plastique à Eliminer" (the title is in French but the video is in English). The student will watch this short video from home. This 2:47 minute-long video addresses the global issue of plastic pollution and how several European counties view and act upon this problem. Along with this video, students will answer guided questions in English and share their responses using CANVAS (appendix 2). The students are ask to respond to one of their classmates' posts. The guided questions ensure that they are watching actively and helps them reflect on the content prior to be exposed to it in the target language. The discussion posts also allow them to see different points of views on the subject. Giving a chance to reflect about the topic in their native language allows all students to process the new information and make connections to personal prior knowledge which differ from one student to the next.

Lesson 1 "Le Huitième Continent" Vocabulary and Sentence Frames

To hook the students into the topic, students are about to watch an authentic video called "Le Huitième Continent". This 1:47 minute video was created by Agence France-Presse. The video talks about how all the plastic that is being thrown away ends up in a vortex and how this vortex as negative consequences on animals' life.

Lesson 1 Step 1: Infer the theme, identify characters and express your opinion

For this lesson, present the video without sound. While focusing on the visual aspects of the video, students will use (appendix 3) to infer the theme, who or what is the video about, identify effects and express an opinion about the video.

Lesson 1 Step 2: Sentence frames

Replay the video without sound. This time introduce the vocabulary you are targeting. For my lesson, I will introduce the following sentences/phrases: L'océan pacifique (Pacific ocean), il y a des bouteilles (there are some bottles) , il y a des canettes (there are some cans), il y a des sacs plastiques (there are some plastique bags), il y a des contenants de plastiques (there are some plastic containers), voici une araignée d'eau

(here is a water spider), c'est un prédateur (it is a predator), la vie marine est en danger (marine life is threatened), il y a des crabs (there are some crabs), il y a des tortues (there are some turtles), voici des oiseaux (here are some birds), des courants marins (marin currents).

Feel free to adapt this vocabulary list to meet the needs of your students. I would advise not to teach more than fifteen new words/phrases at the time. To present the sentence frames, I use sentence strips and write the words on them. Then I glue magnets on the back of each sentence strips. As the images come up in the video, I stop the video and place the word next to the image. Later, these words become part of my word wall. Also ensure that your word wall comes with matching images to help the students understand the meaning of the words you are presenting. To help with retention, teach the words using gestures. Some students may enjoy this TPR strategy.

Lesson 1 Step 3: Assessment

The students will watch the video a third time, but this time with the sound. Ask your students to use the sentence starters along with their answer choices found on the worksheet (appendix 3) to write a short paragraph about the video as they refer to examples and details from the text and reuse the vocabulary you want them to be able to use.

Lesson 2 "La Mer est une Poubelle" Vocabulary and Sentence Frames

The second lesson of the unit focuses on building sentences frame and vocabulary and making personal connections. I will use infographics and handouts I created in addition to environmental prints I found online. Referring to the English video the students watched prior to coming to class, I've selected several pictures that will remind them of the vocabulary words and sentence frames that we will practice and reuse throughout this unit.

Lesson 2 Step 1: The hook using visual thinking strategy

Use environmental prints that contain or allow you to reuse the vocabulary that you intent to focus on for this unit. For my class, I selected one pictures that I think will capture their attention (appendix 4). Based on the visual thinking strategy, I ask my students the following questions in French:

Question 1: *Que se passe-t-il? (what is happening ?)*
Question 2: *Pourquoi? (why?)*
Question 2: *Que peux-tu trouver de plus? (what more can you find?)*
Question 3: *Que manque-t-il ? (what's missing?)*

These are questions the type of questions used with the visual thinking strategy that encourage students to think more critically and more deeply about the image they are looking at. If this is the students' first time trying VTS, model how you want them to respond to the questions. Students need time to think about what to say and may not know how to say it right away. For this reason, give them several minutes to formulate their responses. Allow them to use their technology or a dictionary to look up some words that will help them express their thoughts. For this activity, I request that they reuse the vocabulary words from the word wall. Do not expect your students to speak in complete sentences. The goal is to encourage them to reuse the new vocabulary and speak the target language you do not need to correct their mistakes. After giving them some time to formulate their answers, I will ask them to pair share their answers so that everyone practices speaking.

Lesson 2 Step 2: Exploring context clues

Before using the first infographic called "La Mer est une Poubelle", be sure to crop the bottom part to eliminate some of the pictures that may provoke or may not be appropriate to a younger audience. While looking at the infographic, students will also be using the worksheet called lesson 2 step 2 (appendix 5).

This is a whole class guided activity. Using this image, ask the class to highlight all the cognates the can recognize. After that, draw their attention on context clues to infer conclusions about the text prior to reading it. I will read-aloud the sentence starters on worksheet 1 and answer choices. As I read them, the students will circle the words that correspond to their answer and X out the responses that do not apply. After identifying the cognates and looking at the context clues as a whole group, I give the students a few minutes to create a four sentence paragraph using the sentence starters and the vocabulary they have circled. To encourage oral communication, you can also ask the students to pair-share their short paragraph.

Lesson 2 Step 3: Scaffolding vocabulary and sentence frames

For the second step of this lesson, we reuse the same infographic. This time, the focus will be to build vocabulary. Because I want them to be able to create a product that will teach students from our French immersion program, I want to scaffold the language. This will prepare my students to use more complete and complex thoughts while they are learning vocabulary words and sentence frames that they will be able to reuse in their presentation. Students will be held accountable for reusing the words and sentence frames in their final project.

To do so, I created two graphic organizers. The first one is a concept graph (word web). The second one is a graphic organizer that will allow them to sort and think of ways to sort trash (appendix 6).

I prompt students by asking the following questions as we fill in the chart together. Scaffolding and repetition are key concepts for this step. I repeat the same two questions until the chart is fill in. At first, I model how to answer in complete sentence. The sentence starters should also be displayed on the board to provide extra support. This support will be taken away as the activity unfolds. After modeling how to answer, use equity sticks and guide the students with their responses. Equity sticks are wooden sticks with the student names written on them. I randomly pick a name so that every child equally participates in this activity. The student whose name is picked provides the answer. Each time a student provides an answer, the rest of the class repeats the answer as they continue filling in the chart. If a student doesn't know the answer, I encourage the student who does know the answer to seek help. When the student who is called upon doesn't know an answer, s/he can say "J'ai besoins d'aide" (I need some help) and call on another student who knows the answers. This way the students learn to collaborate, they also learn that it is acceptable not to know an answer and learn to rely on each other for support and help.

Script used for this activity:

- **(Teacher)** *1. Quels produits retrouves-tu dans (la cuisine), (Le garage ou l'extérieur), (la salle de bain)?*
  (What product can you find in (the kitchen), (the garage or outside), (the bathroom)?

- **(Student)** *Il y a des _____ dans _____.*
  (There are some _____ in _____.)

- **(Teacher)** *2. Est-ce que ce produit est fait en verre, plastique, papier ou métal?*
  (Is this product made of glass, plastic or metal?)

- **(Student)** *Ce produit est fait en _____.*
  (This product is made out of _____.)

- **(Teacher)** *3. Est-ce que tu dois recycler, réutilisez ou réduire? Pourquoi ?*
  (Should you recycle, reuse or reduce? Why?)

- **(Student)** *Je dois _____parce que _____ met _____ à se décomposer.*
  (help the students with the numbers if not previously taught)
  (I must _____ because _____ takes _____ to decompose)

Lesson 2 Step 4: Infer a conclusion, reflect, and express personal opinions in French

After filling in the concept chart and the second graphic organizer, I ask the class to fill in the scaffold sentences. Then ask them to infer a conclusion and express their personal opinion about the amount of plastic thrown away each year. Remember, because the students are novice learners, I provided answer choices and sentences starters so that they are able to express ideas at a higher proficiency level. The goal is to scaffold the support and encourage them to reuse the sentence starters and sentence frames until they can do it on their own at the end of the unit.

Lesson 2 Step 5: Closure activity (Making personal connections)

At the end of this lesson, I assign an activity that the students will complete at home. I created a chart that students will use to investigate how much plastic their family is consuming. Students will look in their kitchen, pantry, and kitchen cabinets and count how many plastic bags, wrappers and/or containers they can find. The students will fill in the chart and note what they are finding (appendix 7). After counting each item, I created a section that asks them to reflect on their personal discoveries (in their native language). After that, each student will create a graph showing their results. Everything must be written in the target language.

Lesson 3: Exploring the Consequences of Plastic Pollution

Interacting with literacies: in this second lesson the students will explore the consequences of using plastic products. We will read a short text and make comparisons with the first video we watched. The objectives for this lesson are to infer conclusions from spoken and written passages about familiar topics, using context clues and cognates and to interpret short, non-fiction passages from academic content areas using context clues. The infographic I selected is a document created by the French government. This informational text will be used twice during the unit. I intentionally chunked the text so that the students do not feel overwhelmed by its content. I also wanted my students to focus on the effects and solutions separately.

Lesson 3 Step 1: The hook using visual thinking strategy

Use environmental prints that will evoke an emotion and that allows you to reuse the vocabulary you intent to focus on. For my class, I selected one pictures that I think will capture their attention (Appendix 8). Once again, using the visual thinking strategy, I ask my students the following questions.

Question 1: *Que se passe-t-il? (what is happening ?)*
Question 2: *Pourquoi? (why?)*
Question 2: *Que peux-tu trouver de plus? (what more can you find?)*

Question 3: *Que manque-t-il ? (what's missing?)*

These questions encourage students to think more critically and more deeply about the image they are looking at. Students need time to think about what to say and may not know how to say it. That's why, I am going to give them several minutes to formulate their responses. I am also allowing them to use their technology or the dictionary to look for words that will help them express their thoughts. For this activity, I will require for them to use the vocabulary words previously used. I do not expect my students to speak in complete sentences. After giving them some time to formulate their answers, I will ask them to pair share their answers.

Lesson 3 Step 2: Identify cognates and use context clues to infer the main idea "La Fin des Sacs en Plastiques à Usage Unique."

For this lesson, students will explore an informational text called "La Fin des Sacs en Plastiques à Usage Unique" (Appendix 9). Students will identify the impact of plastic consumption on our health, the animals' life and our environment. Once again, the students will highlight the cognates and use context clues in order to identify the main idea of the text.

Lesson 4: Exploring global solutions (France, Burkina Faso and Morocco)

For this lesson, we will read a short informational text and watch another authentic video in French about solutions some countries have come up with to fight again plastic pollution. The objectives for this lesson are to infer conclusions from spoken and written passages about familiar topics, using context clues and cognates and to interpret short, non-fiction passages from academic content areas using context clues.

Lesson 4 Step 1 "Des Sacs Plastiques Transformés" (Morocco)

We will continue the unit and explore the solutions many French speaking countries have come up with to solve plastic pollution. The first text on solution (appendix 10) is a non-fiction text I found in one AP French textbook class "Themes". The text is called *Des Sacs Plastiques Transformés (Transformed Plastic Bags)*. This short article is about Ifassen, a small Moroccan business that recycles plastic bag and transforms them into accessories such as home decorations and purses. This company's main goal is to help the environment but it also aims to improve the economy by creating jobs for women in need. I particularly like this text because it provided a different perspective on plastic bags. It also shows how an image of women empowerment. This text connects the idea of French speaking counties, global issues, how simple and inexpensive ideas can help the economy and the environment.

Lesson 4 Step 2: "La Fin des Sacs en Plastiques à Usage Unique." (France)

Students will explore the second part of "La Fin des Sacs en Plastiques à Usage Unique." This time the students and I are focusing on the solutions to the problem of plastic pollution. Student will explore how the French government has come with to reduce plastic pollution (appendix 11). Using context clues, students will identify the main idea of the text. The second reading will focus on close reading strategies. I purposely wrote some of the questions in English so that students are encouraged to think about the meaning of the text, and do not just retrieve and identify words.

Lesson 4 Step 3 "Le Sac Plastique, Nouveau It-bag !" (Burkina Faso)

This is a 2:54 minute video created by Léonor Lumineau et Raphaïl Fournier. This video is about how bad plastic bags are for the environment and how a group of women found a solution to recycle them so that they can create jobs and help the environment.

For this step, present the video without sound. While focusing on the visual aspects of the video, students will use (appendix 12) to identify the theme, who or what is the video about, identify effects and express an opinion about the video.

The students will watch the video a third time, but this time with the sound. Ask your students to use the sentence starters along with their answer choices found on the worksheet (appendix 12) to write a short paragraph about the video as they refer to examples and details from the text and reuse the vocabulary you want them to be able to use.

Conclusion Post-Assessment

I will use the project to assess the students writing and speaking skills. My instructions for this assignment will be simple: "Now it is your turn to be an elementary school educator and an activist. Using the literacies used in class, you will create a poster or a PowerPoint presentation summarizing the causes and the effects of plastic pollution on human and animal life. You will also provide at least three solutions to this global problem. Your information must be supported by the literacies we used in class.

You will share your project with 1st grade French immersion students. Then your class and the first grade class will help the community by participating in a cleaning project on school campus.

Finally, pick a medium to develop awareness in your school or community, adapt it if necessary and share it with an audience of 1st grade students or people who don't

necessarily speak much French therefore. Be sure to use age appropriate visuals. You can choose one of the following project ideas. Be creative!"

Awareness project choices:

-Learn how to crochet and create a bag, basket, or mat to help people in our community.
-create a piece of art using recycled plastic material to create awareness in school and in our community.

   To assess students' performance in speaking and writing, I provided two rubrics I found on the internet. You may choose the one you like (appendix 13).

Extension to Unit:

As an extension activity, the middle school students will peer up with one or two 1st grade French immersion program students and work together to clean up our school campus. One of the required tasks will be to use French only. 1st grade students will play the role of Spies and note how many times the middle school students have used English while interacting with other learners of the same language. This is a fun way to encourage students to communicate in the target language outside the classroom setting.

Appendix 1: Implementing Teaching Standards

North Carolina World Language Essential Standards:

- NM.CLL.2.4 **Infer conclusions** from simple spoken and written passages about the effects that plastic has on our environment and solutions other countries have found to fight this problem. To infer a conclusion, students will use context clues and cognates. In lesson 1, lesson 2 and lesson 3.

- NM.COD 2.3 **interpret** short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.). In lesson 1, lesson 2, and lesson 3, the students will look at pictures, watch videos read texts and infographics all related to the same environmental issue.

- NM.COD.4 **Compare** the student's culture to the target culture. Throughout this unit, students will be asked to reflect upon videos watched or texts read. The reflections encourages to make personal connections with the literacies used in class and compare their life to the life of people living in other countries.

- NM.CLL.4.2 Exemplify instances of cognates and loan words. Throughout this unit, students will identify and use cognates as a strategy to comprehend written texts.

- NM.CMT.3 Use the language to **present** information to an audience. In lesson 4: presentation, the students will create a poster or PowerPoint presentation to present facts about previous readings and videos. The students will teach the 1st graders in order to build awareness about plastic pollution.

Appendix 2: Prior knowledge Video and Handout

http://www.europarl.europa.eu/news/fr/news-room/20150328STO38904/restreindre-l%E2%80%99utilisation-des-sacs-en-plastique-pour-prot%C3%A9ger-l'environnement

Un océan de plastique à éliminer

Guided Questions

1. On average, how many plastic bags does each person in Europe use per year? How many end up in lakes, rivers, country sides or on roads?
   _____

2. How long does it take to manufacture one bag? How long does it take for this bag to decompose?
   _____

3. Name two consequences of the usage of plastic bags:
   a.   _____
   b.   _____

4. Name one solution some countries have come up with to reduce the use of plastic bags.
   a.   _____

Can you think of another way people can contribute to reducing their consumption of plastic bags?

_____

5. What is the trash vortex?

Le thème de la vidéo est …._____

L 'amitié

La famille

L'école

La musique

L'actualité

La pollution

Les professions

Les effets du plastique sur l'environment

La nourriture

Les solutions à la consommatin du plastique

Dans la vidéo il y a …_____

Un crabe

Les poissons

Un tortue

un garçon

un insecte

Un adulte   une fille

des déchets

l'océan

Une personne   un animal

un homme

Des oiseaux

Selon la vidéo, le plastique est dangereux pour…__

l'environnement

la vie des tortues

La vie des oiseaux

La vie des poissons

La qualité de l'eau

A mon avis, je pense que …_____

c'est dangereux pour les animaux marins.

les pays doivent interdire l'usage du plastique

l'utilisation du plastique ne peut pas se réduire

c'est notre responsabilité de TROUVER DES SOLUTIONS

doit s'arrêter

l'utilisation du plastique est essentielle

Ce n'est pas dangereux pour les animaux et les humains

Appendix 4: The Hook Lesson 2 step 1

Que se passe-t-il?

_____

Pourquoi? _____

Que peux-tu trouver de plus?

_____

Qu'est-ce que tu ne vois pas sur l'image ?

_____

Le theme du texte est …_____

La musique   La pollution   Un produit   L'économie   Une célébration

La nourriture   L'éducation

          L'environnent   La famille   L'amitié

Dans le texte il y a …_____

Un groupe de personnes

une femme   **Une fille**   **un garçon**

Un adulte   **Des objects**

Une personne   **un animal**   **un homme**   **un enfant**

Le texte est…_____

          Créatif   Sérieux   romantique   interressant

Informatif   divertissante

          Drôle   farfelu

À mon avis, je pense que le texte …_____

 est intéressant   n'est pas intéressant

Write a short paragraph about the information you have selected. Use the sentence starters.

_____
_____
_____
_____
_____
_____
_____

Images: https://s-media-cache-ak0.pinimg.com/564x/18/4c/7f/184c7f36cae79e4ac722a797a8bc1b7d.jpg
http://www.villeenvert.ca/wp-content/uploads/quoi_recycler.jpg

Verre

Métal

papier

plastique

Verre

Déchets que je peux retrouver dans la cuisine.

plastique

Papier

Déchets que je peux retrouver dans la salle de bain.

LA MER
EST UNE
POUBELLE

Papier

Métal

Déchets que je peux retrouver dans le garage ou à l'extérieur.

Métal

Verre
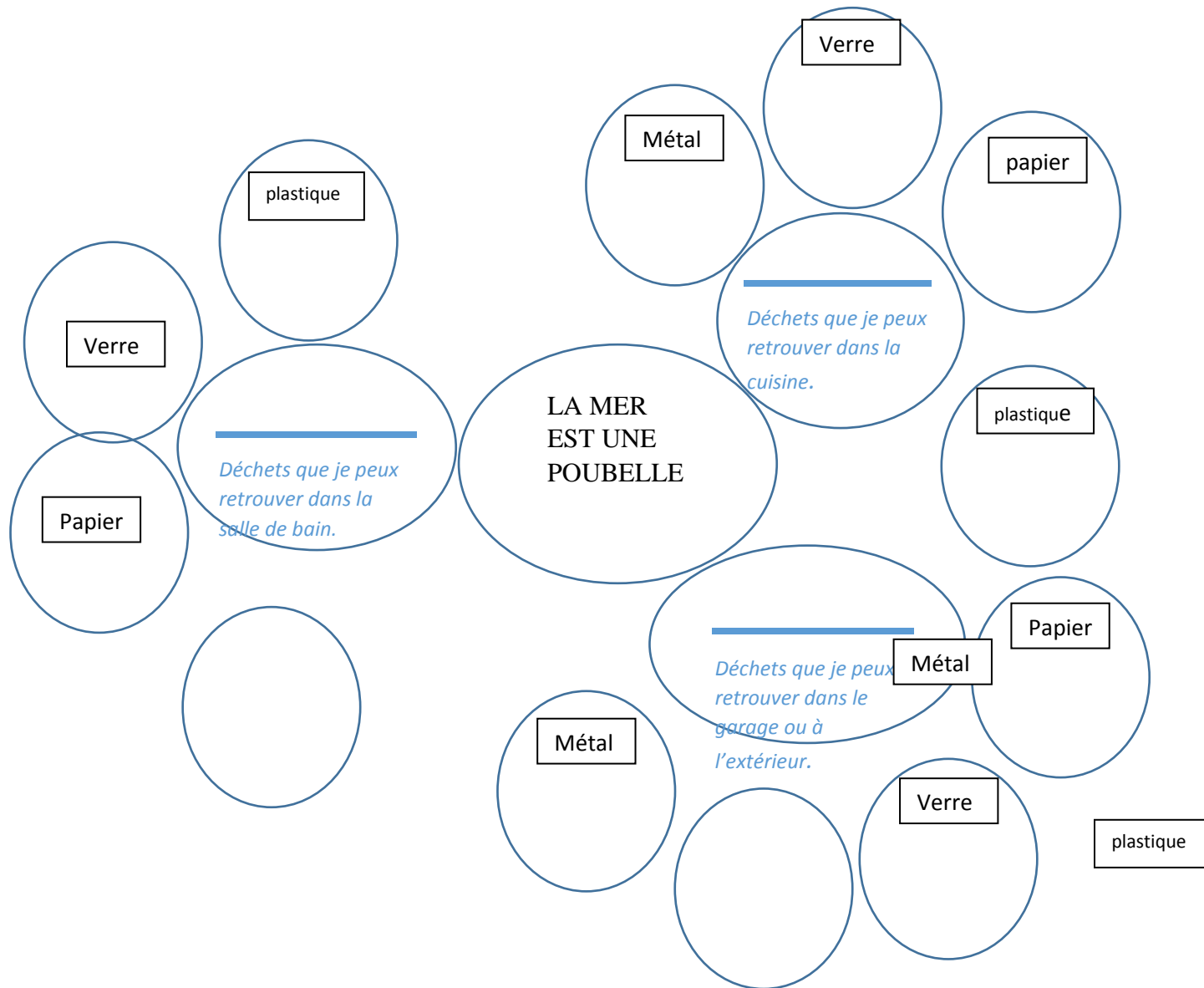
plastique

Dans chaque pièce, quels objets de plastiques retrouves-tu? (nomme 4-6 objets)

1. Il y a _____, _____,

_____, _____, _____,

_____ dans la cuisine.

2. Il y a _____, _____,
_____, _____, _____,
_____   dans
_____.

3._____   _____   _____   _____, _____,
_____, _____, _____,
_____ dans _____, _____,
_____, _____, _____,
_____.

Recycler	Réutiliser	Réduire

Réfection:

Selon le texte, combien y-a-t-il de produits plastiques jetés dans la mer chaque année ?
(restate words from the question to write your answer in a complete sentence.)

Selon le texte,

_____

_____

_____

Quel est ton avis ?

À mon avis, je pense que

_____ .

Appendix 7: Lesson 1 Step 3: worksheet 3 Investigation – Explore where you live

Recherche : Regardez chez vous. Comptez le nombre d'objets que vous voyez.

Les produits	Garde-manger / armoires/	réfrigérateur
Sacs plastiques Ziploc (petits et grands)		
Emballages alimentaires en plastique		
Bouteilles ou gallon d'eau		
Bouteilles ou contenants de jus fait en plastique		
Couverts en plastique (couteaux, fourchettes, cuillères)		
Contenants en plastiques pour les produits de nettoyage (example : eau de javel)		
Sacs en plastique pour faire des achats au supermarché.		
Total		

Imagine que chaque maison dans ta rue a le même nombre de produits de plastique, combien y-a-t-il de produit dans ta rue? Il y a environ _____

Reflection:

In English, reflect on your personal discoveries.

Are you using more plastic than you thought you were?

Where is this plastic going after you are done using it?

Are you surprised by the number of plastic bags and containers that are being consumed on your street?

After this activity, how has your view on plastic changed?

Appendix 8: The hook Lesson 3 step 1

http://www.florenceporcel.com/category/mars-one-project/

Que se passe-t-il?

_____

Pourquoi? _____

Que peux-tu trouver de plus?

_____

Qu'est-ce que tu ne vois pas sur l'image ?

_____

Appendix 9: Lesson 2 step 2 Consequences Text 1

Adapted from www.developpement-durable.gouv.fr

LA FIN DES SACS EN PLASTIQUE À USAGE UNIQUE

Le décret relatif aux modalités de mise en œuvre de la limitation des sacs en matière plastique à usage unique a été publié au Journal officiel le 31 mars 2016. Explications.

POURQUOI ?

5 milliards de sacs en plastique à usage unique sont distribués **en caisse** chaque année en France.

12 milliards sont consommés pour d'autres usages **en dehors des caisses.**

80% **sont importés,** majoritairement d'Asie. Ces sacs ont un impact sur les émissions de gaz à effet de serre.

75% **des déchets en mer** sont en plastique (en majorité des sacs)*.

86% des espèces de tortues marines sont impactées*. Elles ingèrent les sacs qu'elles confondent avec des méduses.

94% des estomacs d'oiseaux de mer du Nord, contiennent du plastique*.

*Source : Commission européenne

Close Reading Strategy: Identify cognates. Using a highlighter, identify the words that look familiar to you. Then write a list of cognates.

_____   _____

_____   _____

_____   _____

What does the French phrase "usage unique" mean to you?

_____
_____
_____

Quel est le titre de ce texte?

_____

_____

Look at the context clues (title and pictures, maybe cognates) and make inferences about this text. What message is the author trying to convey? Explain why you say so.

_____
_____
_____
_____
_____

What is your opinion about the amount of plastic bags consumed in France each year? Support your opinion with details from the text.

_____
_____
_____
_____
_____

According to the text, who is at risk?

_____
_____
_____
_____

Are humans also at risk? Why? Support your opinion with details from the text.

_____
_____
_____
_____

Vocabulaire

fléau: Scourge

-*une marque :*

http://www.webmarketing-com.com/wp-content/uploads/2012/08/marques.jpg

-*un sac à main :*

https://tictail.com/s/ifassen/aylal

-le lavage, laver

http://docteurbonnebouffe.com/lave-vaisselle-source-allergies/

-le séchage, sécher

http://movementfrance.com/p3-plastique-projet-pochettes/

-le coupage/couper

http://avecleblog.over-blog.com/article-atelier-recup-plastique-avec-madame-mari-60415669.html

-vannerie :

http://www.lagaumette.be/content/martu%C3%A9-le-temps-dun-week-end-vannerie-spiral%C3%A9e

salaire (synonyme = revenu)

http://formationsecretairemedicale.net/wp-content/uploads/salaire-apres-une-formation-de-secretaire-medicale.jpg

-Crocheter

http://topsy.one/hashtag.php?q=%23crocheter

Des Sacs Plastiques *Transformés*

Les sacs plastiques constituent un gros problème de pollution au Maroc. Pour faire face à ce fléau, Ifassen, une marque de mode design et ethnique, recycle les sacs plastiques et les transforme en sacs à main et en d'autres accessoires. L'impact d'Ifassen touche aussi le social et le culturel : Ifassen offre du travail aux femmes en difficulté et valorise leurs talents.

Environ 20 femmes travaillent pour la marque. Après la collecte de sacs, elles les lavent, les sèchent, et les coupent en bandes. Ensuite, elles combinent des fibres naturelles issues de la région avec des bandes en plastique et utilisent les techniques de la vannerie traditionnelle pour créer les accessoires de la marque. Ces femmes s'assurent ainsi un salaire tout en contribuant à la protection de l'environnement.

Adapted text from *Vista Higher Learning "Thèmes" p.273*

Close Reading Strategy: Identify cognates. Using a highlighter, identify the words that look familiar to you. Then write a list of ten cognates.

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

According to the text, what are some solutions suggested by the French government? How can we reduce our usage of plastic bags?

_____
_____
_____
_____
_____

The following stores will no longer provide plastic bags: (list five)

_____
_____
_____
_____
_____

Soon, what will people do instead of using plastic bags?

_____
_____
_____
_____
_____
_____

QUAND ? EN 2 TEMPS

1er JUILLET 2016
Tous les sacs distribués EN CAISSE seront réutilisables.

1er JANVIER 2017
EN DEHORS DES CAISSES, (pesée des fruits et légumes, fromage à la coupe, viande, poisson...), les sacs seront en papier ou en plastique biosourcé compostable en compostage domestique.

OÙ ? CHEZ MON COMMERÇANT

FRUITS / LÉGUMES
sac en papier, sac biosourcé compostable en compostage domestique

POISSONNERIE
sac biosourcé compostable en compostage domestique

À LA CAISSE
cabas à roulettes, sac à dos et sac plastique réutilisable

ET CE SERA COMME ÇA DANS TOUS LES COMMERCES

SUPERMARCHÉ   BOUCHERIE   MARCHÉ   PHARMACIE   LIBRAIRIE   PARFUMERIE...

TRUCS & ASTUCES

Avez-vous vraiment besoin d'un sac ?

À la boulangerie, évitez de prendre un sac juste pour un sandwich

Avec les gros légumes, collez l'étiquette ici

ET HOP!
SAC PLIÉ
Pensez à avoir toujours avec vous un sac réutilisable

À la pharmacie, glissez la boîte de médicaments dans votre sac à main

Gardez dans votre cabas à roulettes vos sacs de fruits et légumes pour vos prochaines courses

www.developpement-durable.gouv.fr
@ecologiEnergie
France Écologie Énergie

MINISTÈRE DE L'ENVIRONNEMENT DE L'ÉNERGIE ET DE LA MER

Le theme du texte est …_____

La réduction des sacs plastiques   Le recyclage   L'économie

La nourriture

La famille   Aider les femmes en difficulté

Aider l'environnement

La pollution

Dans le texte il y a …_____

Un groupe de personnes   **un garçon**

une femme   **Une fille**

Un adulte

Des objects

un enfant

Une personne   **un animal**   **un homme**

Selon la vidéo…_____

il n'y a pas de problèmes

Les sacs créent des inondations   Les sacs sont dangereux pour les chèvres et les vaches

Les sacs plastiques créent des emplois

Les sacs plastiques sont utiles   les sacs plastiques sont jolis

À mon avis, je peux aider l'environnement quand je …….

N'utilise pas de sacs plastiques   quand je recycle et crée de nouvelles choses

jette les sacs à la poubelle   utilise des sacs plastiques

Write a short paragraph about the information you have selected. Use the sentence starters.

_____
_____
_____
_____
_____
_____
_____

Appendix 13 Choices of Rubrics

http://madametownsend.cmswiki.wikispaces.net/file/view/Pals+Level+2.pdf

or

https://www.pinterest.com/pin/3659243421375634/

Presentational Rubric
Speaking & Writing

Name: Assessment:

	Exceeds Target (100%)	Meets Target (85%)	Approaches Target (70%)	Below Target (55%)
Comprehensibility How well does the audience understand me?	☐ My message is fully understandable. ☐ No interpretation is required by a sympathetic listener/reader.	☐ My message is mostly understandable. ☐ Minimal interpretation is required by a sympathetic listener/reader.	☐ My message is somewhat understandable. ☐ Some interpretation is required by a sympathetic listener/reader.	☐ My message is barely understandable. ☐ Significant interpretation is required by a sympathetic listener/reader.
Level of Discourse How do I express myself?	☐ I use a variety of simple and compound sentences. ☐ I employ various cohesive devices.	☐ I use mostly simple sentences with a few compound sentences. ☐ I employ a few cohesive devices.	☐ I use simple sentences that are repetitive in structure.	☐ I use a few simple sentences but rely primarily on individual words or phrases.
Vocabulary Usage How developed is my vocabulary?	☐ I use a rich variety of past and current vocabulary accurately. ☐ I incorporate new vocabulary.	☐ I use an adequate amount of past and current vocabulary accurately.	☐ I use an inadequate amount of past and current vocabulary. ☐ My vocabulary is sometimes inaccurate.	☐ I use an inadequate amount of past and current vocabulary. ☐ My vocabulary is usually inaccurate.
Language Control How accurate are my grammatical structures?	☐ I use both past and target structures accurately. ☐ My errors do not follow a visible pattern. ☐ I try to be creative with the language.	☐ I use past structures accurately. ☐ My target structures have a few patterns of errors.	☐ I use past structures fairly accurately. ☐ My target structures have several patterns of errors.	☐ I use past structures inaccurately. ☐ I do not attempt to use target structures.
Task Completion How well did I respond to the prompts?	☐ I respond fully and appropriately to all prompts. ☐ My response is well-organized and relevant.	☐ I respond adequately to most prompts. ☐ My response is generally organized and/or relevant.	☐ I respond inadequately (or not at all) to a few of the prompts. ☐ My response is a little disorganized and/or irrelevant.	☐ I respond inadequately (or not at all) to some of the prompts. ☐ My response is very disorganized and/or irrelevant.
Fluency How easily can I speak? (Speaking Only)	☐ My pronunciation is fully understandable. ☐ I attempted to use a native-like accent. ☐ I express myself with ease (no hesitations).	☐ My pronunciation mostly understandable. ☐ I express myself with ease (few hesitations).	☐ My pronunciation is not understandable at times. ☐ I sometimes struggle to find the right words.	☐ My pronunciation is only partially understandable. ☐ I often struggle for the right words or revert to English.
Mechanics (Writing Only)	☐ I make no errors in spelling, accent marks, punctuation, and/or capitalization.	☐ I make a few errors in spelling, accent marks, punctuation, and/or capitalization.	☐ I make some errors in spelling, accent marks, punctuation, and/or capitalization.	☐ I make a lot of errors in spelling, accent marks, punctuation, and/or capitalization.

List of Materials for Classroom Use
Access to internet, projector, screen, sentence strips, magnets, CANVAS, highlighters.

Websites:
http://www.europarl.europa.eu/news/fr/news-room/20150328STO38904/restreindre-l%E2%80%99utilisation-des-sacs-en-plastique-pour-prot%C3%A9ger-l'environnement
This 2:47 minute-long video called "Un Océan de Plastique à Éliminer". This video addresses the global issue of plastic pollution and how several European counties view and act upon this problem.

http://www.villeenvert.ca/wp-content/uploads/quoi_recycler.jpg
This is an infographic about how to sort trash.

https://s-media-cache-ak0.pinimg.com/564x/18/4c/7f/184c7f36cae79e4ac722a797a8bc1b7d.jpg
This is an infographic called "La Mer Est Une Poubelle". It is about how long it takes for trash to disintegrate in the ocean.

https://www.pinterest.com/pin/59883870018249663/
This is a website created by Megan Smith. This is an amazing website that offers a lot of resources for language teachers.

https://www.youtube.com/watch?v=C1b82uX08wU
"Le Huitième Continent". This 1:47 minute video was created by Agence France-Presse. The video talks about how all the plastic that is being thrown away ends up in a vortex and how this vortex as negative consequences on animals' life.

www.developpement-durable.gouv.fr
This is a government website created by the French government to educate everyone about environmental issues and solutions.

2. Resources for Students
http://fishbio.com/field-notes/ocean-bay-delta/trash-into-art
This is a site that shows examples of how some people recycled trash to created pieces of art.

http://washedashore.org/
This video shows how some people created art sculptures using recycled material to create awareness about the dangers of plastic pollution.

https://www.youtube.com/watch?v=E_r96mDkSY0
This is a short video students can use to learn how to weave plastic bags and create mats.

3. Resources for Teachers

http://madametownsend.cmswiki.wikispaces.net/file/view/Pals+Level+2.pdf
This site gives you access to the PALS RUBRICS Level 2 for speaking and writing.

http://www.slideshare.net/viflearn/create-a-global-lesson-plan-slideshare
This is a PowerPoint that explains how to create global lessons.

https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance_Descriptors-Presentational.pdf
This link gives you access to the can do descriptors according to the American Council on the Teaching of Foreign Languages.

https://www.pinterest.com/pin/3659243421375634/
Performance Rubrics based on those from JCPS and Ohio Foreign Language Association teachers can use to assess their students.

https://www.pinterest.com/pin/59883870018249663/
This is a website created by Megan Smith. This is an amazing website that offers a lot of resources for language teachers.

Bibliography for Teachers

Ambrose, Susan A. *How Learning Works: Seven Research-Based Principles for Smart Teaching*, San Francisco: Jossey-Bass, 2010. This book presents seven learning principles that are based on research evidences. This is a great resource for all teachers.

Brinton, D., Snow, M. A., & Wesche, M. B. *Content-based second language instruction.* Boston: Heinle & Heinle Publishers, 1989. This article describes how teachers can integrate better reading, writing and study skills strategies so that EL students can be successful in content courses.

Calderón, Margarita. *Teaching Reading & Comprehension to English Learners*, K-5. Bloomington, Ind: Solution Tree Press, 2011. This book is about the needs of EL students. It offers several new ideas that are consider best teaching practices. It also presents new instructional strategies and assessment processes that positively impact all students.

Duke, Nell K, and P David Pearson. 2008. "Effective Practices for Developing Reading Comprehension". *Journal of Education.* 189, no. 1: 107. This article is about good readers skills. It focuses on the importance to teach students how to look over the structure of the text and become active readers.

Garrett-Rucks, Paula. 2013. "A Discussion-Based Online Approach to Fostering Deep Cultural Inquiry in an Introductory Language Course". *Foreign Language Annals.* 46, no. 2: 191-212. This article is a study that explores the impact of creating a computer-mediated environment where students discussed about cultural themes in English, outside of formal instructional time so that beginning language learners can develop an understanding of the target culture.

Hall, Kathy. *International Handbook of Research on Children's Literacy, Learning and Culture.* 2013. The handbook offers a wide range of perspectives as well as research insights into family and community literacies and teacher development and identities. The book is organized into three parts, each devoted to a major aspect of literacy education research.

Merriam-Webster's Dictionary, s.v. "literacy," accessed October 30, 2016, http://www.merriam-webster.com.

Mitchell, W.J.T. "Images X Texts." Lecture at Davidson College, Davidson, NC, Nov. 3, 2016. Images X Texts is about the infinite relation between images and texts and how this idea has been such a source of contention for centuries.

Pennell, Colleen. 2014. "In the Age of Analytic Reading: Understanding Readers' Engagement with Text". *Reading Teacher.* 68, no. 4: 251-260. This article is about how a discussion based intervention rooted in inquiry can help struggling readers construct meaning when reading difficult texts.

Provenzo, Eugene F. *Multiliteracies: Beyond Text and the Written Word. Charlotte:* Information Age Pub., 2011. This book is about alternative literacies which are common in American culture, but are often ignored in more traditional discussions of literacy.

Silliman, Elaine R., and Louise Cherry Wilkinson. *Language and Literacy Learning in Schools.* New York: Guilford Press, 2004. This book provides ways to support students with language learning difficulties.

Wood, Susan Nelson. *Literacy Instruction for Today's Classrooms: Implementing Strategies Based on 20 Scholars and Their Ideas.* Norwood, MA: Christopher-Gordon Publishers, 2010. As the title suggests, this book is about strategies to teach literacy in the 21st century.

Notes

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[1] Mitchell, W.J.T. "Images X Texts." Lecture at Davidson College, Davidson, NC, Nov. 3, 2016.

[2] Ibid.

[3] Hall, Kathy. *International Handbook of Research on Children's Literacy, Learning and Culture*. 2013.

[4] Ibid.

[5] *Merriam-Webster's Dictionary, s.v. "literacy,"* accessed October 30, 2016, http://www.merriam-webster.com.

[6] Mitchell, W.J.T. "Images X Texts." Lecture at Davidson College, Davidson, NC, Nov. 3, 2016.

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