

Unit 01: J'ai Une Main Verte (Environmental Campaigns)

By the end of Year 10, students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. They communicate about immediate and personal interests and involvements (family, friends, interests), and some broader social and cultural issues (health, social media, international experience, the environment). They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress. They use the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the *participe passé* form of verbs with *être* involves gender and number agreement. They recognise the form and function of reflexive verbs (*se laver, se lever*) and use appropriate forms of possessive adjectives in own language production. They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. They use expressive and descriptive vocabulary to talk about feelings and experiences. They create imaginative and performative texts for a range of purposes such as, entertaining or persuading. They use French to narrate and describe, matching modes of presentation to context and intended audience. They create bilingual texts (guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.

Students recognise differences between spoken and written forms of French, comparing these with English and other known languages. They recognise the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. They notice differences in familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. They build metalanguage for talking about language (*formal and informal language, body language*) and for reflecting on the experience of French language and culture learning. They recognise relationships between parts of words (suffixes, prefixes) and stems of words (*préparer, préparation; le marché, le supermarché, l'hypermarché*). Students recognise the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (*la vie scolaire, la famille, les courses, les loisirs, la cuisine*). They explain to others French terms and expressions that reflect cultural practices (*bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural group.

Unit Overview:

At this stage in the French program, it is anticipated that students can engage with and create language with relative automaticity. As such, this unit will see students begin to work with language in a much more socially meaningful manner as they investigate a variety of different social issues relating to environmental campaigns and issues that will directly affect them as they transition into adulthood. The unit will look at the way different nations are approaching renewable energies, and addressing the growing concerns about climate change and global warming.

Assessment Overview:**Task:** Short Response**Macros:**

- Reading
- Listening
- Viewing

Cognitive Verb/s:

- Identify
- Analyse
- Compare
- Contrast

Task: Extended Response**Macros:**

- Reading
- Listening
- Viewing
- Writing
- Speaking

Cognitive Verb/s:

- Understand
- Identify

- Explain
- Justify

Skills:

- Communicating
- Understanding

- Compare
- Contrast
- Construct
- Explain
- Justify
- Analyse
- Discuss

Skills:

- Communicating
- Understanding

Guaranteed Vocabulary:	Design Question Three/ Four Strategy	Design Question Five	21 st Century Skill:
<ul style="list-style-type: none"> - Types of environmental concerns - Types of energy production - Sustainable Practices - Conservation Practices - Conditional 	<p>DQ3 – AS 14 Reviewing Content DQ3 – AS 15 Organising Students to Practice and Deepen their Knowledge DQ3 – AS 16 Using Homework DQ3 – AS 19 Practicing Skills, Strategies and Processes DQ 3 – AS 20 Revising Knowledge</p> <p>Students will engage with all three units simultaneously throughout the unit to solidify their knowledge and skills in French</p> <p>DQ 4 – AS 21 Organising Students for Cognitively Complex Tasks DQ 4 – AS 22 Engaging Students with Cognitively Complex Tasks DQ 4 – AS 22 Providing Resources and Guidance</p> <p>Students will engage with cognitively complex task that will involve them using their language skills to form hypotheses and work collaboratively to problem solve.</p>	<p>Element 13: Providing Resources and Guidance Teachers will collect evidence of student learning in every lesson throughout the unit to provide structured feedback. Teachers are to provide multiple opportunities for students to practice and develop their short response answers. Teachers will then utilise this feedback to provide guidance to students as individuals, large and small groups as needed by their class.</p>	<p>Collaboration:</p> <ul style="list-style-type: none"> - Relating to others (interacting with others) - Recognising and using diverse perspectives - Participating and contributing <p>Creative Thinking:</p> <ul style="list-style-type: none"> - Curiosity and imagination - Creativity - Generating and applying new ideas Identifying alternatives - Seeing or making new links <p>Communication:</p> <ul style="list-style-type: none"> - Effective oral and written communication - Using language, symbols and texts - Communicating ideas effectively with diverse audiences <p>Personal and Social Skills:</p> <ul style="list-style-type: none"> - Citizenship - Cultural awareness

Guaranteed Skills/Language Features:	Reading Comprehension Skill and Strategy	Cognitive Verbs	ICT to Enhance Learning:
<ul style="list-style-type: none"> - Passive Voice - Imperative mood - Conditional Mood (Present) - Numbers (Approximation) - Adverb (Adverbial Phrases – Concession) - Adverb (Adverbial Phrases – Degree) - Prepositions (<i>en</i> followed by the present participle) 	<p>Making connections with prior knowledge Students will make meaningful connections with past experiences in order to understand new information through the use of the below strategies to form understandings.</p> <p>Suggested Strategies: Definition concept map p.83 Student friendly vocab explanations p.206 Magnet summaries p.140</p> <p><i>Doug Buehl (2014) Classroom Strategies for Interactive Learning</i></p>	<ul style="list-style-type: none"> - Understand - Identify - Compare - Contrast - Construct - Explain - Justify - Analyse - Discuss 	<p>Students will engage with the following forms of ICT to support and enhance learning:</p> <ul style="list-style-type: none"> - Computers - iPads - Apps (including but not limited to) - Duolingo - Memrise - Explain Everything - Splice Movie Maker - EPals - Boom Cards

Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
Communicating	Socialise and exchange views on local and global issues	<ul style="list-style-type: none"> • Students can use simple and compound sentences to structure arguments, and explain or justify a position in relation to personal • Students can initiate and sustain conversation through active-listening strategies, turn-taking cues and verbal and non-verbal responses • Students can use descriptive and expressive language to exchange views on global issues
	Participate in collaborative projects that make connections between French language and culture and other curriculum areas	<ul style="list-style-type: none"> • Students can design action-oriented projects • Students can use expressions that invite concern or support for social or environmental issues
	Develop classroom language to manage shared learning experiences, monitor performance and discuss French language and culture learning	<ul style="list-style-type: none"> • Students can use evaluative and comparative language to discuss different learning resources
	Access and analyse information from different sources, identifying how culture and context influence the presentation of ideas	<ul style="list-style-type: none"> • Students can examine information obtained from different sites and sources to compare how young people are represented

		<ul style="list-style-type: none"> • Students can listen to and view informative texts such as documentaries or news reports, listing key words and points of information to be reused in own constructions • Students can consider how emphasis or perspective can reflect culture and context
	Convey information on selected topics using different modes of presentation to suit different audiences	<ul style="list-style-type: none"> • Students can present information in different formats for different audiences matching language and structure to context and content • Students can convey information and ideas by aligning choice of language and text structure to topics and themes
	Respond to a range of traditional and contemporary texts, and compare themes and language style	<ul style="list-style-type: none"> • Students can respond to a range of traditional and contemporary texts, and compare themes and language style • Students can compare treatment of particular themes in a range of texts created at different times • Students can identify changes in values and perspectives over time
	Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts	<ul style="list-style-type: none"> • Students can provide bilingual captions for images of French or Australian scenes to explain cultural references • Students can create parallel bilingual captions for a display or exhibition, and comparing how meanings are conveyed in each language
	Interact with French speakers and resources, recognising that intercultural communication involves shared responsibility for meaning making	<ul style="list-style-type: none"> • Students can interact with resources, recognising that intercultural communication involves shared responsibility for meaning making • Students can explore the reciprocal nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings or behaviours
	Consider and discuss own and others' cultural identities, and how they both shape and are shaped by ways of communicating and thinking	<ul style="list-style-type: none"> • Students can examine the nature of identity, how it is fluid and dynamic and closely related to both language and culture • Students can develop a language for reflecting on language learning and intercultural experience, examining aspects that are unexpected, difficult or enjoyable
Understanding	Recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways	<ul style="list-style-type: none"> • Students can recognise and reproduce rhythms in more complex sentences • Students can use pausing and intonation to signal clause sequence and emphasis • Students can use tone and intonation to indicate emphasis or emotion • Students can use words and expressions with more complex syllable combinations, building fluency and accuracy in relation to pitch, stress and rhythm

		<ul style="list-style-type: none"> Students can recognise the role of pronunciation, rhythm and pace in creating effects and suggesting relationships in oral texts such as stories, poems, songs and conversations
	Extend grammatical knowledge, including the forms and functions of reflexive verbs, verb moods and modality and the imperfect tense	<ul style="list-style-type: none"> Students can understand additional negative forms Students can understand the function of comparative and superlative forms of adverbs and adjectives Students can develop their knowledge of <i>le passé composé</i>, understanding that verbs conjugated with <i>être</i> require agreement of the past participle with the subject Students can understand that verbs conjugated with <i>avoir</i>, when forming <i>le passé composé</i>, require agreement between the past participle and preceding direct object Students can use <i>l'imparfait</i> tense, understanding how to distinguish between a completed and a continuing action in the past Students can recognise how grammatical choices shade meaning and establish register Students can develop metalanguage to talk in French and English about word order, verb moods, tenses or agreements
	Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements	<ul style="list-style-type: none"> Students can identify how grammatical choices, words and images combine in a text to achieve particular intentions and effects Students can compare French and English versions of texts with easily recognisable language features Students can notice differences or similarities in imagery or focus that might be culturally significant Students can interpret, explain, and use textual conventions popular with young French speakers
	Recognise that French is used in varying ways to achieve different purposes	<ul style="list-style-type: none"> Students can compare spoken and written texts to identify how differences in grammar and text features determine the nature of interactions
	Examine the nature of language change in response to changing cultural conditions	<ul style="list-style-type: none"> Students can consider the interaction of the language with constantly changing environments due to globalisation, technology, language shifts and exchange

Possible Habit of Mind: Thinking and Communicating with Clarity and Precision

<p>Exploring Meaning of the HOM The aim of this unit is for students to be able to communicate with clarity and precision in their French language skills.</p>	<p>Exploring Meaning of the HOM The aim of this unit is for students to be able to communicate with clarity and precision in their French language skills.</p>	<p>Exploring Meaning of the HOM The aim of this unit is for students to be able to communicate with clarity and precision in their French language skills.</p>	<p>Exploring Meaning of the HOM The aim of this unit is for students to be able to communicate with clarity and precision in their French language skills.</p>	<p>Exploring Meaning of the HOM The aim of this unit is for students to be able to communicate with clarity and precision in their French language skills.</p>
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

<p>Literacy</p> <ul style="list-style-type: none"> √ Comprehending texts through listening, reading and viewing √ Composing texts through speaking, writing and creating √ Text knowledge √ Grammar knowledge √ Word knowledge √ Visual knowledge <p>Numeracy</p> <ul style="list-style-type: none"> □ Estimating and calculating with whole numbers □ Recognising and using patterns and relationships □ Using fractions, decimals, percentages, ratios and rates □ Using spatial reasoning √ Interpreting statistical information □ Using measurement 	<p>ICT</p> <ul style="list-style-type: none"> □ Applying social and ethical protocols and practices when using ICT √ Investigating with ICT √ Creating with ICT √ Communicating with ICT □ Managing and operating ICT √ Critical and creative thinking √ Inquiring - identifying, exploring and organising information and ideas √ Generating ideas, possibilities and actions √ Reflecting on thinking and processes √ Analysing, synthesising and evaluating reasoning and procedures 	<p>Personal and social capability</p> <ul style="list-style-type: none"> □ Self-awareness □ Self-management √ Social awareness □ Social management √ Ethical understanding □ Understanding ethical concepts and issues √ Reasoning in decision making and actions √ Exploring values, rights and responsibilities <p>Intercultural understanding</p> <ul style="list-style-type: none"> √ Recognising culture and developing respect √ Interacting and empathising with others √ Reflecting on intercultural experiences and taking responsibility
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Differentiation [for small groups or individuals]:

Students engaging within this unit and program are from a variety of streams, including Academic Excellence. Allowances and differentiation will be made at an individual teacher level to ensure that these students are properly extended and challenged in depth of skills.

Also, students engaging with this program who are hearing impaired will have their modified assessment verified by their Case Manager in the SEP unit. Classroom teachers will make individual modifications for hearing impaired students' needs and liaise heavily with their Auslan Interpreter.

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.