

Responsibilities of Pet Adoption

(Sample Unit)*

Proficiency: Intermediate Low/Mid

Language: French

Theme: Contemporary Life/Global Issues

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify this unit for their language and proficiency level and can include specific lessons and content that align with their local course or curriculum.**

TABLE OF CONTENTS

- A. **Standards:** *Competencies; Process and Content Statements*
- B. **Content Elaborations:** *Theme; Topic; Essential Questions; Communicative Context*
- C. **Summative Assessment:** *End-of-Unit Integrated Performance Assessment (IPA)*
- D. **Expectations for Learning:**
NCSSFL-ACTFL Can-Do Statements; NCSSFL Interculturality Can-Do Statements
- E. **Content and Authentic Resources:**
Language Functions, Vocabulary and Structures. Audio, Video and Print Resources
- F. **Instructional Strategies and Formative Assessments:**
Interpretive; Interpersonal; Presentational; Diverse Learners; Other Strategies and Assessments
- G. **Connections:** *College and Career Readiness; 21st-Century Skills; Technology; Other Connections*

Ohio Department of Education, June 2014

** Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

A.

STANDARDS: [K-12](#) [6-12](#) [9-12](#)

1. Communication
2. Cultures

Competency, Process and Content Statements

Interpretive:

1. **Derive meaning from messages and texts using listening, reading and viewing strategies.**
 - a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
 - b. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.
 - c. Make use of print and digital resources to understand the meaning of new words and expressions.
 - d. Gain and utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.
 - e. Use knowledge of the situation, the purpose of communication or context cues to understand more detailed messages.
 - f. Interpret gestures, intonation and tone to comprehend a range of verbal and nonverbal messages.
2. **Identify how authentic sources convey viewpoints and use authentic sources critically.**
 - d. Use information and viewpoints from authentic sources to inform or enhance a more sophisticated conversation, presentation or expression of creativity.
3. **Comprehend and interpret information in authentic messages and informational texts.**
 - b. Provide more detailed answers to questions about authentic messages and informational texts.
 - c. Identify, sequence and classify people, places, things or events based on detailed descriptions.
 - d. Examine essential elements of written informational texts to differentiate the main idea and relevant details from extraneous information.
 - g. Use information from authentic sources to solve problems, complete multistep tasks or reinforce concepts across the curriculum.

Intermediate Low/Mid — Responsibilities of Pet Adoption

**Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

Interpersonal:

- 1. Negotiate meaning using requests, clarifications and conversation strategies.**
 - a. Use a range of expressions to make requests and seek clarification.
 - b. Ask and answer a wide range of questions to seek or clarify information.
 - c. Paraphrase, elaborate or use circumlocution to clarify meaning and ambiguities.
 - d. Observe or use more sophisticated nonverbal clues to help clarify meaning.
 - e. Use a range of conversation strategies to steer interactions.

- 2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.**
 - b. Ask more complex questions and provide more detailed answers on a wide variety of topics.
 - d. Share detailed descriptions of people, places, things and events.
 - e. Initiate, sustain and conclude conversations, interviews and debates on a wider range of personal, general knowledge, academic, interdisciplinary and work-related topics and issues.
 - h. Collaborate to accomplish more challenging tasks or to propose solutions to more complex problems affecting local and global communities.

- 3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.**
 - b. Ask and answer questions about feelings, emotions and preferences.
 - c. Exchange, compare and justify preferences and opinions about personal, academic, professional and contemporary or historical topics.

Presentational:

- 1. Convey meaning using writing processes and presentation strategies.**
 - a. Plan more sophisticated texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.
 - b. Organize thoughts and choose resources.
 - c. Produce initial drafts/presentations while keeping audience, context and purpose in mind.
 - d. Revise and edit texts/presentations using tools that promote reflection on meaning, form and mechanics.
 - e. Produce final drafts/presentations with aesthetic appeal using tools that help to convey meaning.
 - f. Rehearse presentations using a wider range of delivery strategies.
 - g. Use appropriate techniques to cite sources and avoid plagiarism.

2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.

- a. Create and present lists and classifications.
- c. Describe people, places or things in greater detail to educate or entertain others.
- e. Provide or demonstrate more complex rules, regulations and/or policies.
- i. Propose solutions to more complex issues or problems.
- k. Present a formal, persuasive argument for or against a current or past issue of shared concern or course of action.

Cultures:

1. Analyze and describe relationships among products, practices and perspectives and compare them across cultures.

- c. Analyze and compare a variety of products, practices and perspectives of the U.S. and target cultures.
- g. Investigate and explain how a variety of factors result in regional variations in products, practices and perspectives among and within target language communities.

2. Experience the target language and culture(s) and share information and personal reactions with others.

- d. Use authentic digital and print media.
- e. Investigate and experience target community organizations and their resources.

[Back to Top](#)

B.

CONTENT ELABORATIONS

Unit Theme: Contemporary Life/Global Issues

Unit Topic(s): The Responsibilities of Pet Adoption

Essential Question(s): Do animals have rights? How do pet owners in other countries treat animals?

Communicative Context: The student will explore animal rights in a target country and be able to explain his or her responsibility as a pet owner.

Intermediate Low/Mid — Responsibilities of Pet Adoption

**Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

C.

UNIT SUMMATIVE ASSESSMENT

[Integrated Performance Assessment \(IPA\)](#)

IPA Theme: How do I become a good pet owner?

Authentic Resource: <http://droitsdesanimaux.skyrock.com/>

Interpretive Task(s): *(Evaluate with an Interpretive performance or proficiency [rubric.](#))*

- Reading comprehension questions based on “Devoirs des Bon Maîtres” from <http://droitsdesanimaux.skyrock.com/> (a list of what a good master should do for her pet)

Interpersonal Tasks: *(Evaluate each student with an Interpersonal performance or proficiency [rubric.](#))*

- With a partner, students compare information they read in the article. They discuss what the publication says about taking good care of animals, since the article was written from the viewpoint of the pet.
- What are the pet’s concerns? In what register is the list written?
- From a cultural perspective, does the Tunisian viewpoint differ from an American viewpoint on pet care?

Presentational Tasks: *(Evaluate with a Presentational performance or proficiency [rubric.](#))*

- Students will write their own version of “Devoirs des Bons Maîtres” in poster form (think of creating a document similar to the Declaration of Independence).
- The first sentence in the document must be a position statement about what the student believes about animals having rights.
- Students will write a list of at least five things they will do to take care of their pet.
- The last part of their document will be a summary statement, perhaps rephrasing their introduction in a new way.
- Students may incorporate ideas from the reading also. They may use the list of vocabulary that was generated with classmates about pet care. They may use print dictionaries and/or verb conjugation books.
- All “declarations” will be posted in the classroom for public viewing.

[Back to Top](#)

Intermediate Low/Mid — Responsibilities of Pet Adoption

**Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

D.

EXPECTATIONS FOR LEARNING

For teachers: [Standards Alignment Tool](#)

For students: [Can-Do Statements](#)

Learning Targets for This Unit:

Interpretive:

I can understand the main idea of texts related to everyday life and personal interests or studies.

- I can understand the main idea and some details in texts that contain familiar vocabulary.
- I can understand the main idea and some details of texts on animals presented through media.

Interpersonal:

I can start, maintain and end a conversation on a variety of familiar topics.

I can exchange information about subjects of special interest to me.

I can ask and answer questions on factual information that is familiar to me.

I can talk about my daily activities and personal preferences.

- I can give reasons for my preferences.
- I can give some information about something I plan to do.

Presentational:

I can write about topics of interest.

I can prepare materials for a presentation.

I can compose communications for public distribution.

Intercultural:

I can explore and reference current and past examples of authentic culture.

- I can explore and reference current animal organizations in the target culture.

Intermediate Low/Mid — Responsibilities of Pet Adoption

**Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

I can compare and contrast some behaviors or practices of other cultures and my own.

- I can compare and contrast some basic cultural viewpoints about animals.
- I can compare and contrast some behaviors and practices of other cultures and my own with regard to their attitudes toward pets.

I can make some generalizations about a culture.

- I can make some generalizations about a culture's attitudes toward animals.

[Back to Top](#)

E.

UNIT CONTENT AUTHENTIC RESOURCES
Content
<p>Language Functions: Asking/answering, comparing/contrasting</p> <p>Structures: It is necessary that ... One must + infinitive. Review of future tense. Commands.</p> <p>Vocabulary: Animals, animal care</p>
<p><u>Authentic/Other Resources</u> (Audio, video or text, related to this unit)</p> <ul style="list-style-type: none">• View Internet images of Les Animaux Domestiques/Compagnons.• Adopt an animal after reading the site http://www.spa.asso.fr/adopter-animaux.• Read "Devoirs des Bons Maitres" from http://droitsdesanimaux.skyrock.com/.• Use resource to create a "word wall" or tally: http://edhelper.com/word_walls.htm.• View video clip: Comment fonctionne un refuge de Société Protectrice des Animaux nationale: http://www.wat.tv/video/comment-fonctionne-refuge-spa-1t13r_2eyxv.html.

[Back to Top](#)

F.

INSTRUCTIONAL STRATEGIES

FORMATIVE ASSESSMENTS

Pre-Assessment of Prior Knowledge

- Fill in KWL chart with what I know about pet care, owner responsibilities in the United States and laws regarding pets in my neighborhood. Also fill in what I want to learn about the previous topics.
- Create a word wall of common pet care vocabulary.

[Instructional Strategies and Formative Assessments](#)

Interpretive Tasks and Strategies:

- Viewing images and listening to new pet vocabulary
- Listening to a video-clip and note taking; completing listening comprehension questionnaire that corresponds to the video
- Choosing a pet from the [Société Protectrice des Animaux](#) (French Humane Society) webpage
- Brainstorming, list making, creating word banks of useful expressions
- Grouping new items into categories that are personally meaningful

Interpersonal Tasks and Strategies:

- Interviewing classmates. Class discussion leading to students taking a stance.
- Practicing circumlocution
- Participating in student-led discussion groups
- Creating tallies with the whole class
- Interviewing, student-to-student
- Doing a Think-Pair-Share activity

Presentational Tasks and Strategies:

- Reporting information to the class
- Preparing a statement based on personal philosophy or research about animal rights
- Practicing circumlocution

Intermediate Low/Mid — Responsibilities of Pet Adoption

**Districts have local control over all curriculum and course development. All information in this document is strictly guidance for using the components of the Model Curriculum framework.*

Diverse Learners:

- For all learners: Allow learners to demonstrate their understanding of concepts in a variety of ways (murals, displays, models or presentations).
- For students who learn in a different way: See many strategies at http://homepage.ntlworld.com/vivian.c/SLA/L2_learning_strategies.htm.
- For advanced learners' IPA: Instead of reading "Devoirs des Bons Maîtres," these learners will read "Déclaration Universelle des Droits de l'Animal" from the United Nations or the article at http://www.animal-services.com/Reportage_Refuge_SPA.php.

[Back to Top](#)**G.****CONNECTIONS****21st-Century Skills:**

- Critical Thinking and Problem Solving: Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.
- Creativity and Innovation: Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.
- Information Literacy: Students as informed global citizens, access, manage and effectively use culturally authentic sources in ethical and legal ways.
- Media Literacy: Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.

Technology:

Use a [blank tally](#) template from the Internet (one that can be created and viewed on a SMART Board or projected via the computer).

[Back to Top](#)