Nom: ____________________________  Professeur de français: ____________

Objectif: For this summer assignment, you will identify, analyze, and evaluate a global issue that has impacted/impacts you personally (and/or the other way around).

Identifier: Many global issues today are not necessarily “global”. Some we can experience right in our own backyard. Your task is to identify just one issue that impacts you and/or a way that you have an impact on the world. Some possible paths to explore are: Global Warming, Climate Change, Natural Disasters, Drugs, International Economy, Effect of Man on Nature, Globalization, Environment and Sustainability, Migration, Poverty and Hunger, Racism/Prejudice/Discrimination, and Energy Reserves.

Analyzer: As you explore this significant issue, think about its impact on you or, on the contrary, how you have impacted it. How does this play out/manifest on a larger scale? What will this mean for us in the future?

Évaluer: Why do you think this is such an important issue? Do you think you can do anything to improve the situation? What conclusion can you make about the impact(s) you analyzed, and how can you justify that conclusion?

Produit: You will create a 3-6 minute presentation following the guidelines above. This can be a video, poster, or digital presentation.

Critères: The product must include:

- A script of what you will say in 250-400 words (in French of course)
- A 3-6 minute presentation that will be viewed in the first days of class
- Relevant vocabulary chosen from attached vocabulary list; idiomatic expressions
- Varied use of grammatical structures, cohesive devices

You may also decide to include: photos, dialogues, music, etc. that serve to enhance the presentation. Keep any English use to a minimum.

Dates importantes: Be aware of the following dates:

- 17 juin – must contact Mrs. Henriquez mbhenriquez@fcpsschools.net saying that you are aware of and understand the project. [If you do not receive an email back within 48 hours, it means that I did not receive your email, please check that you sent to the correct email and resend]
- 26 août – due date for project; send/share materials with mbhenriquez@fcpsschools.net
  - Typed-up script
  - Evidence of your presentation i.e. link to video/copy of digital presentation/photo of poster

Considération importante: This project is meant to serve a few important purposes. First, it is my hope that you will enjoy this project (or at least most parts of it). Feel free to add some personal touches and employ your creative side. Second, it should challenge you to maintain your knowledge of French over the summer and to put it to use in a thoughtful way. Writing in a way that is quick and comfortable is not the IB way. Reflect on what you know, review your notes, and revise your writing. This is how we improve our craft. Lastly, these presentations will be a great way to continue get to know your classmates at the beginning of the school year. We will be collaborating a lot and the more we learn about one another, the more we can benefit from one another’s knowledge.
Ressources:
The following are acceptable language resources to use:

- WordReference.com
- Linguee.com
- Vocabulary below

Intégrité scholaire:

This is a personal assignment meaning that you will be presenting this project as your own work. You may not present work that is not your own. This means that anything that does the thinking for you is not an acceptable tool (with the exception of the aforementioned resources). Example of these resources include, but are not limited to: Google Translate or other online translators and people you know who speak French.

Vocabulaire:

Noms – Nouns

- Une menace – threat
- Le réchauffement planétaire – global warming
- Un changement climatique – climate change
- Une catastrophe – catastrophe
- Un scientifique – scientist
- Le climat – climate/weather
- La consommation – consumption
- La contamination – pollution
- Un polluant/une substance polluante – pollutant
- Un désastre – disaster
- L’effet de serre (m.) – greenhouse effect
- L’énergie (solaire, éolienne) – energy (solar, wind)
- nettoyage – cleaning, cleansing
- La nature – nature
- La planète – planet
- Une racine – root (roots)
- Le recyclage – recycling
- Les ressources – resources
- La survie – survival
- Xénophobie—xenophobia
- L’abus – abuse
- La charité – charity
- Le citoyen – citizen
- Le mépris, le dédain – scorn, contempt
- La haine – hatred
- préjugé – prejudice
- tolerance – tolerance

Adjectifs – Adjectives

- chaud – hot (climate)
- Nocif, nuisible – harmful
- écologique – environmental/ecological
- equitable – fair, equitable
- égal – equal
- égalitariste – egalitarian
- illégal – illegal
- injuste – unfair, unjust
- légal – legal
- sexe – sex (toward women)
- Oppressé, opprimé – oppressed
- raciste – racist
- xénophobe – xenophobic

Verbos – Verbs

- consommer – to consume
- Approuver, accepter – to approve
- aggraver – to worsen
- Économiser, faire des économies – save (energy, etc)
- menacer – to threaten
- Se réchauffer – to get warmer/hotter
- Informer quelqu’un – to make aware
- conserver – to conserve, preserve

cultiver – to grow, cultivate
endommager – to damage, harm
gaspiller – to squander
lutter pour – to fight for
améliorer – to improve
empêcher – to prevent
survivre – to survive
abuser – to abuse
adapter – to adapt
soutenir – to support
juger – to judge
mériter – to merit, deserve
souffrir – to suffer
rechazar – to reject
résoudre – to solve
Unir ses forces – to join (forces)

Locutions – Expressions

- À court terme/à long terme – in the short/long term
- Selection naturelle - survival of the fittest
- Prendre des mesures pour faire quelque chose – to take steps
- Faire justice soi-même – to take the law into one’s own hands

Égalité des chances –

- equal opportunity
It is estimated that you will spend 1.5-2.5 hours planning, writing, and editing your script and 1-2 hours creating the presentation. You may want to spend extra time ensuring the quality, revising, etc.

*Bonne chance et à l’année prochaine!*  

<table>
<thead>
<tr>
<th>Planification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification</strong>: impact global/personel</td>
</tr>
<tr>
<td><strong>Analyze</strong>: importance/significance</td>
</tr>
<tr>
<td><strong>Evaluation</strong>: Mon message / Conclusion</td>
</tr>
<tr>
<td><strong>Script</strong></td>
</tr>
</tbody>
</table>
## Rubrique: devoirs d’été

<table>
<thead>
<tr>
<th>Tâches</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulaire</strong></td>
<td>No relevant vocabulary used.</td>
<td>Inadequate and/or inaccurate use of vocabulary</td>
<td>Somewhat inadequate and/or inaccurate use of vocabulary and too basic.</td>
<td>Adequate and accurate use of vocabulary.</td>
<td>Rich use of vocabulary with some idiomatic expressions.</td>
</tr>
<tr>
<td>Compréhensibilité (comprehensibility)</td>
<td>Text and presentation not comprehensible.</td>
<td>Text and presentation barely comprehensible.</td>
<td>Text and presentation mostly comprehensible, requiring interpretation on the part of the reader and/ or listener.</td>
<td>Text and presentation comprehensible, requiring minimal interpretation on the part of the reader and/ or listener.</td>
<td>Text and presentation readily comprehensible, requiring no interpretation on the part of the reader and/ or listener.</td>
</tr>
<tr>
<td><strong>Niveau de discours</strong> (level of discourse)</td>
<td>Sentences are not well structured.</td>
<td>Emerging use of basic language structures and lists of discrete sentences, some repetitive; few cohesive devices.</td>
<td>Emerging control of basic language structures and variety of discrete sentences; some cohesive devices.</td>
<td>Control of basic language structures and emerging paragraph-length discourse; variety of cohesive devices.</td>
<td>Control of basic language structures with occasional use of advanced structures and paragraph-length discourse; variety of cohesive devices.</td>
</tr>
<tr>
<td><strong>Achèvement de la tâche</strong> (task completion)</td>
<td>No presentation.</td>
<td>Minimal completion of the task and/or content undeveloped.</td>
<td>Partial completion of the task; ideas somewhat developed.</td>
<td>Completion of the task; ideas adequately developed.</td>
<td>Superior completion of the task; ideas well developed and well organized.</td>
</tr>
<tr>
<td><strong>Aisance</strong> (fluency)</td>
<td>Did not present.</td>
<td>Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.</td>
<td>Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.</td>
<td>Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.</td>
<td>Speech sustained throughout with few pauses or stumbling.</td>
</tr>
<tr>
<td><strong>Points total/20</strong></td>
<td>(Conversion chart will be used to make it out of 100pts).</td>
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