Chers amis,

Je vous souhaite **Bonnes Fêtes**! I hope you are all doing well and enjoying the holiday season. This is the time of giving, sharing and enjoying the company of family and friends. The act of giving and sharing should be practiced throughout the year especially during the more stressful times. As you interact with family, friends and many others, remember that you don’t know what happened moments before you met up with an upset person, you don’t know the challenges that someone is dealing with, you don’t know what a person is thinking - your kindness in that moment can make a difference in a person’s day. Paying it forward, random acts of kindness, whatever you want to call it; keep that in mind during your everyday interactions with people.

I leave you with a lovely poem I found that includes these sentiments:

**Bonne année**

*Bonne année à toutes les choses,*  
*Au monde, à la mer, aux forêts.*  
*Bonne année à toutes les roses*  
*Que l’hiver prépare en secret.*  
*Bonne année à tous ceux qui m’aient*
| Et qui m’entendent ici-bas.  
| Et bonne année, quand même, 
| À tous ceux qui ne m’aiment pas. |

As always the Board of Directors of the Central New York Chapter of AATF wishes you a wonderful and restful holiday season.

Bonne Année,

*Jennifer Kostolecki*
Présidente
AATF of CNY
Culture Lesson: Three schools located in Haiti and France and central New York State

Presented by Lucille Matt & Donyce McCluskey as a segment of “A Morning of Culture for Your Classroom”
Summer Professional Development, August 26, 2021
Presented by the World Language Team Leaders of OHM BOCES

Anchor Standards:

Communication:
Standard #1: Interpretive Communication
Standard #2: Interpersonal Communication
Standard #3: Presentation Communication

Cultures:
Standard #4: Relating Cultural Practices and Products to Perspectives.
Standard #5: Cultural Comparisons

Theme: Contemporary Life

Topic: School Life & Education, Communities & Neighborhood

What is being taught and connected to culture?

Curriculum links:
Grammar: Formation and agreement of simple, comparative and superlative adjectives
Vocabulary: size, classroom supplies, sports, numbers, services
Culture: School life in three different countries: (1) francophone, (2) American, (3) Haitian

Practices, Products and Perspectives

Practices: Meal taking, services provided, use of technology, sports/athletics, extracurricular activities, courses taught, highest potential grade achieved

Products: School uniforms, use of textbooks, type of school buildings, materials needed for the school year, class sizes

Perspectives: Student population, world language study, value of academics vs. athletics, average family income, school funding

Essential Questions:

• Compare and contrast three schools in three different countries
  - Compare the course offerings, cost of education, school curriculum, and meals at the schools.
  - Contrast school/class sizes, family income, sports in the schools, etc.
  - Contrast the potential cumulative years of study for a typical student

• How to form the simple, comparative and superlative degrees of adjectives in French.
• Review the formation of the agreement of adjectives with the nouns that they modify.
• Review vocabulary evolving around school: classes, meals, necessary
Can-Do Statements by Mode and Checkpoint Level

I1 = Interpretive  I2 = Interpersonal  P = Presentational

**Checkpoint A:**

**Interpretive:**

I1. Ckpt. A. I can identify *(function)* 3-5 differences *(context)* that I have read and/or seen *(skill)* regarding 3 different schools in 3 different countries *(cultural knowledge).*

I1. Ckpt. A. I can identify *(function)* what grades are offered at each school *(context)* based on what I have read *(skill/cultural knowledge).*

**Presentational:**

P Ckpt. A. I can create a poster *(function)* within my group *(skill)* about the 3 schools/countries *(context/cultural knowledge).*

**Checkpoint B:**

**Interpretive:**

I1. Ckpt. B I can summarize *(function)* what I have read/seen *(skill)* about 3 different schools in 3 different countries *(context)/ (cultural knowledge).*

I1. Ckpt. B I can answer *(function)* comprehensive questions *(context)* asked about how the 3 different schools in three different countries are alike *(skills, cultural knowledge).*

**Interpersonal:**

I2. Ckpt. B I can compare *(function)* how sports are handled for the 3 different schools *(context)* based on what I have read and seen *(skill/cultural knowledge).*

I2. Ckpt. B I can interact *(function)* with my classmates regarding the differences/similarities of the 3 schools *(context)* in spontaneous spoken communication with my classmates *(skill)* to exchange information about these schools *(cultural knowledge).*
I2. Ckpt. B. I can ask and answer questions (function) about these 3 schools (context) that I have read/seen (skill/cultural knowledge).

Presentational:

P. Ckpt. B. I can create an essay (function) to share with my class (skill) about school life in these three schools (context/cultural knowledge).

Checkpoint C:

Interpretive:

I1. Ckpt. C I can compare/contrast (function) the 3 different schools (context) regarding meal taking, uniforms, services provided, books, world language study, population, buildings in oral or written form (skills/cultural knowledge).

Interpersonal:

I2. Ckpt. C I can discuss (function) the main ideas of these readings and pictures (context) in a small group (skill/cultural knowledge).

I2. Ckpt. C I can surmise (function) the reasons for which school might have the lowest or the highest socio-economic background (context) based on what I have read/seen (skill/cultural knowledge).

Presentational:

P. Ckpt. C I can present (function) information and ideas about these 3 schools (context) for my class to listen to, read, or view, in order for me to inform and explain the similarities/differences between 3 schools in 3 countries (skill/cultural knowledge).

Lesson Highlights:

Interpretive Mode: Given a narrative in the target language and pictures, the students will interpret what they see and read about three different schools in three different countries. The students will make notes of common themes and major differences among the schools. This information could be shared individually/in small groups/or with the whole class.
Interpersonal Mode: Students will work in small groups to discuss the materials presented and answer multiple choice or fill-in-the-blank questions. Students could respond to an open-ended question in the form of writing a short paragraph/essay, using pre-taught or reviewed vocabulary.

Presentational Mode: Three different student groups will present their findings about their given school to the class, and then the class in its entirety will discuss their overall findings adding what their group may have noted that the presenting group did not include.

Learning Tasks: Compare schools among three schools: École Baptiste in Paulette, Haiti (unsure of opening date), Lycée André Maurois in Elbeuf, France (Opened in 1892, with new Lycée in 1961), and West Canada Valley (Central School in Newport, New York (Consolidated District opened in 1939, new middle/high school opened in 1963).

- Meals served
- Use of uniforms
- Services provided
- Distribution of books
- World Language study
- Student population
- Average income
- Sports/Physical Education
- Type of school buildings

Resources: both authentic and those created for student use. Add videos as needed / appropriate. École Baptiste in Paulette, Haiti
The average per capita income per year in Haiti is $450-$790 USD.

The population is undetermined.

The Ecole Baptiste is a primary school in northeast Haiti. Haitian Creole is the country’s native language. There are 150 students in the school which goes through grade 6. It costs $81 per student per year to attend the school, and $13 per year per student for treatment at a mobile medical clinic once per year.

In the École Baptiste, where there are textbooks, they are lightweight and similar to a magazine. Students receive one meal at lunch (funded by Vibrant Village Foundation Oregon through Park Central Church) which for many is their only meal of the day. Volunteer parents prepare the luncheon meal. The fabric for the students’ uniforms must be purchased by the parents and made by someone that the family knows. The parents must also pay for shoes, socks, books and a book bag. The school has no electricity, no computers, no playground, no school nurse, no physical education, art or music classes. There are outdoor latrines at the school. There is no running water.

Most students only complete through Grade 6 because they cannot afford to continue on in their studies. All instruction is in French because they must pass state examinations at the end of Grade 6.

West Canada Valley Central School in Newport, New York
The average per capita income per year in
Newport is $27,850 USD. The population of the West Canada School District (Newport, Middleville, town of Fairfield) is approximately 1,500.

In the West Canada Valley Central School, both breakfast and lunch may each be purchased. Some students receive free meals based on need. The cafeteria staff is paid by the school district. Students do not wear uniforms. Books for all courses are purchased and provided by the District. The school has electricity, school nurses, and playgrounds. There are classes for Physical Education, Art and Music. There are many extracurricular activities; such as sports, drama and clubs. Most students attend school from Kindergarten through Grade 12. Instruction is in English with the exception of World Languages classes. The average world language class size is 17.2. The student school population is 644 students in Grades K-12 (318 in K-6, 326 in 7-12). All students attend classes at the K-12 building.

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Lycée André Maurois in Elbeuf, France
The average per capita income per year in Elbeuf is $31,304 USD.

The population of Elbeuf is 16,515.

Students attend the Lycée André Maurois (population approximately 1,200) from seconde to terminale (and sometimes for two extra years if they wish to pursue the equivalent of a community college in the U.S.) The students can purchase their lunches. Some students prefer to go into town to get hamburgers or kabobs. The students do not wear uniforms. In collège the students are provided with books by the school, and in lycée students must purchase their books at local bookstores. The school has electricity, school nurses and an open courtyard. There are classes for Physical Education, Art and Music; however, students wishing to participate in sports must do so in town clubs outside of the school. Most students in France attend school from Preschool through high school, culminating in the Baccalauréat. Instruction
is in French with the exception of World Languages classes. The language classes average 25-30 students. Most students study two World Languages beginning their first in primary school, and their second at the collège (cinquième). 95% of students study English as their first world language, and their second world language might be German or Spanish. In Lycée Maurois they might also take Italian as a third world language, but this is rather rare.

**Assessments:**

Mentioned above in the Can Do Statements, but to be fully determined by the individual teacher for the tasks chosen.

Use performance indicators for modern language, category 1-2 of OBEWL. To determine the success to which students achieve their objective, please use the OHM-BOCES rubrics developed for Checkpoint A and B for writing and speaking.
One of the highlights of the AATF Convention this year was a session entitled “Teaching Non-Binary and Gender-Inclusive French.” In this conference, Kiki Kosnick, a French professor at Augustana College presented different ways of incorporating more gender-neutral language into our French classrooms. Some examples presented include the use of epicene words that are already gender-neutral, rewording or circumlocution, and using middots to separate masculine and feminine endings, as in the terms professeur·e, ingénieur·e, fatigué·e, and joli·e. Another item presented to us was the gender-neutral pronoun “iel,” which is a combination of “il” and “elle.” Despite some pushback from the Académie Française regarding gender-neutrality, there has been progress made. Recently, Le Robert, one of the leading French-language dictionaries, created an entry for the term “iel.” This is a huge step forward in making the French language more inclusive and it helps us as teachers to make our classrooms more welcoming to students who identify as non-binary.

**DÉFINITIONS**

iel (i)el, iels (iel) pronom personnel

**RARE** Pronom personnel sujet de la troisième personne du singulier et du pluriel, employé pour évoquer une personne quel que soit son genre. *L'usage du pronom iel dans la communication inclusive.*

REM. *ON ÉCRIT AUSSI ielle, ielles.*