# LA CULTURE DATE April 7, 2014

**SUBJECT French GRADE: 5/6/7 DURATION: 12 lessons**

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| **UNIT OVERVIEW** | |
| **Established Goals (PLO’s)**  **Grade 5:**   * Identify elements of their own cultural backgrounds * Identify elements of Francophone culture in Canada * Respond to creative works from the Francophone world * Ask and respond to simple questions * Identify greetings and expressions of politeness * Communicate likes, dislikes, wants, and needs * Respond to classroom instructions   **Grade 6:**   * Make and respond to simple requests * Use greetings and expressions of politeness * Express preferences and interests * Participate in known and predictable classroom situations * Respond to creative works from the Francophone world * Identify elements of Francophone cultures that are different from or similar to their own   **Grade 7:**   * Ask for and give simple information * Exchange information about themselves * Participate in classroom activities * Begin to derive meaning in new language situations * Respond to creative works from the Francophone world * Identify elements of Francophone cultures present in British Columbia and Canada | |
| **Enduring Understandings**  *Students will be able to:*   * Learn the lyrics and pronunciation of O Canada in French * Identify common French food * Write an informal penpal letter * Present a popular French song and the artist * Create a travel brochure of a Francophone country/city | |
| **Assessment Evidence** | |
| **Summative:**  Travel brochure poster  French song presentation | **Formative:**  Checking for understanding  Participation  Self-assessment  Peer-assessment  Ability to work with others |

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| Lesson | **PLOs Covered** | **SWBAT** | **Activities and**  **Teaching Strategies** | **Materials/ Resources** | **Assessment** |
| **1. O Canada** | - Identify elements of Francophone culture in Canada  - Respond to classroom instructions  - Participate in classroom activities | Learn the lyrics and pronunciation of O Canada in French | Missing lyrics worksheet from O Canada  Listen twice and fill in the blanks  Switch and mark  Go through pronunciation of words together  Sing together with lyrics  Try to sing together without lyrics | 1. O Canada lyrics worksheet 2. Audio player | Formative assessment:  - Check for completion  - Participation |
| **2. La nourriture Francaise** | - Identify elements of Francophone culture in Canada  - Respond to classroom instructions  - Participate in classroom activities  - Communicate likes, dislikes, wants, and needs | Identify traditional French foods  Conjugate ‘manger’ and use it in a sentence  Properly use ‘aime’ ‘n’aime pas’ ‘prefere’ | Go through La nourriture francaise powerpoint  Ask favourite French food  Bingo game | 1. PPT 2. Bingo | Formative assessment:  - Participation |
| **3. Penpal letters** | - Ask and respond to simple questions  - Identify greetings and expressions of politeness | Write an informal letter to another student | Write a penpal letter to give to students of the other French class  Pick names randomly  Provide template of letter writing  Ask two other students to proofread  \*\*might extend to 2 classes | * Letter writing template * Envelopes | Formative Assessment:  - Check for completion  - Participation |
| **4.**  **Popular French Songs** | - Identify elements of Francophone culture in Canada  - Respond to creative works from the Francophone world | Learn about current singers in Quebec and France | Watch music video  Introduce singer in French  What is the song about?  Missing lyrics game | 1. TV 2. iPad | Formative Assessment:  - Participation |
| **5. Popular French songs**  **(extension)** | - Identify elements of Francophone culture in Canada  - Respond to creative works from the Francophone world | Research and present a popular French song and singer/band in groups | Explain presentation criteria and grading rubric  Provide list of artists & songs  Use iPads to research  Give me song name by the end of the day for approval  Give script that students can work off of | 1. iPads | Formative Assessment:  - Check for completion  - Participation |
| **6.**  **Popular French songs**  **(extension)** | - Identify elements of Francophone culture in Canada  - Respond to creative works from the Francophone world | Research and present a popular French song and singer/band in groups | Research and working on presentation block |  | Formative Assessment:  - Check for completion  - Participation |
| **7. Popular French songs**  **(extension)** | - Identify elements of Francophone culture in Canada  - Respond to creative works from the Francophone world | Research and present a popular French song and singer/band in groups | Presentations  Groups of 2 or 3 ~5min per group  2 min talking, 1 min song sample | * TV * iPad | Summative:  Grading scale for presentations  Formative:  Ability to work with others |
| **8. Travel brochure poster** | - Identify elements of their own cultural backgrounds  - Identify elements of Francophone culture in Canada | Create travel brochure poster and present to the class | Introduce poster project:  Create giant sized travel brochure to attract tourists to a francophone country  Make groups, give criteria, choose location | * iPads * Books | Formative Assessment:  - Check for completion  - Participation  - Ability to work with others |
| **9. Travel brochure poster** | - Identify elements of their own cultural backgrounds  - Identify elements of Francophone culture in Canada | Create travel brochure poster and present to the class | Research & group work  Focus: paragraph writing, use of dictionary, verb conjugations | * iPads * Books | Formative Assessment:  - Check for completion  - Participation  - Ability to work with others |
| **10. Travel brochure poster** | - Identify elements of their own cultural backgrounds  - Identify elements of Francophone culture in Canada | Create travel brochure poster and present to the class | Work period  Focus: writing sentences | * iPads * Books * Posters | Formative Assessment:  - Check for completion  - Participation  - Ability to work with others |
| **11. Travel brochure poster** | - Identify elements of their own cultural backgrounds  - Identify elements of Francophone culture in Canada | Create travel brochure poster and present to the class | Work period  Focus: pronounciation | * iPads * Books * Posters | Formative Assessment:  - Check for completion  - Participation  - Ability to work with others |
| **12. Travel brochure poster** | - Identify elements of their own cultural backgrounds  - Identify elements of Francophone culture in Canada | Create travel brochure poster and present to the class | Presentations & rotations  7 groups  visitors and “passport”? | Posters | Summative:  Poster/presentations  Formative:  Self/peer assessment  Ability to work with others |

\*\*other lesson ideas: French cultural celebrations, telephone etiquette, art de la bise