# 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
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| **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
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| **Assessment Evidence** |
| **Summative:**Travel brochure posterFrench song presentation | **Formative:**Checking for understanding ParticipationSelf-assessmentPeer-assessmentAbility 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 CanadaListen twice and fill in the blanksSwitch and mark Go through pronunciation of words togetherSing together with lyricsTry 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 foodsConjugate ‘manger’ and use it in a sentenceProperly use ‘aime’ ‘n’aime pas’ ‘prefere’ | Go through La nourriture francaise powerpointAsk favourite French foodBingo 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 classPick names randomly Provide template of letter writingAsk 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 videoIntroduce singer in FrenchWhat 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 rubricProvide list of artists & songsUse iPads to researchGive me song name by the end of the day for approvalGive 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 | PresentationsGroups of 2 or 3 ~5min per group2 min talking, 1 min song sample | * TV
* iPad
 | Summative:Grading scale for presentationsFormative: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 countryMake 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 workFocus: 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 periodFocus: 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 periodFocus: 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 & rotations7 groupsvisitors and “passport”? | Posters | Summative:Poster/presentationsFormative:Self/peer assessmentAbility to work with others |

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