

# Unit Planner

Overview			
<b>Subject:</b>	Core French	<b>Topic:</b>	Storytelling, Identity, and First Nations' culture
<b>Unit Overview:</b>	This unit is intended to provide an opportunity for students to explore First Nations' literature in French at a reading level that is appropriate for Core French 9 or 10 students. Students will learn about the tradition of storytelling and how stories, identity, and culture connect.		
<b>Grade:</b>	9 or 10		
<b>Unit Duration:</b>	2-3 weeks	<b>Date:</b>	January 5, 2017

## Stage 1 – Desired Results

### Big Ideas

Stories provide unique ways to interpret and share knowledge, thoughts, and feelings. (i.e. First Nations' oral histories, personal stories)

## Core Competencies

### Communication

- Oral, visual, written

### Thinking

- Story creation, critically explore diverse methods of story telling

### Personal and Social

- Respect of other cultures' stories
- Collaboration with others to tell stories

Concepts	Unit Understandings	Transfer Goals	Essential Questions
<ul style="list-style-type: none"> <li>• Communication</li> <li>• Storytelling</li> <li>• Oral history</li> </ul>	<p><b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>• Storytelling is a rich part of First Nations' culture.</li> <li>• Sharing cultural traditions helps people to understand and reflect on their own cultures.</li> <li>• How a story is told influences the listener's engagement</li> </ul>	<p><b>Students will be able to independently use their learning to...</b></p> <ul style="list-style-type: none"> <li>• Share culture through storytelling.</li> <li>• Make personal connections to a variety of cultural traditions and experiences</li> </ul>	<p><b>Students will keep considering...</b></p> <p>How does story telling shape and reflect culture?</p>

## First Peoples Principles

Learning is embedded in memory, history, and story.

Learning requires exploration of one's identity.

➔ **Alignment Check:** ➔

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies	Content
<p><b>Students will be skilled at...</b></p> <ul style="list-style-type: none"> <li>Understanding key information and events in a story and retelling it to others.</li> <li>Narrating simple stories in written and oral form.</li> <li>Using a variety of strategies to increase understanding (i.e. key words, cognates, illustrations, verb tense, etc.)</li> </ul>	<p><b>Students will know that...</b></p> <ul style="list-style-type: none"> <li>How to describe common elements of a story (i.e. character, plot, setting).</li> <li>That verb tenses change according to when events occur: past, present, and future timelines.</li> <li>Cultural aspects of communities, practices, and traditions.</li> </ul>

**Stage 2 – Evidence: Assessing for Understanding**

**Assess: Understanding**

Summative: Culminating Performance Task(s) at the end of the unit to show understanding	Formative: Checkpoints for understanding during the unit
<p>Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.</p>	<p>Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.</p>

**AUTHENTIC PERFORMANCE TASK: Assessing for Understanding**

Students will be able to demonstrate their understanding by:

What is a **GRASPS** task?

<b>G R A S P S</b>	
<b>Goal</b>	Students reflect on and share a personal experience or cultural lesson that represents who they are and how they see their place within their culture.
<b>Role</b>	Students narrate and orchestrate the presentation of their story to the class.
<b>Audience</b>	Classmates (peers) and the teacher.
<b>Situation</b>	An environment appropriate for storytelling (classroom, field, stage, etc.)
<b>Performance or Product</b>	An oral presentation of each student's story that includes the rich elements of storytelling (i.e. illustrations, artifacts, digital portfolio, music, dance, etc.) *Extension: written version of the student's story.
<b>Standards</b>	*Written output and oral presentation rubrics required. *It is recommended that teachers determine rubrics for this task that reflect common standards for evaluation.  *Also, it is highly recommended that teachers provide guided opportunities within this task for students to have a voice in helping to shape the criteria and design of the performance task.
<b>Differentiation:</b>	Integrated into the design of this unit, is the opportunity for students to tell their story in a way that best reflects their identity and culture. Students should be given encouragement and flexibility in the manner in which they choose to present that story (i.e. dance, song, digital format, etc.)  It is recommended that teachers collaborate with students on the design of the assessment so that many diverse representations can be accommodated.

**Reading**

- Student demonstrates understanding of class reader (teacher's class example) by explaining verbally a specific portion of the story to the class and teacher.

**Listening**

- (class reader + other students' stories) -Student demonstrates ability to comprehend oral stories in French by responding to stories with inquiry questions or their own translation or interpretation of meaning.

### Assess: Know & Do

Summative: Final assessments of knowledge and skill at the end of the unit	Formative: Checkpoints for students to show their knowledge and skills during the unit
Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show demonstrate their learning	Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress
Unit Test	<p><b>Speaking</b> - Student demonstrates ability to use appropriate voice, pronunciation, expression, intonation, vocabulary, and verb tense in oral presentation of their own story of culture.</p> <p><b>Writing</b> - Student demonstrates ability to use vocabulary and verb tense in written form in French to express their own story of culture.</p>

### Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

#### Lesson #1: Pourquoi est-ce qu'on raconte les histoires?

1. Why do we tell stories? How do we tell stories (best ways)? Has a story ever changed your mind about someone or something? Discuss the structure and the elements of storytelling as well as the impact of a well-structured tale. Discern the key elements of a well-tailored story. Why do we remember some stories and not others? (M) (T)

Formative task: Ask to students to reflect and discuss the above questions in groups. Get them to take notes on what common or significant points were discussed as a group and share that with the class. These elements will establish a starting point to determine the elements of an evaluation rubric for later (that will change and adapt over the course of the unit).

#### Lesson #2: Voici une histoire (La fille-aigle, Robert Cutting or Le mystère de la brume, Robert Cutting)

1. Read aloud a short story (poem, song) centered on a cultural lesson. The two examples suggested above are graphic novels depicting First Nations' stories. They are in French and are at an appropriate reading level for Core French 9 or 10. (A)

2. Review common elements of a story (character, plot, setting). (A)

3. Review L2 reading strategies for comprehension (mots de la même famille, cognates, illustrations, etc.) (A)

Formative task: Divide the story in sections and in groups, have students translate and explain their assigned section of the story (French to English). (M) (T)

Extension: Review of verb tenses (présent, passé composé, futur proche). (A)

#### Lesson #3: Et la culture?

1. What is culture? Have students define the word culture. (M) (T)

2. What is the cultural lesson in the class reader? \*The story used in Lesson #2. (M)

Formative task: Students should explain their understanding of the cultural lesson in the story and why/if they thought teaching the lesson through a story is a good way to learn/remember it. (T)

Extension: Research the First Nations people represented in the story (i.e. La fille-aigle is Nation Okanagan).

#### Lesson #4: Ma culture

1. Have students reflect on something within their own culture (family, team, club, school, community, etc.) that they would want to retell to the class embedded within a story. (M)

2. With consideration of diverse possible outcomes, engage students in determining what the stories (and storytelling) could look like. (M) (T)

3. Clearly define criteria for assessment of summative tasks. \*This could occur at any point throughout the unit, when the teacher is confident that students have understood what is expected of them.

Formative task: Students create a rationale and draft of their story. (M)

#### Lesson #5: Révisons ensemble

1. Class time for self and peer review.

Formative task: Students submit (or explain) a revised version of their story.

Extension: Time should be given for practice of the storytelling as well. How will they best represent their story to the class? What critical elements of storytelling will they include? – See list from Lesson #1. (M)

#### Lesson #6: Voici mon histoire

Summative task: Students present their stories (this could include a written copy for evaluation).

Extension: Discussion of what they understood about each other's culture (cultural lesson). (M) (T)

Unit extension: Provide opportunity for students to discuss how their understanding of culture and storytelling has changed. (M) (T)

#### Resources:

Les Échos de l'Île de la Tortue:

1) La fille-aigle, Robert Cutting

2) Le mystère de la brume, Robert Cutting

Additional:

1) Dansons, Jessice Athlueetuk

2) YouTube video: Csetkwe Fortier Okanagan Song (50 video mix)

**Teacher: Unit Reflection**

**What aspects of the unit went well?**

**What did students struggle with**

**What did you struggle with?**

**What would you add/revise the next time you taught this unit?**

**Were there any unintended outcomes?**

**Were students engaged?**

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