*This is an example of a 9-week (3-4 month) unit progression for a Grade 10 modern languages course for a blended model of online and face to face instruction. It was developed using the French 10 and Spanish 10 curriculum. A sample Year Plan has been included below to give an idea of how the curriculum could be mapped out over 3 Terms. This ‘Sample Unit Progression’ uses the big ideas, content, curricular competencies, and concepts from Term 3 as outlined in the Year Planner.*

*In this ‘Sample Unit Progression’, a Project Based Learning (PBL) approach is used, where each “touch point” with students, whether it be Face to Face or Online, Synchronous or A-Synchronous, is meant to guide student learning towards the final summative task. The order of the learning touchpoints within a week do not need to be done sequentially, but rather the learning builds from week to week to give students a deeper, more complete understanding of the key concepts within the unit of study.*

Conceptual Planning Framework

**Big Ideas:**

• Acquiring a new language provides a unique opportunity to access and interact with diverse communities.

• Our understanding of culture is influenced by the languages we speak and the communities with which we engage.

• Cultural expression can take many different forms.

**Key Concepts:**

• Community

• Culture

• Relationships

**Content:**

• First Peoples perspectives connecting language and culture, including oral histories, identity, and place.

• idiomatic expressions

• ethics of cultural appropriation and plagiarism

**Essential Questions:**

• What is culture?

• What constitutes culture?

• How does the culture influence countries?

• What does one need to know to survive and thrive in a different culture?

**Curricular Competencies:**

* Explore regional variations in language
* Explore cultural expression
* Contributions of language speakers to Canadian society
* Analyze regional, cultural, and linguistic practices of various communities and their role in shaping cultural identity
* Explore cultural expression
* Recognize connections between language and culture
* Engage in experiences with people and communities who speak the language

**Ideas to promote Inquiry through E-learning:**

* [Padlet](http://padlet.com/)
* [Project Zero Thinking Routines](https://pz.harvard.edu/thinking-routines)

**Summative Performance Assessment:**

Create a presentation that highlights and explains the culture context and diversity of a French/Spanish speaking country.

<https://docs.google.com/document/d/1jfoe9fXJ2IyLylQ-lCIvz8pW0k9UCFaopMD6orm_0XY/edit>

<https://www.speakinglatino.com/spanish-speaking-countries-spanish-class-activities/>

**Learning Plan:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Face to Face | Online | Independent |
| **W****E****E****K****O****N****E** | Class discussion on essential questions:• What is culture? • What constitutes culture.• How does the culture influence countries?Oral Language Practice:Cultural expressions.  | Synchronous**Introduce Project**: To create a video or PowerPoint presentation that highlights and explains the cultural context and diversity of a French/Spanish speaking country. Think: Lonely Planet | A-SynchronousPost to Padlet – What is culture? What constitutes culture?Setting up: I used to think… Now I think… <https://pz.harvard.edu/resources/i-used-to-think-now-i-think> | Creating a list of what one needs to know/understand to appreciate the culture. (art/language/music, etc.) Think about what kinds of attributes a true local knows about the place they’re from.  |
|  | Face to Face | Online | Independent |
| **W****E****E****K****T****H****R****E****E** | Looking at maps of Spanish/French speaking countries.Historical impacts/legacy of colonialization. Geographic, religious, economic, political, societal differences and similarities  | SynchronousVocab lesson/exercise – introduce key vocab related to a culture unitThink:Geography, religion, economy, politics, everyday life | A-SynchronousPost to Padlet MS Teams assignment – Students could generate a dictionary of key terms  | Thinking/Writing about:What do I need to survive and thrive in this culture? |
|  | Face to Face | Online | Independent |
| **W****E****E****K****F****I****V****E** | Students share what they need to know in order to survive and thrive.Oral language practice. Use key vocabulary and phrases in context.  | SynchronousClass discussion on cultural nuances/traditions/customs.  | A-SynchronousVideos of cultural nuances (e.g. ordering food)  | Addressing cultural stereotypes: Students complete a Venn diagram of stereotypes VS. actual cultural practices.  |
| **W****E****E****K****S****E****V****E****N** | Students share out what they learned by comparing stereotypes to authentic cultural practices. Reading/Viewing activity (e.g. a cultural comic) Oral language practice – discuss the reading/viewing activity.  | SynchronousStudents share their projects online. | A-SynchronousVideos of everyday life or cultural icons. Students could be listening for key phrases, or looking for particular cultural references discussed in class.  | Students completing a comparative tool/graphic organizer. Thinking routine: I used to think… Now I think…Students could be completing a peer-feedback form.  |

**Year Planner**

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| --- | --- |
| **SUBJECT: Modern Languages** | **GRADE: 10** |

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| **Term One** | **Term Two** | **Term Three** |
| **Big ideas:**We can share our experiences and perspective through stories.Stories give us unique ways to understand and reflect on meaning.Acquiring a new language can shape our perspective and identity. | **Big ideas:**Listening and viewing with intent supports our acquisition and understanding of a new language.Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance. | **Big ideas:**Acquiring a new language provides a unique opportunity to access and interact with diverse communities.Our understanding of culture is influenced by the languages we speak and the communities with which we engage.Cultural expression can take many different forms. |
| **Concept(s):**IdentityPerspective | **Concept(s):**ExpressionRelationships | **Concept(s):**CommunityCulture |
| **Essential understanding(s):**Self-expression is possible, even in a second language.  | **Essential understanding(s):**Relationships are forged and maintained through shared understanding.  | **Essential understanding(s):**Global awareness is essential to be a global citizen. Culture is reflective of the environment. |
| **Essential question(s):** Who am I?  | **Essential question(s):**How do strategies break down language barriers? | **Essential question(s):**How do we come to understand the world?What is culture? How does place influence culture? |
| **Core Competencies:**Connecting and engaging with othersFocusing on intent and purposeAcquiring and presenting informationSupporting group interactionsIdentifying personal strengths and abilities | **Core Competencies:**Connecting and engaging with othersSupporting group interactionsIdentifying personal strengths and abilities | **Core Competencies:**Connecting and engaging with othersFocusing on intent and purposeAcquiring and presenting informationSupporting group interactionsUnderstanding relationships and cultural contextsValuing diversity |
| **First People’s Principles of Learning:**Learning requires exploration of one’s identity. Learning is embedded in memory, history and story.  | **First People’s Principles of Learning:**Learning involves patience and time. Learning requires exploration of one’s identity.  | **First People’s Principles of Learning:**Learning requires exploration of one’s identity. Learning involves patience and time. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). |

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| **Curricular competencies:** * Explore and derive meaning from a variety of texts
* Narrate stories, both orally and in writing
* Engage in conversations about familiar topics
* Seek clarification of meaning
* Explore the importance of story in personal, family, and community identity
* Recognize the relationships between letter patterns, pronunciation, and meaning
 | **Curricular competencies:** * Express themselves with increasing fluency, both orally and in writing
* Make word choices to convey meaning
* Use a range of strategies to support communication
* Seek clarification of meaning
 | **Curricular competencies:** * Explore regional variations in language
* Explore cultural expression
* Contributions of language speakers to Canadian society
* Analyze regional, cultural, and linguistic practices of various communities and their role in shaping cultural identity
* Explore cultural expression
* Recognize connections between language and culture
* Engage in experiences with people and communities who speak the language
 |
| **Content:****•** elements of a variety of types of texts• common elements of stories• Increasingly complex vocabulary, sentence structures, and expressions, including:• Commonly used vocabulary and sentence structures for communication in past, present, and future time frames | **Content:**• Commonly used vocabulary and sentence structures for communication in past, present, and future time frames• Increasingly complex vocabulary, sentence structures, and expressions• Idiomatic expressions | **Content:**• First Peoples perspectives connecting language and culture, including oral histories, identity, and place.• idiomatic expressions• ethics of cultural appropriation and plagiarism |

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| **Summative Assessment Ideas**Write a children’s story from a childhood experience. <https://www.edutopia.org/blog/world-language-project-based-learning-education-curriculum-don-doehla> | **Summative Assessment Ideas**Playing with language – create a book/poster of different language rules/structures. One part can be dedicated to idiomatic expressions.<https://www.all-languages.org.uk/research-practice/language-futures/resources-2/project-based-learning/> | **Summative Assessment Ideas**Create a presentation that highlights and explains the culture context and diversity of a French/Spanish speaking country.<https://docs.google.com/document/d/1jfoe9fXJ2IyLylQ-lCIvz8pW0k9UCFaopMD6orm_0XY/edit><https://www.speakinglatino.com/spanish-speaking-countries-spanish-class-activities/> |