

# Unit Planner

Overview			
<b>Subject:</b>	FSL	<b>Topic:</b>	Storytelling, cultural identity and First Nations culture
<b>Unit Overview:</b>	This unit will provide students with the opportunity to explore a First Nations story and create their own using basic French vocabulary suitable to their grade level. Students will explore First Nations culture as well as their own cultural identity.		
<b>Grade:</b>	6/7		
<b>Unit Duration:</b>	2 weeks	<b>Date:</b>	January 5 2017

## Stage 1 – Desired Results

### Big Ideas

Stories communicate ideas in a meaningful way.

## Core Competencies

Communication:

- connect and engage with others through storytelling.

Personal/Social

- collaborate to plan and present a story

Thinking:

- explain/ recall and reflect on experiences and accomplishments.

Concepts	Unit Understandings	Transfer Goals	Essential Questions
<ul style="list-style-type: none"> <li>Culture</li> <li>Identity</li> <li>Communication</li> </ul>	<p><b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>storytelling is a rich part of all cultures</li> <li>through storytelling we can learn about different forms of communication</li> <li>sharing stories about our own culture helps us understand our identity</li> </ul>	<p><b>Students will be able to independently use their learning to...</b></p> <ul style="list-style-type: none"> <li>use story to communicate and connect with others</li> <li>appreciate, respect and value other cultures</li> </ul>	<p><b>Students will keep considering...</b></p> <ul style="list-style-type: none"> <li>Why do we tell stories?</li> <li>How does the way we tell a story reflect our cultural identity?</li> </ul>

### First Peoples Principles

Learning is embedded in memory, history and story.  
Learning requires explorations of one's identity.

<p>→ <b>Alignment Check:</b> ←</p> <p>Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?</p>	
Curricular Competencies	Content

**Students will be skilled at...**

- understanding simple stories (comprehension of high-frequency words and patterns in clear speech and text)
- Narration of simple stories (identification and basic pronunciation of high-frequency words and patterns in slow, clear speech)

**Students will know that...**

- reading strategies can help us read a text in French
- common high-frequency vocabulary and sentence structures for acquiring and communicating meaning.
- Cultural practice and traditions of French Canadian (Métis, Mohawk etc..) communities within Canada.

**Stage 3 – Executing the Learning Plan**

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

**Assess: Understanding**

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

**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 re-create a First Nations/or French cultural story (from selected provided resources) or create their own story reflective of their culture (home, school, heritage etc)
<b>Role</b>	Students will narrate and present (in various forms) their story to the class.
<b>Audience</b>	Peers and teacher and other French classes
<b>Situation</b>	Students will present at a French Cultural assembly, or Carnaval assembly.
<b>Performance or Product</b>	An oral presentation not limited to : skit, dance, song, music or art) Students will act as a guide for their peers as they take them on a cultural journey of discovery through story.
<b>Standards</b>	Oral presentation rubrics (similar to ones already used in your classes so that students are familiar with criteria)
<b>Differentiation:</b>	Students should either create their own story or re-create an existing story depending on their level of French language skills. Students should also be given several options of how to present their story (in front of the class, digital format etc..) this will enable students to feel confident in the way that they present their creation. Teacher can use many forms of communication: dance, narration, song, video.. depending on fluency and comfort level of students.

**OTHER EVIDENCE: Assessing for Knowledge and Skills**

Students will show they have acquired Stage 1 knowledge and skills by:

**Formative:**

1. students will participate orally in group discussions, warm up activities and games.
2. Students will read out loud the French text and approximate French pronunciation.
3. Students will share out loud ideas about cultural identity and storytelling
4. Students will reflect on their "story memories" and the cultural element of their story. (\* See Learning Plan)

**Assess: Know & Do**

<b>Summative:</b> Final assessments of knowledge and skill at the end of the unit	<b>Formative:</b> 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

- students will be evaluated by teacher using a rubric\*
- students will be evaluated by their peers using a rubric\*
- rubrics can be teacher generated, or generated together with students or can be a rubric that you use already for oral presentations.
- Please see Learning plan for more details
- Teacher developed rubric for performance task including oral and cultural components
- Rubric: Create a rubric which evaluates both French oral language skills and the cultural message in the story. Reflective process should also be used

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.

**Activity 1: Why do we tell stories?**

1. Show students examples of unique and inspiring ways to tell stories (consider your audience); song, dance, puppet shadow, books, oral history etc... (A) (M)
2. Ensure that brainstorming ideas are comprised as a "French Word Wall" for future reference to high-frequency words used in this unit. (A)
3. Students should reflect on; favourite stories, stories they have never forgotten, why they love stories, their favourite way to listen to, read, view stories are. (M)

**Formative Task:** Students create a reflective document based on favourite story memory. (M)

**Activity 2: What is culture? What is your culture?**

1. How do we define culture? Students will likely discuss; food, traditions, holidays, music, celebrations etc... (A)
2. Students will reflect on the culture of; their home, their school, sports teams, classrooms etc... (M) (T)

**Activity 3: Reading of First Nations Story "La Danse D'Anisha"**

1. Review reading strategies with students. Use of cognates, images, familiar words, voice intonation and teacher gestures will help ensure comprehension of text. Images will help students with less French Fluency get the gist of the text. (A)
2. Use prediction activity to ensure students use the images as their first tool. (A)
3. Teacher guided reading of La Danse D'Anisha. Students should repeat and practice words that might be useful in their Performance task. (A)

**Formative Task:** Students will re-enact their favourite part of the story and their peers can guess the part. A tableau format is useful for students with less French Fluency. (A)

4. Use vocabulary warm up games (charades etc...) at the beginning of subsequent lessons to ensure that students retain new vocabulary throughout the unit. (A)

**Activity 4: student creation of story that explores an aspect of culture**

1. Students will choose between creating their own cultural story or choose to re-enact a story that they already know or is provided for them. (This will depend on the level of French Fluency in your classroom.) (T)
  2. Students should be encouraged to include previously acquired vocabulary in their skits, but also to use gesture and image to relay their messages. (A) (T)
  3. **Formative Task:** students should reflect on their cultural message and ensure that it will be clear to their audience. My message is: \_\_\_\_\_. My audience will understand my message through \_\_\_\_\_.
  4. Students should reflect on their peers work in a reflective task that demonstrates how their cultural identity is explored through story. (T)
  5. **Summative Task: Teacher evaluation:** rubric that focuses on both oral use of French language and clarity of cultural message and above all an understand Teachers can include written high-frequency words as part of evaluation. Also, evaluation of the students reflective process. (T)
- Peer evaluation:** rubric that focuses on clarity of cultural message similar to above formative task. (T)

**Resources:**

La Danse d'Anisha. (Les Echos de l'île de la Tortue)  
 C'est le temps de célébrer ( Les Echos de l'île de la Tortue)  
 Mohawk song from Akwesahsne <https://youtu.be/p3c-iaEQ1W4>  
 Shadow dancing [https://youtu.be/jugQE4m\\_nfo](https://youtu.be/jugQE4m_nfo) <https://youtu.be/JD4bTOHRrH8>  
 This unit can be used in conjunction with "La famille, c'est special " Echos 2 literacy book.

**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?