

GRASPS

UNIT: STORYTELLING, CULTURAL IDENTITY AND FIRST NATIONS CULTURE

SUBJECT: Core French – Grades 9-10

ESSENTIAL QUESTION(s):

- How does story telling shape and reflect culture?

| G R A S P S | |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal | Goal: 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. |
| Role | Role: Students narrate and orchestrate the presentation of their story to the class. |
| Audience | Audience: Classmates (peers) and the teacher. |
| Situation | Situation: An environment appropriate for storytelling (classroom, field, stage, etc.). |
| Performance or Product | Performance or Product: 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.

Standards:

Written output and oral presentation rubrics required.

It is recommended that teachers determine rubrics for this task that reflect common standards for evaluation.

Standards


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.

Differentiation:

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.

Differentiation

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.