



Course: French 5-6

Teacher: Michelle Little

Unit: Les Animaux

Date: March 30th, 2020

Duration: 3-4 weeks

Description: In this unit, we will be exploring the vocabulary for animals, their environments, their descriptors, and their locations in the world (They will also be learning about various country names at the same time). Students will be completing an exploration research project, where they will be required to choose one of the animals we discuss in class and create a presentation about the animal. This presentation can take the form of a powerpoint, prezi, video, poster, etc. I encourage creativity in how students choose to present their information.

During this unit, students will be given a date on which they will be presenting a “*pet show and tell*” in French! Students can choose to present something different if they’d prefer.

	Big Ideas	Essential Questions
Understand	<p>With simple French, we can describe ourselves and our interests.</p> <p>Reciprocal communication in French is possible using high-frequency vocabulary and sentence structure.</p>	<p><i>What are the different types of animals?</i></p> <p><i>What are the different environments and biomes that animals live in?</i></p> <p><i>Where in the world are different animals?</i></p> <p><i>What are common descriptors we can use to describe animals?</i></p> <p><i>How can we help protect these animals?</i></p>

	Core Competencies
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Do	<p>(1) <i>Communication</i> (2) <i>Critical Thinking</i> (3) <i>Social Responsibility</i>.</p>	<p>We will explore the core competencies by thinking critically about our impact on animal environments and our social responsibility towards animal populations around the world. Students will be participating in class discussions around these topics and communicating their learning through a variety of activities (including their show and tell and their exploration project). To incorporate First Peoples Principles of Learning, students will be encouraged to remember that learning requires patience and time, and it requires exploration of one's identity and their impacts on their worlds.</p>
	Curricular Competencies	
	<p><i>Thinking and communicating:</i></p> <ol style="list-style-type: none"> 1. <i>Use various strategies to support communication</i> 2. <i>Express themselves and comprehend others through various modes of presentation</i> 3. <i>Seek clarification of meaning</i> 4. <i>Participate, with support, in simple interactions involving everyday situations</i> 	<p><i>Students will be using various online platforms to support their communication in French, including Conjuguemos and Flipgrid. In addition, students will be communicating with one another and demonstration their comprehension of others through their animal exploration project and "show and tells".</i></p>

Know	Curricular Content	
	<p><i>By the end of this unit, students are expected to know the following:</i></p> <ul style="list-style-type: none"> - <i>gender and number</i> - <i>common questions</i> - <i>simple descriptions</i> - <i>animal and environment vocabulary</i> 	<p><i>We will be exploring our animals by using common descriptions and sentence structures to answer common questions throughout the unit. Students will be provided with the sentence structures and will begin to become more familiar with French verbs and descriptions in full sentences.</i></p>

Required Resources	
<p><i>Students will be required to have a computer/tablet, access to the internet, access to their conjuguemos accounts (which I have already created and will supply each child with their student log-ins), access to our google drive folder, and access to materials they will need for their exploration project (this will vary per student).</i></p>	

As we will be doing show and tell “animal style”, students may request access to their pet or something else they would like to show the class and describe in French.