



**Course: French 7-9**

**Teacher: Michelle Little**

**Unit: Faire et Jouer (finishing)**

**Date: March 30th, 2020**

**Duration: April 2nd - 15th, 2020**

**Description:** We will be continuing our unit on the use of the verbs *faire* (to do/to make) and *jouer* (to play). Students have taken most of the notes for the new vocabulary and will continue practising their conjugations of the two verbs and contractions (example: à + le = au). Those who have been exploring beyond the present tense and into the past tenses will practise using these two verbs in all tenses (passé composé et imparfait). Students will be introduced to common questions and their formations, and will be using this knowledge to create an interview questionnaire. With this questionnaire, their unit project will be to interview a member of their family and create a project presentation about their interviewee. This project can be created as a powerpoint, prezi, video, comic, scrapbook, scribjab, etc. Be creative and have fun with it! :)

	<b>Big Ideas</b>	<b>Essential Questions</b>
<b>U</b>	<p><i>Grade 7:</i></p> <ul style="list-style-type: none"> <li>Using various strategies helps us understand and acquire language</li> <li><b>Reciprocal</b> communication is possible even with limited French</li> <li>With <b>simple</b> French, we can discuss our interests</li> </ul> <p><i>Grade 8-9:</i></p> <ul style="list-style-type: none"> <li>We can have meaningful conversations in French about things that are important to us</li> <li>We can share our experiences and perspectives through stories</li> </ul>	<p><i>What are activities you like and dislike to do? Why?</i></p> <p><i>What are some common questions you can ask other people?</i></p> <p><i>Why are interviews important?</i></p> <p><i>How can you use the vocabulary you have learned and talk to other people?</i></p>

	<b>Core Competencies</b>	<b>Curricular Competencies</b>
<b>Do</b>	(1) <i>Communication</i> (2) <i>Creative Thinking</i> (3) <i>Positive Personal and Cultural Identity</i>	<p><i>Students are expected to be able to do the following:</i></p> <ol style="list-style-type: none"> <li>1. Thinking and Communicating <ul style="list-style-type: none"> <li>● Use a range of strategies to support communication</li> <li>● seek clarification of meaning</li> <li>● engage in conversations about familiar topics</li> <li>● exchange ideas and information using complete sentences, both orally and in writing</li> </ul> </li> <li>2. Personal and Social Awareness <ul style="list-style-type: none"> <li>● Explore the importance of story in personal, family, and community identity</li> </ul> </li> </ol>

	<b>Curricular Content</b>		
<b>Know</b>	<p><i>Level 1 (Beginner)</i></p> <ul style="list-style-type: none"> <li>- common, high-frequency vocabulary and sentence structure for communicating meaning: <ul style="list-style-type: none"> <li>● a variety of question types</li> <li>● descriptions of others</li> <li>● simple comparisons</li> </ul> </li> </ul>	<p><i>Level 2 (Intermediate)</i></p> <ul style="list-style-type: none"> <li>- common, high-frequency vocabulary and sentence structure for communicating meaning in present and past tenses: <ul style="list-style-type: none"> <li>● a variety of question types</li> <li>● descriptions of people and personal interests</li> <li>● comparisons and contrasts</li> <li>● reasons for preferences</li> </ul> </li> </ul>	<p><i>Level 3 (Advanced)</i></p> <ul style="list-style-type: none"> <li>- common, high-frequency vocabulary and sentence structure for communicating meaning in past, present, and future tenses: <ul style="list-style-type: none"> <li>● a variety of question types</li> <li>● descriptions of people and personal interests</li> <li>● comparisons and contrasts</li> <li>● opinions about familiar topics</li> </ul> </li> </ul>
	<p><i>Which activities, projects, exercises, or discussions will teach this Curricular Content?</i></p> <p>Students will be participating and communicating actively in class, sharing their likes/dislikes, and the likes/dislikes of others. Students will be assessed on their efforts daily. They will be practising their vocabulary and conjugations in relation to the verbs <i>faire</i> and <i>jouer</i>, and will be supplementing their vocabulary with notes and practice of question formation. Students will then develop a draft questionnaire of their questions for their interviewee (what are they interested in learning from them?). Students will be developing their positive personal and cultural identity through interviewing a family member and then working on communicating their findings in a creative way. Students will be encouraged to research topics of interest, vocabulary, and to discuss questions before, during, and after their project exploration.</p> <p><i>How will they implement the First Peoples Principles of Learning?</i></p>		

Through class discussions, independent work and self-reflection, students will have the opportunity to reinforce the following First Peoples Principles of Learning:

- learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- learning is embedded in memory, history, and story
- learning involves patience and time
- learning requires exploration of one's identity

### Unit Assessment

*For Learning: Formative Assessment*

- participation in video conferences
- participation in class discussions and activities

*As Learning: Reflection/Self-Assessment*

- self-assessment through participation rubrics
- weekly check-in journal

*Of Learning: Summative Assessment*

- interview questionnaire
- final interview project

### Required Resources

*What resources (textbooks, computer programmes, website subscriptions) will students need to complete this unit?*

- computer/tablet with internet access
- conjuguemos logins (which I have and they already know)
- access to materials if students choose to present their interview information in a way not on a computer (i.e. a poster, or a comic that they have drawn)