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Grade 9 Core French

| Overall Curriculum Expectations / Les attentes | Big Ideas / Les grandes idées en vos propres mots | Learning Goals / Les objectifs d'apprentissage |
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| <p>Listening: A1.1 Identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts.</p> | <ul style="list-style-type: none">• Listening and viewing with intent to strengthen understanding of French.• Sharing knowledge, thoughts, and feelings through interpretation. | <p>Thinking: Students will be thinking about what they are hearing and trying to gather and organize information.</p> <p>Application: Students will apply their existing knowledge of the French language when listening to French speakers and develop thoughts based on what is talked about.</p> <p>Communication: Students will demonstrate their understanding of the podcast through meaningful class discussion and through written class work.</p> <p>Knowledge: Students will understand and interpret the podcast based on their knowledge and comprehension of the French language.</p> |
| <p>Speaking: B1.2 Produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate.</p> | <ul style="list-style-type: none">• Creating meaningful communication in French using simple, high-frequency words and patterns.• Shaping perspective, identity, and voice through communication and language. | <p>Thinking: Students will effectively choose a topic relevant to Canadian History and demonstrate a thorough understanding of their research.</p> <p>Application: Students will apply their understanding of the French language to facilitate their research and understanding of their topic.</p> |

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| | | <p>Communication: Students will effectively express their thoughts regarding various subjects and speak with fluidity and intent.</p> <p>Knowledge: Students will express themselves using rich French language.</p> |
| <p>Reading: C1.1 Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modeled, shared, guided, and independent reading contexts.</p> | <ul style="list-style-type: none"> • Determining thoughts and feelings towards various forms of literature through critical literacy. | <p>Thinking: Students will reflect on various stories and be asked how the story inspires them.</p> <p>Application: Students will apply their reading strategies to understand the given text.</p> <p>Communication: Students will effectively discuss their ideas amongst peers using appropriate French language.</p> <p>Knowledge: Students will</p> |
| <p>Writing: D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources.</p> | <ul style="list-style-type: none"> • Sharing knowledge, thoughts, and feelings through writing. • Applying the creative process when developing ideas. | <p>Thinking: Students will be thinking about what they want to draft and make sure it makes sense.</p> <p>Application: Students will develop ideas while applying current knowledge of writing forms and strategies.</p> <p>Communication: Students will effectively express their ideas using appropriate language.</p> |

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| | | Knowledge: Students will understand the writing process and apply it when formulating their own ideas. |
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| Mini-Lesson Topics / Les leçons | Guiding Questions for Students/ Les questions directrices | Assessment Ideas/ Les taches d'évaluation au service d'apprentissage |
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| Listening mini-lesson 1 Students will listen to a French historical podcast and listen for keywords to identify what the speaker is talking about. | Key Questions 1. What is the importance of this podcast? 2. Did your view change on the topic of the podcast? | No form of assessment , this is an ongoing lesson to practice attentiveness during different forms of French resources for comprehension. |
| Listening mini-lesson 2 Students will watch a short film of and answer key questions regarding the plot, characters, etc. | Key Questions 1. In your opinion which character had the most impact in the plot? 2. Did the ending of the film make sense? Would you change it? | Formative Assessment: Students will be assessed on whether they can understand the short film and answer key questions. |
| Speaking mini-lesson 1 Students will pick a period in Canadian history, choose a major figure or movement from that specific time and write a monologue from that characters point of view. | Key Questions 1. How did this historic person impact Canadian history? 2. Do you believe if this historic person were not a part of Canadian history would the outcome be the same? | Formative Assessment: during this lesson to make sure they are applying their understanding of the French language to facilitate their research and understanding of their topic. Learning Goals: application and communication |
| Speaking mini-lesson 2 Students will be given questions cards. Students will then be paired with a partner and ask each other the questions and formulate a discussion based on these questions. | Key Questions 1. How does language differ when writing formal texts vs. in casual conversation? | Formative Assessment: Students will be assessed on how they use their listening strategies to make sure they understand what their peer is saying and formulate proper sentences to respond. |

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| | <ol style="list-style-type: none"> Is speaking French easier or harder when given more freedom in topics of discussion. | Learning Goals: thinking and communication. |
| Writing mini-lesson 1 Students will choose a short story provided by the teacher and use various reading strategies to highlight the essential information. Students will then put together a small summary of what they read and compare their summary with a partner's. | Key Questions <ol style="list-style-type: none"> Why did you choose this short story? Did you learn any other information when you compared your story with a peer? | Summative Assessment: Students will be assessed on their reading and writing strategies; making sure they understand the short story and can properly summarize it, making sure they have all key information. Learning Goals: knowledge and application. |
| Writing mini-lesson 2 Students will create a fictional short story. | Key Questions <ol style="list-style-type: none"> What are the steps required in the creative process when drafting a short story? How does the writing style of short stories differ from others forms of literature? | Summative Assessment: during this lesson. Students must make sure to hit all writing criteria when drafting their short story. Learning Goals: communication and application. |
| Reading mini-lesson 1 Students will learn, through the story of Terry Fox, the importance of setting goals and achieving them through an action plan. | Key Questions <ol style="list-style-type: none"> How has Terry Fox inspired you to achieve your goals? What can you do to achieve your goals? | Formative Assessment: students will use the reading skills to understand the text and create an achievement goal board. |
| Reading mini-lesson 2 Students will read a news article and answer questions based on key events and content discussed within it. | Key Question <ol style="list-style-type: none"> What is the intent of the news article (to inform, to persuade, to entertain, etc.) How does the form of the article differ from other forms of literature studied in class? | No form of assessment, this is an ongoing lesson to practice reading strategies during different forms of French resources for comprehension. |

Différenciation Pédagogique : Lors de la création de notre plan d'unité, nous avons voulu nous assurer que différentes formes de travail et d'activités étaient proposées aux élèves. Il est très important que les enseignants intègrent différentes formes de contenu pendant les leçons et différentes formes de processus pour atteindre l'objectif d'apprentissage final. Dans notre plan d'unité, nous proposons de nombreuses formes de travail différentes, telles que la lecture de courts récits, l'écoute de podcasts, le visionnage d'un court de film, la rédaction d'un résumé et la création de cartes de questions. Enfin, l'environnement, au lieu d'être dans la salle de classe toute la journée pour toutes ces leçons. Nos leçons d'expression orale, de lecture et d'écriture peuvent toutes être faites en dehors de la classe.

| Connection with course Reading | |
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| Reading 1 | Reading 2 |
| <p>‘À L’écoute de Chaque Élève : Grâce à la Différenciation Pédagogique’ http://ressources.cforp.ca/fichiers/outils/webemissions/diff-ped/a_lecoute_chaque_eleve.pdf</p> <p>Nous avons pris des idées de la lecture ‘À l’écoute de chaque élève grâce à la différenciation pédagogique’ qui a nous avons aidé à planifier diverses stratégies à faire nos leçons plus inclusives et accessibles à chaque élève. Quelques-uns de ces stratégies incorpore une variété d’opportunités pour les élèves de représenter leurs travaux, engager dans les discussions et activités, et expression de leur travail que ça soit par écrit, à l’oral, ou verbalement.</p> | <p>“Développer des compétences au moyen de stratégies engageantes – Cinq idées à explorer!” https://www.lecentrefranco.ca/educo/developper-competences-moyen-de-strategies-engageantes-cinq-idees-a-explorer/</p> <p>Cette ressource nous a aidé à créer notre plan d'unité parce que l'article avait beaucoup d'idées créatives sur la façon d'impliquer les étudiants lorsqu'ils effectuent leur travail et comment nous, en tant qu'enseignants, pouvons utiliser différentes idées pour s'assurer que les objectifs d'apprentissage sont atteints.</p> |