

2019-2020 Curriculum & Assessment (C&A) Plan

Group members	Ashweena Rumajogee		
Subject(s)	FSL Grade 9 French Immersion (Academic) FIF1D	Strand(s)	Listening A1, B1
Title	La vie des Inuits du Nunavut (The lives of the Inuits in Nunavut.)		
Overall Expectations(s) addressed:			
<p>A1 Listening to Understand - Determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies.</p> <p>B1 Speaking to Communicate - Communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience.</p>			
Specific Expectations(s) addressed:			
<p>A1.1 Using Listening Comprehension Strategies - Students identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts.</p> <p>A1.2 Demonstrating Understanding - Demonstrate an understanding of the video about academic and familiar topics, including literary texts, with support as appropriate.</p> <p>A1.3 Responding to and Evaluating Media - Evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about academic and familiar topics.</p> <p>B1.1 Using Oral Communication Strategies - identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences</p> <p>B1.2 Producing Oral Communications - produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about matters of personal interest and familiar and academic topics, with contextual, auditory, and visual support as appropriate.</p>			
Essential Question:			

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Qu'est-ce que j'apprendrais des Inuits et de leurs vies si j'allais leur rendre visite? (What would I learn from the Inuits and their way of life if I were to visit them?)

Explain how the Essential Question addresses the following:

- **centrality** (captures a topic central to students' lives)
- **engagement** (why are students likely to engage with this topic?)
- **accessibility** (how does the essential question lead to a unit that is easily accessible to all students?), and
- **connections** (connections between this connection and other learning in the course)

Link to Achievement Chart Categories (check ✓ those that apply)

By the end of the unit, students will be able to ...
(complete the phrase for relevant categories in right-hand column)

✓	Knowledge & Understanding	Define five interesting facts about Nunavut; demonstrate their understanding while presenting their final task.
✓	Thinking	Detail of ideas, organization of presentation, complexity and clarity of sentences Demonstrate an exceptional level of with sufficient details.
✓	Communication	Exchange and share what they understand from the French oral text with others; collaborate in the group task using French.
✓	Application	Apply their knowledge and research skills to create their own product. Apply their linguistic skills to express their interests and deliver an oral presentation.

Summative Task: Briefly describe the summative task for this unit. Consider the triangulation of data through Observations, Products, and Conversations. Note: In the appendices, including a **Student instruction handout** for the summative task, and the **Evaluation Tool** you will be using.

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The task aims to assess students' listening comprehension and the ability to respond to the listening text they are assigned. (Video: "5 choses à savoir sur le NUNAVUT!" by TFO <https://www.youtube.com/watch?v=ArgzhPzkA-w>)

As for sources of assessment data collection, the use of observation, products and conversation will be applied.

Conversation: As a pre-listening activity, students will be asked to talk about their prior knowledge of Nunavut and its indigenous groups. The emphasis will be put on the ability of self-expression in French than the actual knowledge.

Observation: Students will work in groups of three. They will discuss what they understand from the listening text and summarize the content of the video i.e. five interesting facts about Nunavut. By observing this post-listening activity, teacher performs an assessment based on thinking, collaboration and communication.

Products: As a group, students will demonstrate their ability to apply new knowledge by making a poster or PowerPoint slides on what they would learn from the Inuit. They will also do a presentation and the assessment will be made based on their ability to define key terms as well as language fluency and accuracy.

Lesson Breakdown (follow the example in the second row)

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Lesson	Specific Expectations Number reference from curriculum	Learning Intention What are students learning this lesson?	Success Criteria How will students be able to show what they have learned?	Instructional and/or Learning Strategy Chosen strategy matches the learning intention, maximizes DI opportunities, considers students' strengths and needs?	Assessment Tool Feedback for teaching and learning	Assessment Purpose For, As, Of Learning			Who is assessing? (teacher, peer, student?)
						For	As	Of	
<i>Example</i>	<i>1.3, 1.5</i>	<i>By the end of this lesson, students will be able to understand the difference between the x and y</i>	<i>I will know I am successful because I can define "key term(s)" and provide three examples</i>	<i>Think/Pair/Share Venn diagram Round robin</i>	<i>Exit card with definitions in twitter length</i>	✓	For	✓	Teacher
							As		Student
							Of		Peer
1. (Intro lesson) Name	A1.1,A1.2, A1.3.	By the end of this lesson, students will be able to explain the geographic location, resources, climates of Nunavut and its significance to Canada.	understand the summative task complete the worksheet (graphic organizer, etc.)	Graphic organizer; Think/Pair/Share.	Complete organizer and worksheets	✓	For	✓	Teacher
							As		Student
							Of		Peer

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2. Linguistic Component of Lesson and Content	A1.1,A1.2	By the end of this lesson, students will be able to demonstrate a good understanding about the video they are assigned to watch.	<ul style="list-style-type: none"> - After watching the video, note down unfamiliar vocabulary; - identify grammar concepts used in the video; - identify useful listening strategies; - discuss new vocabulary, strategies and challenges with peers. 	Think/Pair/Share; Metacognition in language learning	Exit card - reflection on the listening strategies used	✓	For	✓	Teacher
						✓	As	✓	Student
							Of		Peer
3. Research	A1.2, A1.3.	By the end of this lesson, students will be able to use appropriate resources and technology to conduct research on the topic that interests them.	<ul style="list-style-type: none"> - brainstorm and identify the topic; - make use of available appropriate resources and technology. 	Collaborative task; use of technology and reliable online source.	Google Survey	✓	For	✓	Teacher
							As		Student
							Of		Peer
4. Research (continued) & Planning Your End Product	A1.2, A1.3.	By the end of this lesson, students will be able to create the end product based on their topic of research.	<ul style="list-style-type: none"> - make use of available, appropriate resources and technology. - plan and create the first draft 	Collaborative task; co-writing, edit and revision.	Plan; checklist; first draft.	✓	For	✓	Teacher
						✓	As	✓	Student
							Of		Peer

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5. Mini-conference (differentiated teaching and learning)	B1.1, B1.2	By the end of this lesson, students will be able to demonstrate good communication skills (public speaking skills) and vocabulary skills	- improve my language accuracy and fluency based on teacher's feedback.	Constructive feedback.	Feedback form	✓	For	✓	Teacher
							As		Student
							Of		Peer
6. Mini-conference (differentiated teaching and learning)	B1.1, B1.2	By the end of this lesson, students will be able to demonstrate good communication skills (public speaking skills) and vocabulary skills	- improve my language accuracy and fluency based on teacher feedback.	Constructive feedback.	Feedback form	✓	For	✓	Teacher
							As		Student
							Of		Peer
7. Presentation Day (Summative Task)	B1.1, B1.2	By the end of this lesson, students will be able to demonstrate fluency, accuracy and good oral communication skills.	- provide accurate information with fluency in French and creativity.	Descriptive feedback.	Rubric. Peer assessment sheet.	✓	For As Of	✓ ✓	Teacher Student Peers

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Resources

Reference list (include any resources and references to be used)	
Appendices Checklist	
Please ensure that you have included the following:	
	Class profile NOT MANDATORY
	Student instruction handout for Summative Task
	Assessment tool for Summative Task, including scoring guide/answer key
	Collaborative introductory lesson plan and assessment tool (for PED 3141 only)
	One detailed lesson plan (or one per person if working in groups)
	Assessment for Learning tool (one per lesson if working in groups)
	Any handouts (e.g., graphic organizers, student checklists, accommodated materials, etc.) you will be using in the lesson(s)

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After a few lessons about provinces and territories of Canada and some research on Nunavut, students will be shown this video. “5 choses à savoir sur le NUNAVUT!” [Source: <https://www.youtube.com/watch?v=ArgzhPzkA-w>]

Graphic Organizer

Avant de regarder la vidéo, pensez aux questions suivantes et partagez les réponses avec vos partenaires:

- Où se trouve le Nunavut? (Where is Nunavut?)
- Peux-tu le repérer sur la carte? (Can you spot it on the map?)
- Qu'est-ce que tu sais sur cette territoire? Partage-le avec ton/ta partenaire. (What do you know about this territory?)

Écrivez tes réponses ci-dessous:



Voici ce que mes partenaires et je sachons sur le Nunavut:

1. _____
2. _____
3. _____
4. _____

Maintenant, regardez la vidéo. (Now, watch the video)

“5 choses à savoir sur le NUNAVUT!” <https://www.youtube.com/watch?v=ArgzhPzkA-w>

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Questions: De quoi parle-t-elle? Quelles sont les 5 choses mentionnées sur le Nunavut? Quelles sont les difficultés qu'ils rencontrent? Discutez avec vos partenaires. (What is the video about? What the 5 things mentioned about Nunavut. What are the difficulties the Inuit are facing? Discuss with your partners.)

Summative Task:

Avec vos partenaires, faites un poster ou des diapositives PowerPoint pour adresser les questions suivantes. Une fois terminé, vous allez présenter votre travail à la classe et répondre aux questions en français. (With your partner design a poster or PowerPoint presentation to address the following questions. Once completed, you will be asked to present your work to the class and to answer questions in French.)

Qu'est ce que j'apprendrais des Inuits et de leurs vies si j'allais les rendre visite? (What would I learn from the Inuits and their way of life if I were to visit them?)

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Evaluation For Learning Tool

CATEGORIES	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</p>				
<p>Knowledge of content</p>				
	Based on the video, student is able to define five facts about Nunavut.	Based on the video, student is able to define four facts about Nunavut.	Based on the video, student is able to define 2-3 facts about Nunavut.	Based on the video, student is able to define one fact or fewer about Nunavut.
Understanding of content	Student is able to demonstrate exceptional understanding when delivering the presentation.	Student is able to demonstrate understanding when delivering the presentation.	Student is able to demonstrate some understanding when delivering the presentation.	Student is able to demonstrate limited understanding when delivering the presentation.
<p>Communication – The conveying of meaning through various forms</p>				

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Use of conventions, vocabulary, and terminology of the discipline in visual, and/or written forms (poster or PowerPoint Slides)

uses conventions, vocabulary, and terminology of the unit content with a high degree of effectiveness

uses conventions, vocabulary, and terminology of the unit content with considerable effectiveness

uses conventions, vocabulary, and terminology of the unit content with some effectiveness

uses conventions, vocabulary, and terminology of the unit content with limited effectiveness

Use of conventions, vocabulary, and terminology of the discipline in oral forms (Presentation)

Student demonstrates fluency and accuracy with considerable effectiveness.

Student demonstrates fluency and accuracy with effectiveness.

Student demonstrates fluency and accuracy with some effectiveness.

Student demonstrates fluency and accuracy with limited effectiveness.

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