

LRP GRADE 6 EXTENDED FRENCH - ANGELA BERRY - 2016-2017 - WESTWOOD MIDDLE SCHOOL - TDSB

This is a working document, and will change throughout the year depending on learning, current events, student needs, student input, and timing.

THEMES		CURRICULUM EXPECTATIONS AND PROJECT IDEAS		
GUIDING QUESTIONS	TOPICS	LANGUAGE (FRENCH)	SOCIAL SCIENCES	ARTS (DRAMA, DANCE, ART)
THEME 1 - MOI				
MOI (SEPT)				
Qui suis-je ?	-moi -mon caractère -mes activités -mes préférences	Mon entrevue personnelle (speaking & listening) A conversation with Madelle. A2. Listening to Interact B2. Speaking to interact		Ma main (Art – not formally assessed)
ÊTRE CANADIEN (SEPT & OCT)				
Comment est-ce que notre pays influence notre identité?	-our familles -our religions -our beliefs -our values -our appearance -our âge -our l'hymne national -our national icons and symbols	Mon identité Canadienne B1. Speaking to Communicate Present collage to small group & accountable listening. Profil de famille (writing- paragraph structure) A written profile of our families and our daily lives.	Mon identité Canadienne A3.8 identify and describe fundamental elements of Canadian identity A reflection on our our about our personal identity intersects with concepts of nationalism, culture, and heritage.	Mon identité Canadienne (Art) D1. Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies. A collage multi-media piece created to examine our personal identity intersects

	-our national stereotypes	D1. Purpose, Audience and Form		with concepts of nationalism, culture, and heritage.
THEME 2 - COMMUNAUTÉ				
MA COMMUNAUTÉ (NOV)				
Qu'est-ce qui fait une communauté?	notre école -les sujets -les profs -les activités -les élèves (race, religion, age, etc.) -location -community centre & library usage -languages	Notre école (writing - infographique) D1. Purpose, Audience and Form	Notre école (polling of values & stats) -A1.1 explain how various features that characterize a community can contribute to the identity and image of a country Poll classes at Westwood infographique A2.6 communicate the results of their inquiries, using appropriate vocabulary	
Comment est-ce que les espaces influences les communautés ?	-public spaces -amenagements -quartier	Notre communauté (speaking - présentation) B1. Speaking to Communicate	Survol de notre quartier Dessiner une espace publique	Notre communauté (Art - community design project) D1. Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.
Comments les communautés de Canada ont changé à travers l'histoire ?	notre ville -immigration and diversity -over time, historical and present -immigration & changing cultures	Les communautés de Canada (reading - non-fiction) C1. Reading Comprehension	Les communautés de Canada (graphics & dynamics if the country was 100 people) A2.2 gather and organize information from a variety of primary and secondary sources using various technologies A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools	Les communautés de Canada (Dance - representational series) A.1 Creating and Presenting

			A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada A3.5 describe interactions between communities in Canada, including between newcomers and groups that were already in the country A3.6 identify key differences, including social, cultural, and/or economic differences, between two or more historical and/or contemporary communities in Canada A3.7 describe significant changes within their own community in Canada	
DES COMMUNAUTÉS DE CANADA (NOV - DEC)				
Comment les groupes de gens différents influencent-ils une communauté ?	FNMI -réserves -écoles residenciales -60s scoop -inuits Japonais Musulmans LGBT Femmes	Les communautés supprimés (reading & listening- non-fiction stations) C1. Reading Comprehension Les voix supprimées (Reading - dramatic poetry reading) C2. Purpose, Form and Style	Les communautés supprimés (presentation fair) A1.2 evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity A1.3 explain how various groups have contributed to the goal of inclusiveness in Canada A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary	Les voix supprimées (DRAMA - dramatic poetry reading) B1. Creating and presenting

			experience of two or more distinct communities in Canada A2.3 analyse and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities in Canada A3.1 identify the main reasons why different peoples came to Canada A3.3 identify various types of communities that have contributed to the development of Canada A3.4 describe significant events or developments in the history of two or more communities in Canada	
THEME 3 - LE CANADA ET LE MONDE				
POLITIQUES				
Quel est le rôle internationale de Canada en tant que les politiques ?	-droits humains -la guerre & la paix -Syrian refugees?	Les albums (Reading - short stories & albums) -narrative arc -character -conflict -pouvoir C2. Purpose, Form and Style Monologues (Writing & Speaking) - video or acted monologues, writing in role)	B1.1 explain why Canada participates in specific international accords and organizations B1.2 analyse responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance B2.5 evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact	Monologues (Drama - video or acted monologues, writing in role) B1. Creating and Presenting

		D1. Purpose, Audience and Form B1. Speaking to Communicate	on the global community, and responses to the issues B3.1 identify some of the major ways in which the Canadian government interacts with other nations of the world B3.2 describe Canada's participation in different international accords, organizations, and/or programs B3.3 describe several groups or organizations through which Canada and Canadians are involved in global issues B3.6 identify and locate on a map countries and regions with which Canada has a significant interrelationship, and use longitude and latitude to locate cities in these countries/regions	
CONSUMÉRISME				
Quel est le rôle internationale de Canada en tant que les le commerce ?	-industrialisation -corporatization -trade -globalization -NAFTA -Pacific -consumption & environment -disposable fashion -environmental footprint	Les nouvelles (Reading - non-fiction & news media) C1. Reading Comprehension Critique d'art (Speaking & Listening - discussion) A2. Listening to interact B2. Speaking to interact	Experiential learning activity Les nouvelles B1.1 explain why Canada participates in specific international accords and organizations B2.5 evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact	L'art activiste (ART - Banksy) D1. Creating and Presenting

			on the global community, and responses to the issues B3.1 identify some of the major ways in which the Canadian government interacts with other nations of the world B3.2 describe Canada's participation in different international accords, organizations, and/or programs B3.3 describe several groups or organizations through which Canada and Canadians are involved in global issues B3.7 identify countries/regions with which Canada has a significant economic relationship	
ENVIRONMENT				
Quel est le rôle internationale de Canada en tant que l'environnement?	-le changement climatique -les accords de Kyoto et Paris	L'homme qui plantait des arbres (listening - l'homme qui plantait des arbres) A1. Listening to understand Ma pétition (writing - petitions) D1. Purpose, Audience and Form D2. The Writing Process	B1.3 explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed B2.5 evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues	Dansons pour la justice (Dance - environmental or climate change dance, either weather or justice ?) A1. Creating and Presenting

			B3.1 identify some of the major ways in which the Canadian government interacts with other nations of the world B3.2 describe Canada's participation in different international accords, organizations, and/or programs B3.3 describe several groups or organizations through which Canada and Canadians are involved in global issues B3.4 describe the responses of the Canadian government and some NGOs to different disasters and emergencies around the world B3.9 describe some ways in which Canada's interactions with other regions of the world have affected the environment	
ENQUÊTE OUVERTE				
Qu'est-ce que les Canadiens puissent faire pour promouvoir la justice au monde ?	Mon enquête	Mon enquête	Mon enquête B2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance B2.2 gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies	Mon enquête

			B2.3 analyse and construct different types of maps, both print and digital, as part of their investigations into global issues, their impact, and responses to them B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools B2.5 evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues B2.6 communicate the results of their inquiries, using appropriate vocabulary and formats	
MUSINGS				
TO DO: topics & skills		school goals - future holidays and past opinions poetry book workshop community & cultural legends & folklore petitions	design project	
TO DO: curriculum		Culture: eastern, western, and northern Canada; find out about aspects of their cultures; and make connections to personal experiences and their own and other communities	A3.2 describe some key economic, political, cultural, and social aspects of life in settler communities in Canada B3.5 identify some significant political, social, and economic interactions between Canada and other regions of	

			the world, and describe some ways in which they affect these regions	
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