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 familes -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-dimentional 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 - COMMUNAU				
MA COMMUNAUTÉ (NO	V)			
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-dimentional 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

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			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 signi cant changes within	
			their own community in Canada	
4				
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DES COMMUNAUTÉS D	E CANADA (NOV - DEC	(i)		
DES COMMUNAUTÉS DI Comment les groupes	E CANADA (NOV - DEC	Les communautés supprimés	Les communautés supprimés	Les voix supprimées
			Les communautés supprimés (presentation fair)	Les voix supprimées (DRAMA - dramatic poetry
Comment les groupes	FNMI	Les communautés supprimés	(presentation fair)	
Comment les groupes de gens différents	FNMI -réserves	Les communautés supprimés (reading & listening-	(presentation fair) A1.2 evaluate some of the contributions	(DRAMA - dramatic poetry
Comment les groupes de gens différents influencent-ils une	FNMI -réserves -écoles	Les communautés supprimés (reading & listening-	(presentation fair) A1.2 evaluate some of the contributions that various ethnic and/or religious	(DRAMA - dramatic poetry
Comment les groupes de gens différents influencent-ils une	FNMI -réserves -écoles residenciales	Les communautés supprimés (reading & listening- non-fiction stations)	(presentation fair) A1.2 evaluate some of the contributions	(DRAMA - dramatic poetry reading)
Comment les groupes de gens différents influencent-ils une	FNMI -réserves -écoles residenciales -60s scoop	Les communautés supprimés (reading & listening- non-fiction stations)	(presentation fair) A1.2 evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity	(DRAMA - dramatic poetry reading)
Comment les groupes de gens différents influencent-ils une	FNMI -réserves -écoles residenciales -60s scoop -inuits	Les communautés supprimés (reading & listening-non-fiction stations) C1. Reading Comprehension	(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	(DRAMA - dramatic poetry reading)
Comment les groupes de gens différents influencent-ils une	FNMI -réserves -écoles residenciales -60s scoop -inuits Japonais	Les communautés supprimés (reading & listening-non-fiction stations) C1. Reading Comprehension Les voix supprimées	(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	(DRAMA - dramatic poetry reading)
Comment les groupes de gens différents influencent-ils une	FNMI -réserves -écoles residenciales -60s scoop -inuits Japonais Musulmans	Les communautés supprimés (reading & listening- non-fiction stations) C1. Reading Comprehension Les voix supprimées (Reading - dramatic poetry	(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	(DRAMA - dramatic poetry reading)
Comment les groupes de gens différents influencent-ils une	FNMI -réserves -écoles residenciales -60s scoop -inuits Japonais Musulmans LGBT	Les communautés supprimés (reading & listening- non-fiction stations) C1. Reading Comprehension Les voix supprimées (Reading - dramatic poetry	(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	(DRAMA - dramatic poetry reading)
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THEME 3 - LE CANADA E	T LE MONDE		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 signi cant events or developments in the history of two or more communities in Canada	
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	B1.1 explain why Canada participates in speci c 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 signi cance B2.5 evaluate evidence and draw conclusions about global issues of political, social, economic, and/or	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 signi cant interrelationship, and use longitude and latitude to locate cities in these countries/regions	
CONSUMÉRISME	in directical in a tion	Lagranuellag	Every and the language of the state of	Mark activists
Quel est le rôle internationale de	-industrialisation -corporatization	Les nouvelles (Reading - non-fiction & news	Experiential learning activity	L'art activiste (ART - Banksy)
Canada en tant que les	-trade	media)	Les nouvelles	
le commerce ?	-globalization			D1. Creating and Presenting
	-NAFTA	C1. Reading Comprehension	B1.1 explain why Canada participates in speci c international accords and	
	-Pacific -consumption &	Critique d'art	organizations	
	environment	(Speaking & Listening -		
	-disposable	discussion)	B2.5 evaluate evidence and draw conclusions about global issues of	
	fashion		political, social, economic, and/or	
	-environmental	A2. Listening to interact	environmental importance, their impact	
	footprint	B2. Speaking to interact		

			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 signi cant 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	
			around the world	
			D2 O deceribe acres were in which	
			B3.9 describe some ways in which	
			Canada's interactions with other regions	
			of the world have affected the	
			environment	
ENQUÊTE OUVERTE				
Ou'ast sa qua las	Mon onguêto	Mon enquête	Man anguêta	Man anguêta
Qu'est-ce que les	Mon enquête	Mon enquete	Mon enquête	Mon enquête
Canadiens puissent				
faire pour promouvoir			B2.1 formulate questions to guide	
la justice au monde ?			investigations into global issues of	
1			political, social, economic, and/or	
			environmental importance	
			B2.2 gather and organize information on	
			global issues of political, social,	
	1		economic, and/or environmental	
			importance, including their impact and	
			responses to them, using a variety of	
			responses to them, using a variety of	

TO DO: curriculum	Culture: northern aspects o connectio	eastern, western, and Canada; find out about f their cultures; and make ons to personal experiences own and other	A3.2 describe some key economic, political, cultural, and social aspects of life in settler communities in Canada B3.5 identify some signi cant political, social, and economic interactions between Canada and other regions of	
TO DO: topics & skills	holidays opinion poetry book wo	orkshop nity & cultural legends re	design project	
MUSINGS				
			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	

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