

Curriculum Connections

French Immersion: Ontario

Lesson/Activity	French Immersion Curriculum Connections (Grades 4-6)	Overview & Overall Expectations
Video Lessons (1-8)	Listening (A1.1, A1.2, A1.3) Reading (C1.1, C1.2, C1.4) Writing (D1.2, D1.3, D1.6)	Students must use listening comprehension strategies to understand the oral Video Lessons, so that they can demonstrate that understanding by using the relevant photography techniques in their work and by their responses to each lesson's Check-in activity. Video Lessons contain new, technical vocabulary, which students will be expected to learn by listening, by reading the accompanying glossary of terms, and by using that new vocabulary in their written Check-in responses. Students' reading comprehension and writing proficiency can be assessed and developed through their immersion in the French material and their written responses to every lesson's reflection questions, where they will be given the opportunity to apply new vocabulary to their art.
Cumulative Project	Listening (A1.1, A1.2, A1.3, A2.1, A2.2) Speaking (B1.1, B1.2, B1.3, B1.4, B2.1, B2.2) Reading (C1.3, C1.4, C1.5) Writing (D1.1, D1.2, D1.3, D1.5, D1.6)	After completing the course on the Elements of Design, including videos, challenges, and check-ins, students will complete this cumulative project to reflect on the Elements of Design and their artwork as a whole. Students will create a slideshow of their best photographs, including photos for each Element of Design and their answers to reflection questions. The intent of this cumulative project is for it to be marked and go towards the students' visual art grade.
Extension Activity	French Immersion Curriculum Connections (should you choose to conduct the activity in French)	Overview & Overall Expectations
Nature Sculpture	Listening (A1.1, A1.2, A1.3, A2.1, A2.2) Speaking (B1.2, B1.3, B2.1, B2.2) Reading (C1.1, C1.2, C1.3, C1.4, C1.5)	Nature Sculptures is an activity designed to allow students to create art in an eco-friendly way. Inspired by the work of artist Andy Goldsworthy, students will create an art piece using only materials found in nature.

		This activity includes a French slideshow describing the background and execution of Nature Sculptures as an art form. These include informative French slides and discussion prompts, which students can use to develop their oral language skills by reading and discussing the given information.
The Group of Seven	Listening (A1.1, A1.2, A1.3, A2.1, A2.2) Speaking (B1.2, B1.3, B2.1, B2.2) Reading (C1.1, C1.2, C1.3, C1.4, C1.5)	<p>The Group of Seven presentation and activity is designed to teach students about Canadian artists, history, and the voices of artists that may be overlooked. This can be used as a whole unit in art or as one presentation and project.</p> <p>With the accompanying French slideshow presentation, the students can expand their idea of “good” art and express their own opinions on what they see. We include some leading questions in the presentation to get conversations started about the Elements of Design, the Group of Seven, and other artists' voices. Students can also develop their oral language skills by reading and discussing the presentation.</p> <p>The students will create their own landscape painting based on what they learn.</p>
Short Story	Listening (A1.1, A1.2, A1.3, A2.1, A2.2) Speaking (B1.1, B1.2, B1.3, B1.4, B2.1, B2.2) Reading (C1.3, C1.4, C1.5) Writing (D1.1, D1.2, D1.3, D1.4, D1.5, D1.6, D2.1, D2.2, D2.3)	The short story activity is designed to allow students to expand their imagination beyond taking photos and turn those photos into a story. Students will create a short story using one photo or a collection of photos they have taken to demonstrate a theme or topic. The students can choose their own theme/topic based on the photo they choose. Students can be asked to show their creative process as they develop and fine-tune their French writing skills. Students may also present their own photos and stories, as well as discuss one another's work as a class.
Forest Bathing	Listening (A2.1, A2.2, A2.3) Speaking (B2.1, B2.2)	The Forest Bathing activity is designed to allow students to connect to the nature around them through sound. Students will find a natural space and spend some time in silence in that space to see what they can discover. The students can also be encouraged to practice meditation in this space. Students can use this activity to improve their listening skills and find a potential strategy for mental health wellness. Through meditation and/or listening to nature, the students will start to develop

		skills for quieting the mind and a better awareness of self. Discussion questions are provided to encourage meta-cognition regarding elements affecting students' ability to reflect.
Collecting and Representing Data	Writing (D1.1, D1.2, D1.3, D1.5, D1.6)	Using their collection of photos, students will collect data based on a feature of the photographs. Once the data is collected, students will display their data in a form appropriate to their grade. Students will then calculate the mean and draw conclusions based on their data (grade-dependent). Students will present their conclusions in writing and graphically.
Life Cycle	Writing (D1.1, D1.2, D1.3, D1.5, D1.6, D2.1)	Students will research a plant or animal that is found in their neighbourhood or around the school. Their plant or animal will be one that they are able to take a photo of during their outdoor photography time. Students will create a project explaining the plant/animal's life cycle, and investigate the interdependence with the habitat/community.
Newspaper Article	Writing (D1.1, D1.2, D1.3, D1.4, D1.5, D1.6, D2.1, D2.2, D2.3)	Students will create a newspaper article to discuss the impact of society on the environment around their school/neighbourhood. Students will use a photo from their nature walk in their article, and advocate for ways in which the environment can be preserved. They can also use this information to expand their understanding of the global impact we have on the planet.
Biodiversity Food Webs	Writing (D1.1, D1.2, D1.3, D1.5, D1.6, D2.1)	Using the photos that students took during their outdoor photography time, students will create food webs to demonstrate their understanding of biodiversity and interrelations in the habitat. Students will then answer some reflection questions.
Community Natural Areas Poster	Writing (D1.1, D1.2, D1.3, D1.4, D1.5, D1.6, D2.1, D2.2, D2.3)	Students will create a poster using photos of their community nature area to bring awareness to the area, promote its use, and brainstorm ways to protect it. Students will use their skills as photographers to illustrate things that need protecting and preserving. They will also use their writing skills to share the appropriate message to their audience.