Unit 01 : Charlie et la Chocolaterie (Novel Study - Charlie and the Chocolate Factory)

Year 7/8 French Australian Curriculum Achievement Standard:

By the end of Year 8, **students use written and spoken French to interact with teachers, peers and others and to exchange experiences, opinions and views. They use descriptive and expressive language to talk and write about immediate environments, personal interests and feelings and technical language to discuss issues of wider interest** (for example, les nouvelles téchnologies, les rapports entre les générations, le travail, la musique AS1). **They ask, give and follow directions and instructions, using phrases** such as prenez la deuxième rue à gauche ..., suivez le boulevard jusqu'à ... and choisissez la photo AS2. **They locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience. They use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances, discussions and debate AS3. They plan, draft and present imaginative, informative and persuasive texts, using simple and compound sentences to structure arguments and to explain or justify a position. Students use regular verbs in the passé composé form independently as well as high-frequency irregular verbs such as faire, être and avoir AS4. They use declarative, imperative and interrogative verbs in affirmative and negative forms. They interpret and translate language which has colloquial or cultural associations in either French or Australian English, providing alternative expressions when equivalence is not possible** (for example, à tout à l'heure, good on ya! AS5). **They make appropriate language choices when communicating in French in different contexts and situations. Students use metalanguage to explain language features and elements, using appropriate grammatical terms (such as tenses, genres, agreement AS6). They identify how language features such as vocabulary, tenor and register serve different purposes in different modes AS7. They make connections between texts and contexts, comparing expression and representation in similar texts from different cultural contexts (for example, invitations to celebrations or ceremonies, postcards or letters between friends AS8). Students identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. They reflect on their own ways of communicating, discussing how these might be interpreted by others.**

Unit Overview:

Students will complete a novel study in this unit. Students will study Charlie and the Chocolate Factory.

From a language standpoint, students will consider how different types of language (figurative, descriptive and, evaluative) as used to convey meaning and messages. Students will read the entirety of Charlie and the Chocolate Factory in French, as well as view the 2005 film. Students will consider how they can develop written French to create texts that could be embedded in the novel.

In 2020, students in Year 08 French Immersion will be introduced to the imparfait in this unit.

Summative Assessment Overview:			
Task: Extended Response **Macros:** - Viewing - Writing - Speaking - Listening - Reading **Cognitive Verb/s:** - Comprehend - Organise/Sequence/ Structure - Demonstrate - Construct		**Task:** Short Response (Grammar Exam) **Macros:** - Reading - Writing - Viewing **Cognitive Verb/s:** - Demonstrate - Explain - Identify - Recognise	
Guaranteed Vocabulary:	**Types of Language Studied**	**Design Question Three/ Four Strategy**	**21st Century Skill:**
Vocabulary for this unit is derived from the novel *Charlie et la Chocolaterie*	- Evaluative language - Descriptive language - Figurative language	**DQ3 – AS 3** Using Homework **DQ3 – AS 6** Practicing Skills, Strategies and Processes **DQ 3 – AS 7** Revising Knowledge Students will engage with all three units simultaneously throughout the unit to solidify their knowledge and skills in French **DQ 4 – AS 2** Engaging Students with Cognitively Complex Tasks **DQ 4 – AS 3** Providing Resources and Guidance	**Collaboration:** Participating and contributing Community connections **Critical Thinking:** Reflecting and evaluating **Communication:** Effective oral and written communication Using language, symbols and texts Communicating ideas effectively with diverse audiences
Guaranteed Skills/Language Features:	**Reading Comprehension Skill and Strategy**	**Cognitive Verbs**	**ICT to Enhance Learning:**
- Acronyms and Abbreviations - Idiomatic expressions - Prepositions (Before the Infinitive) - Adverbs (Adverbial Phrases – Quantity) - Adverbs (Types – Concessions) - Adverbs (Types – Doubt) - Imperfect past (Imparfait)	**Making Inferences and Creating Mental Images** Students will be explicitly taught strategies that enable them to effectively make inferences about the mean of seen and unseen language. The will look for like words	- Comprehend - Demonstrate - Identify - Construct - Organise/Sequence/ Structure - Explain - Identify - Recognise	Students will engage with the following forms of ICT to support and enhance learning: - Computers - IPads - Apps (including but not limited to) - Duolingo - Memrise

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	to English and engage with pneumonic to help them deepen there understanding of written French texts. Similarly, the will demonstrate their understanding of such texts through creating mental images.		- Explain Everything - Splice Movie Maker - EPals - Boom Cards

Learning Goals:

Strands	Australian Curriculum Content Descriptors	School Specific Learning Goals
Communicating	Participate in a range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating	• Students can use the appropriate register when exchanging greetings, introductions, apologies, excusing, inviting, or congratulating • Students can use descriptive and expressive language to talk about aspects of school, home, and social life • Students can communicate face-to-face about social and immediate environmental issues • Students can compose formal and informal versions of written and spoken texts • Students can take into account the context and the relationship of the personal they are exchanging information with
	Engage in tasks and activities that involve negotiation and problem-solving	• Students can plan and participate in imaginative learning experiences that combine linguistic and cultural elements • Students can rehearse language forms, structures, vocabulary, and behaviours • Students can ask, give, and follow directions to real and virtual locations • Students can rehearse language for negotiating, buying, swapping, and bargaining
	Interact in classroom activities and discussions through asking and responding to open-ended questions, offering opinions and explaining positions	• Students can initiate and extend conversation and discussion by using connectives • Students can invite people into conversations and use expressions and non-verbal strategies or facial expressions to signify interest or attention • Students can use simple and compound sentences to structure arguments and to explain or justify a position
	Access, summarise and analyse information from different sources relating to contemporary community and lifestyle issues	• Students can access, collate, and analyse information about themselves and their immediate environments from a wide variety of authentic sources • Students can listen to or view informative texts, noting key words, specialised terms or points of information to be reused in their own written or spoken texts
	Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences	• Students can classify information obtained from different print and electronic resources • Students can convey information and ideas by matching language features and text types to topics and themes • Students can combine modes of presentation
	Respond to a variety of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences	• Students can identify themes and representations of text with moral messages and contemporary texts that include diverse perspectives on social issues
	Translate and interpret texts, compare own translation to classmates', and consider why there might be differences in interpretation and how language reflects elements of culture	• Students can interpret phrases that do not translate literally • Students can identify similar English expressions and consider possible consequences for the lack of equivalence in terms of intercultural communication • Students can use and evaluate translation resources • Students can identify *faux amis* • Students can identify that some words and expressions cannot be translated and that used in their original forms in other languages • Students consider the impact of word borrowing on the style and effective communication

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	Reflect on cultural differences between French and English communicative styles and on how these affect intercultural interactions	• Students can notice cultural cues that suggests difference in traditions, ideas or values when interacting with French speakers or resources • Students can identify gestures, intonation patterns and facial expressions that are different in French
Understanding	Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression, and notice how they combine to make or to change meaning	• Students can recognise the function and form of commonly used morphemes, suffixes and prefixes • Students can collect groups of words that share common stem • Students can recognise the impact of non-verbal elements of French expression such as hand gestures can replace words, or sound and facial expressions to reinforce spoken language. • Students can revise the pronunciation of the alphabet practising spelling out words and using the correct term for letters and symbols (including accents) • Students can distinguish vowel sounds (recognising distinctions between nasal vowel sounds)
	Understand and control additional elements of French grammar such as compound tenses, irregular and reflexive verb forms, verb moods and modalities	• Students can conjugate and use regular verbs in the present tense • Students can conjugate and use high-frequency irregular verbs • Students can conjugate and use the perfect past • Students can conjugate and use the imperfect past • Students can conjugate and use the future proche • Students can recognise and use idiomatic expressions • Students can understand the form and function of reflective verbs • Students can extend their knowledge of negative constructions • Students can use metalanguage describe grammatical concepts and organise learning resources
	Analyse the structure and organisation of a range of texts created for purposes such as information exchange or social interaction	• Students can identify elements of different types of text • Students can explain the relationship between the language and the structure used • Students can explain the purpose of the text • Students can create sample texts for a genres resource base • Students can identify key features and functions of a text

Possible Habit of Mind:				
Exploring Meaning of the HOM Persistence: Students will engage with the HOM of persistence in their initial CLIL unit.	**Expanding Capacity for using the HOM** Students will interact with cognitively complex task that require them to preserve and exercise persistence.	**Increasing Alertness for the HOM** Given the school wide embedding of growth mindset as a wellbeing program, the HOM – Persistence is innately alert in students learning practices.	**Extending Values of the HOM** By the end of this unit, students will be able to engage with cognitively complex tasks with a growth mindset, given the underpinning of the unit's HOM	**Building Commitment towards the HOM** Students' commitment to the HOM of persistence is innately linked to their work with grown mindset.

General Capabilities: This unit provides opportunities for students to engage in following capabilities:		
Literacy √ Comprehending texts through listening, reading and viewing √ Composing texts through speaking, writing and creating √ Text knowledge √ Grammar knowledge √ Word knowledge √ Visual knowledge **Numeracy** ☐ Estimating and calculating with whole numbers √ Recognising and using patterns and relationships √ Using fractions, decimals, percentages, ratios and rates √ Using spatial reasoning √ Interpreting statistical information √ Using measurement	**ICT** ☐ Applying social and ethical protocols and practices when using ICT √ Investigating with ICT √ Creating with ICT ☐ Communicating with ICT ☐ Managing and operating ICT √ Critical and creative thinking √ Inquiring - identifying, exploring and organising information and ideas √ Generating ideas, possibilities and actions √ Reflecting on thinking and processes ☐ Analysing, synthesising and evaluating reasoning and procedures	**Personal and social capability** √ Self-awareness √ Self-management √ Social awareness √ Social management √ Ethical understanding ☐ Understanding ethical concepts and issues ☐ Reasoning in decision making and actions ☐ Exploring values, rights and responsibilities √ Intercultural understanding ☐ Recognising culture and developing respect ☐ Interacting and empathising with others √ Reflecting on intercultural experiences and taking responsibility

Differentiation [for small groups or individuals]:

Students engaging within this unit and program are from a variety of streams, including Academic Excellence. Allowances and differentiation will be made at an individual teacher level to ensure that these students are properly extended and challenged in depth of skills. Support of a SLA will allow for this differentiation.

Also, students engaging with this program who are case managed by the SEP will have their modified assessment verified by their Case Manager in the SEP unit. Classroom teachers will make individual modifications for case manager students' needs and liaise heavily with their Auslan Interpreter.

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.
Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.