



# AO Scenario Web

Grade 6 French Immersion / Social Studies

## Les expériences virtuelles

Commemorer la Journée internationale dédiée à la mémoire des victimes de l'Holocauste,  
et apprécier les contributions de la communauté juive au Canada

## Instructions for teachers

This resource consists of a collection of Action-oriented (AO) Scenarios created by the CEFR Eastern Region Working Group, designed for use in Ontario French as a Second Language (FSL) classrooms. AO Scenarios are an integral part of the Common European Framework of Reference's (CEFR) Action-oriented Approach (AoA).

### The CEFR and the Action-oriented Approach in the Ontario Context

The CEFR is a complete framework used to support learning, teaching, and assessment of second/additional languages. Developed by the Council of Europe, that continent's leading human rights organization, the CEFR has been translated into 40 languages and is used across the world. In 2010, the Council of Ministers of Education, Canada recommended the use of the CEFR in the Canadian context. In Ontario, concepts of the CEFR are integrated throughout the FSL Curriculum.

The AoA is one of the key concepts of the CEFR. With the AoA, learners are seen as 'social agents' (i.e., someone who exerts their own **agency** to accomplish real-life **tasks**). Tasks are critical in the AoA as it is the task that provides the purpose for action, and also frames the learning that takes place within the scenario (i.e., learning module) so that the learner can successfully accomplish the task at hand. The AoA moves away from 'forward design' in curriculum planning, instead, favouring 'backward design' (Piccardo & North, 2019), which involves planning back from action-oriented tasks (see Figure 1).

“Communication is a social act. In order to learn French, therefore, students need to see themselves as social [agents] communicating for real purposes”  
(The Ontario Curriculum, FSL, p. 9).

“teaching language as a system of disconnected and isolated components gives learners some knowledge of the language, but does not allow them to use the language effectively. In contrast, communicative and action-oriented approaches to teaching French put meaningful and authentic communication at the centre of all learning activities”  
(The Ontario Curriculum, FSL, p. 9).

Figure 1: Components of an Action-oriented Scenario



## AO Scenarios in this Resource

This resource offers the following AO Scenarios (i.e., AO Task/support material and Subtasks that help the learner to develop the competences needed to accomplish the task) that are aligned with the Ontario Curriculum, and the CEFR:

Grade / Program	CEFR Level	AO Scenario
Grade 4 Core French	A1	Welcoming a New Student to the Class (Best used in conjunction with Pearson's <i>Échos Pro 1</i> )
Grade 5 Core French	A1	Planning a Fun Afternoon at School (Best used in conjunction with Pearson's <i>Échos Pro 2</i> )
Grade 6 Core French	A1	A Contest to Win Concert Tickets (Best used in conjunction with Pearson's <i>Échos Pro 3</i> )
Grade 6 French Immersion / Social Studies	A2	Les expériences virtuelles - Commemorer la Journée internationale dédiée à la mémoire des l'Holocauste, et apprécier les contributions de la communauté juive au Canada
Grade 7 Core French	A1	La journée de la santé (Best used in conjunction with Pearson's <i>Mon réseau, ma vie 1</i> )
Grade 8 Core French	A1/A2	Les clubs parascolaires (Best used in conjunction with Pearson's <i>Mon réseau, ma vie 2</i> )
Grade 9 Core French (FSF 1D)	A2	Organiser une soirée à Montréal
Grade 10 Core French (FSF 2D)	A2	Organiser une sortie (Best used in conjunction with Pearson's <i>Jusqu'au bout</i> )

## Using the Resource

All of the content that has been created can be found on the link [CEFR Eastern Region Working Group Website](#). On the website, you will find information about this group, suggested resources to learn more about the CEFR and the AoA, the above-mentioned AO Scenarios, and information on the Creative Commons licence that applies to the resource.

To view a scenario, click the sub-page of the desired grade level from the ‘AO Scenario Webs’ tab (see Figure 2).

Once on the page for the desired AO Scenario, the link to the appropriate Curriculum document will be accessible. In addition, the title of the AO Scenario, a hyperlinked graphic organizer of the AO Scenario, and a link to access the AO Scenario will be visible.

Throughout this resource, the term “Scenario Web<sup>1</sup>” is used. A Scenario Web is a way to conceptualize an AO Scenario. At the centre of the web is the AO Task (e.g., Organiser une soirée à Montréal, Grade 9 Core French) along with the support resources for the AO Task, which are all hyperlinked and lead to ready-to-use/modify documents (see Figure 3). AO Task support materials include:

- AO Teacher Planning Sheet (to view an example, click [here](#))
  - This document provides a description of the task, connections to the Ontario Curriculum, and CEFR descriptors / Student friendly “I can” statements
- AO Task Student View (to view an example, click [here](#))
  - This document provides the AO Task in French, in a student-friendly format
- Assessment Tools (to view an example, click [here](#))
  - Assessment tools are provided to evaluate the components of the AO Task
- Student Planning Sheet (to view an example, click [here](#))
  - This document allows students to monitor their learning throughout the AO Scenario. It is also to be used as a Universal Design for Learning strategy whereby students can ‘chunk’ their learning into more manageable pieces

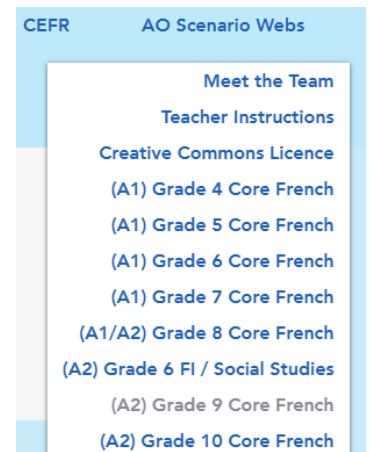


Figure 2

Around the AO Task and support materials are different threads (e.g., Exploring restaurants, Budgeting). These threads illustrate clusters of possible competences to be developed during the AO Scenario to support students in successfully completing the AO Task (see Figure 4). Each thread is hyperlinked, leading to a table composed of possible subtasks that are designed to build competences connected to a particular area of learning. This table includes links to ready-to-use and/or modify resources, the ‘I can’ statements being targeted, the CEFR communicative language activities and competences that are most prevalent for the sub-task, and possible assessment opportunities based on the four skills of FSL Ontario Curriculum (i.e., Speaking, Listening, Reading, Writing).

<sup>1</sup> The notion of “Scenario Webs” is part of Danielle Hunter’s PhD thesis, under the supervision of Dr. Enrica Piccardo

**IMPORTANT:** The threads and the possible subtasks are not presented in any order, and are not intended to be a step-by-step method to planning (unless it is connected to a publisher program). In fact, it is quite the contrary. Key principles of the AoA stipulate that teaching and learning are non-linear, flexible, and dynamic (i.e., changes over time). It is with this in mind that the threads and possible subtasks are presented more like a “bouquet” (Piccardo & North, 2019) whereby teachers pick and choose the ‘flowers’ (i.e., the threads and subtasks) that they would like to include in their bouquet for their students. Students can also play a role in determining the ‘flowers’ to add to the bouquet when sub-tasks are co-created by the teacher and the students.

Figure 3 - Structure of an AO Scenario Web (Grade 9 Example)

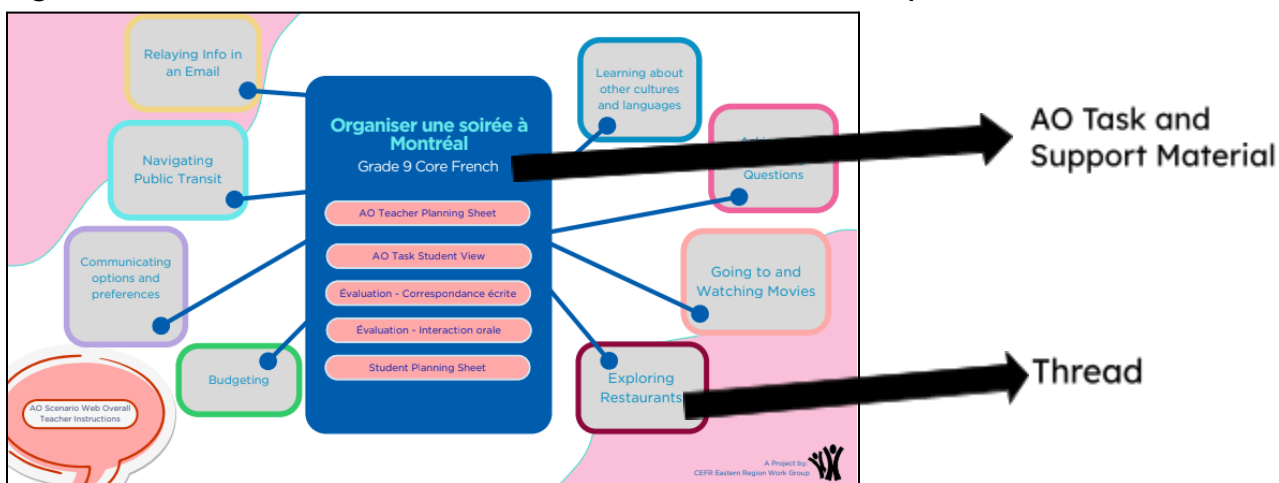



Figure 4 - Table of Possible Subtasks (Grade 9 Example)

SUB-TASKS RELATED TO: Going to and watching movies					
 CEFR EASTERN ONTARIO					
Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task
Analyzing film genres and finding compromises.	Movie listings reading comprehension  <a href="#">Soirée cinéma! - student copy</a>  <a href="#">Soirée cinéma - Teacher Instructions</a>	<p><b>I can find different types of information on movie listings.</b> / Je peux trouver différents types d'information d'un horaire de film.</p> <p><b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p> <p><b>I can use simple grammar structures correctly so I am understood.</b> / Je peux utiliser correctement des structures grammaticales simples pour être bien compris.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic  <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing

CEFR Eastern Ontario, 2023

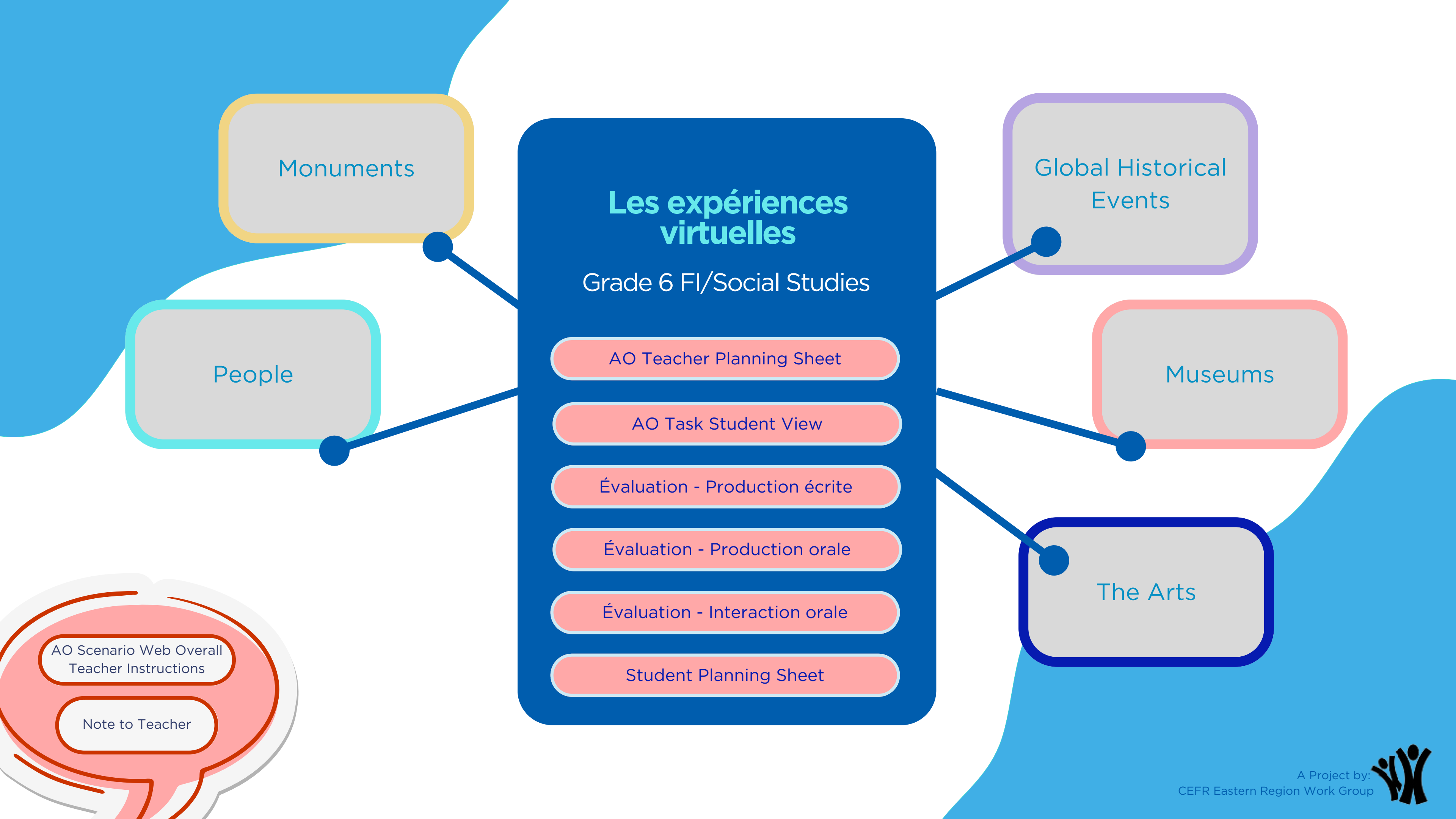
## **Expanding the AO Scenario Webs**

In keeping with the spirit of collaboration, teachers are invited to contribute other possible subtasks using this [Google Form](#), which will be added to the resource (funding dependent). Contributions need to be compliant with copyright laws, with special attention paid to the images used (it is recommended that teachers only use images from the [Canva Education licence](#) and that the source be indicated next to the images), and the links provided (do not take screenshots of materials and include them in the submission. Instead, provide a direct link to the resource).

Here are a couple of resources related to copyright, and Creative Commons:

[Camerise Fiche express - Creative Commons et choix de ressources](#)

[Creative Commons - Share your Work](#)



Monuments

## Les expériences virtuelles

Grade 6 FI/Social Studies

AO Teacher Planning Sheet

AO Task Student View

Évaluation - Production écrite

Évaluation - Production orale

Évaluation - Interaction orale

Student Planning Sheet

Global Historical Events

People

Museums

The Arts

AO Scenario Web Overall  
Teacher Instructions

Note to Teacher



## SUBTASKS RELATED TO: Learning About People

<b>Sub-task</b> (Building Competences to Support the Completion of the AO Task)	<b>Possible Activities/ Resources</b> (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	<b>“I can” / “Je peux” Statements for Sub-task</b> (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	<b>Communicative Language Activities/ Strategies (the what)</b>	<b>Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism</b>	<b>Possible Assessment for Sub-task</b>
<p><b>Case study: Montreal - Building a Timeline</b></p> <p>Students will learn about the history and contributions of the Jewish people in Montreal. Students will build a timeline of important events for Montreal.</p>	<p><a href="#">Teacher Instructions</a></p> <p><a href="#">Teacher Copy: Ligne du temps de la communauté juive au Canada</a></p> <p>Website: Discover Jewish food and culture in Montréal <a href="#">English/French</a></p> <p>Website: <a href="#">L'exceptionnel apport de la communauté juive de Montréal</a></p> <p><a href="#">Billet de sortie</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can produce simple texts.</b> / Je peux produire des textes simples.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reception</li> <li><input type="checkbox"/> Production</li> <li><input type="checkbox"/> Interaction</li> <li><input type="checkbox"/> Mediation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Linguistic</li> <li><input type="checkbox"/> Socio-linguistic</li> <li><input type="checkbox"/> Pragmatic</li> <li><input type="checkbox"/> Plurilingualism/ Pluriculturalism</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> </ul>

<p><b>Case study: Montreal - Historical Picture Investigation</b></p> <p>Students will learn about the history and contributions of the Jewish people in Montreal. Students will engage in an historical picture investigation that involves answering reflective questions, making a short presentation, and writing a reflection.</p>	<p><a href="#">Teacher Instructions</a></p> <p><a href="#">Student Copy: Explorer la vie juive au Canada : Une enquête guidée par une image</a></p> <p><a href="#">Student rubric</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can give a short presentation.</b> / Je peux faire un court exposé.</p> <p><b>I can produce simple texts.</b> / Je peux produire des textes simples.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
<p><b>Case study: Montreal - The first Synagogue</b></p> <p>Students will learn about the history and contributions of the Jewish people in Montreal. Students will read and answer questions about the first</p>	<p><a href="#">Teacher Instructions</a></p> <p>Website: <a href="#">Synagogues (Canadian Encyclopedia)</a></p> <p><a href="#">Student Copy: La première synagogue à Montréal</a></p> <p><a href="#">Teacher Copy: La première synagogue à Montréal</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can share the main point(s) from short and simple texts from one language to another.</b> / Je peux partager dans une</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

<p>Synagogue in Montreal.</p>		<p>langue les points principaux des textes courts et simples dans l'autre langue.</p>			
<p><b>Case study:</b> Toronto</p> <p>Students will learn about the history of the Jewish people in Toronto, with a focus on Kensington Market. Students will then design a mural to show Kensington Market's rich history.</p>	<p><a href="#">Teacher Instructions</a></p> <p>Google Slide: <a href="#">Photos of Kensington Market</a></p> <p>Website: <a href="#">Kensington Market (Canadian Encyclopedia)</a></p> <p>Video: <a href="#">Minute du patrimoine: Le marché Kensington</a></p> <p>Virtual walking tour: <a href="#">Scrolling Spadina: Virtual Walking Tour</a></p> <p>Examples of Toronto artist John Doug Taylor: <a href="#">Capturing Toronto's Kensington Market in Art</a></p> <p>Examples of murals in Toronto: <a href="#">Riverside Mural, Toronto</a></p> <p><a href="#">Student rubric</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can express my reactions to a work, while sharing my feelings and ideas.</b> / Je peux exprimer mes réactions à une œuvre, en partageant mes sentiments et mes idées.</p> <p><b>I can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses.</b> / Je peux participer à la réalisation de tâches communes simples, demander leur avis aux participants, faire des propositions et comprendre les réponses.</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>

<p>Students will learn the stories of Jewish Canadian survivors of the Holocaust and their contributions to Canada. Students will watch videos and resources that offer first hand accounts and will answer questions.</p>	<p><a href="#">Teacher Instructions</a></p> <p>Teacher Guidelines and the suggested lesson ideas on <a href="#">“Creating Inclusive Classrooms”</a></p> <p>Website: <a href="#">Refaire sa vie</a></p> <p>Websites (First person accounts):  <a href="#">USC Shoah Foundation</a></p> <p><a href="#">Anne Altman-Kleinberg</a></p> <p><a href="#">Renée Eskenazi</a></p> <p><a href="#">Marcel Tenenbaum</a></p> <p><a href="#">Charles Friedman</a></p> <p><a href="#">Teacher Copy: Questions à poser</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can share the main point(s) from short and simple texts from one language to another.</b> / Je peux partager dans une langue les points principaux des textes courts et simples dans l’autre langue.</p> <p><b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l’information et des idées avec un vocabulaire suffisant.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
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<p>Students will learn about the contributions of various Jewish people within Canada. Students will create a new commemorative coin for the Royal Canadian Mint featuring a Jewish Canadian.</p>	<p><a href="#">Teacher Instructions</a></p> <p>Website: <a href="#">Anatomie d'une pièce de monnaie</a></p> <p>Website: <a href="#">Programme de pièces de circulation canadiennes commémoratives</a></p> <p><a href="#">Student Copy #1: Liste de personnes juives qui ont fait des contributions importantes au Canada</a></p> <p><a href="#">Student Copy #2: Organise tes idées</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can give a short presentation.</b> / Je peux faire un court exposé.</p> <p><b>I can produce simple texts.</b> / Je peux produire des textes simples.</p> <p><b>I can create and respond to suggestions.</b> / Je peux créer et répondre aux suggestions.</p> <p><b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
<p>Students will create a display (bulletin board) of learning about Justin Trudeau's apology to the survivors, victims,</p>	<p><a href="#">Teacher instructions</a></p> <p>Video: <a href="#">The Tragedy of the M.S. St Louis</a></p> <p>Website: <a href="#">M.S. St</a></p>	<p><b>I can understand and follow a presentation.</b> / Je peux comprendre et suivre une présentation.</p> <p><b>I can understand short messages by piecing</b></p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

<p>and families who travel on the M.S. St-Louis. During this activity students will discuss the different ways different cultures apologize. In addition, students will find, reflect, and discuss the direct and indirect consequences of Justin Trudeau's apology.</p>	<p><a href="#">Louis</a> (Canadian Encyclopedia)</p> <p>Website: <a href="#">Excuses de Justin Trudeau</a></p> <p><a href="#">Apologies from Around the World</a></p> <p>Articles about Trudeau's apology: <a href="#">Radio Canada</a></p> <p><a href="#">TVA</a></p> <p><a href="#">New York Times</a></p> <p><a href="#">CBC English</a></p> <p><a href="#">Times of Israel</a></p> <p><a href="#">Student Copy: Questions potentielles pour relever le biais d'un article de journal</a></p> <p>Resources of apology on real people: <a href="#">Video d'Ana Maria Gordon</a></p> <p><a href="#">Ana Maria Gordon - Canadian Jewish News</a></p>	<p><b>together what I understand from the version in different languages.</b> / Je peux comprendre des messages en recoupant ce que j'ai compris des versions dans différentes langues.</p> <p><b>I can recognize when difficulties occur in interactions with members of other cultures.</b> / Je peux identifier quand les difficultés peuvent arriver dans les interactions avec les membres des autres cultures.</p> <p><b>I can share the main point(s) from short and simple texts from one language to another.</b> / Je peux partager dans une langue les points principaux des textes courts et simples dans l'autre langue.</p>			
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	<a href="#">Annette Wildgoose</a> <a href="#">MS St. Louis Holocaust survivor on Canada's apology</a> <a href="#">Billet de sortie</a>				
Additional activity to enhance student learning:	<b>Novel study:</b> <a href="#">Les réfugiés, par Alan Gratz</a>				

**\* It is up to teachers to determine whether the subtasks are assessments FOR learning, OF learning, or AS learning.**

## SUBTASKS RELATED TO: Learning About Monuments

<b>Sub-task</b> (Building Competences to Support the Completion of the AO Task)	<b>Possible Activities/ Resources</b> (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	<b>“I can” / “Je peux” Statements for Sub-task</b> (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	<b>Communicative Language Activities/ Strategies (the what)</b>	<b>Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism</b>	<b>Possible Assessment for Sub-task</b>
<p>Students will gain some knowledge about how Jewish people were impacted by the Holocaust in Canada. They will look at important Holocaust monuments.</p>	<p><a href="#">Teacher Instructions</a></p> <p><a href="#">Student Copy #1: Slideshow - Les monuments commémoratifs</a></p> <p><a href="#">Teacher Copy #2: Les monuments commémoratifs</a></p> <p><a href="#">Student Copy #2: Monument - Information</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can produce simple texts.</b> / Je peux produire des textes simples.</p> <p><b>I can understand the information given from maps and brochures.</b> / Je peux comprendre les informations fournies par une carte et un dépliant.</p> <p><b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

<p>Students will collaborate to create a new commemorative monument about an historical moment related to the Holocaust.</p>	<p><a href="#">Teacher Instructions</a></p> <p><a href="#">Teacher Copy #1: Les monuments commémoratifs</a></p> <p><a href="#">Student Copy #1: Les monuments commémoratifs</a></p> <p><a href="#">Student Copy #2: Nouveau monument</a></p>	<p><b>I can produce simple texts.</b> / Je peux produire des textes simples.</p> <p><b>I can communicate in tasks to get information and to discuss next steps.</b> / Je peux communiquer au cours de tâches pour obtenir une information et discuter des prochaines étapes.</p> <p><b>I can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses.</b> / Je peux participer à la réalisation de tâches communes simples, demander leur avis aux participants, faire des propositions et comprendre les réponses.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
<p>Students will collaborate to create a new commemorative monument about a Jewish person.</p>	<p><a href="#">Teacher Instructions</a></p> <p><a href="#">Teacher Copy #1: Les monuments commémoratifs</a></p> <p><a href="#">Student Copy #1: Les monuments commémoratifs</a></p>	<p><b>I can produce simple texts.</b> / Je peux produire des textes simples.</p> <p><b>I can communicate in tasks to get information and to discuss next steps.</b> / Je peux communiquer au cours de tâches pour obtenir une information et discuter</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

	<a href="#">Student Copy #2: Fabriquer un monument</a>	<p>des prochaines étapes.</p> <p><b>I can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses. /</b>  Je peux participer à la réalisation de tâches communes simples, demander leur avis aux participants, faire des propositions et comprendre les réponses.</p>			
<p>Students will engage in a virtual tour of a monument and discuss what makes a good virtual experience.</p>	<p><a href="#">Teacher Instructions</a></p> <p>Website: <a href="#">Virtual Tour: The National Holocaust Monument in Ottawa</a></p>	<p><b>I can ask and answer simple questions about an event. /</b> Je peux poser des questions simples sur un événement et répondre à ce même type de questions.</p> <p><b>I can present my opinion. /</b>  Je peux présenter mon opinion.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing

\* It is up to teachers to determine whether the subtasks are assessments FOR learning, OF learning, or AS learning.

# SUBTASKS RELATED TO: Learning About Global Historical Events

<b>Sub-task</b> (Building Competences to Support the Completion of the AO Task)	<b>Possible Activities/ Resources</b> (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	<b>“I can” / “Je peux” Statements for Sub-task</b> (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	<b>Communicative Language Activities/ Strategies (the what)</b>	<b>Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism</b>	<b>Possible Assessment for Sub-task</b>
<p>Students will gain an understanding of the antisemitic experience of Jewish people during World War II. Students will look at the differences between a ghetto, concentration camp, and extermination camp.</p>	<p><a href="#">Teacher Instructions</a></p> <p><a href="#">Map of Europe during WWII</a></p> <p><a href="#">What is a Ghetto</a></p> <p><a href="#">Warsaw Ghetto</a></p> <p>Examples of concentration camps: <a href="#">Dachau</a> and <a href="#">Buchenwald</a></p> <p>Examples of extermination camps: <a href="#">Auschwitz-Birkenau</a> and <a href="#">Treblinka</a>.</p> <p><a href="#">Student Copy: Differences</a></p> <p><a href="#">Teacher Copy: Differences</a></p>	<p><b>I can understand the information given from a map.</b> / Je peux comprendre les informations fournies par une carte.</p> <p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p>	<p><input checked="" type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input checked="" type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

<p>Students will gain an understanding of the antisemitic experience of Jewish people during World War II. Students will do a virtual tour of Auschwitz.</p>	<p><a href="#">Teacher Instructions</a></p> <p><a href="#">Student Copy: À travers les images: Auschwitz - Une activité de réflexion</a></p> <p>Websites:  <a href="#">Album Auschwitz - Arrivée</a></p> <p><a href="#">Auschwitz-Birkenau</a></p>	<p><b>I can understand the information given from maps and brochures.</b> / Je peux comprendre les informations fournies par une carte et un dépliant.</p> <p><b>I can give my impressions and opinions in writing.</b> / Je peux donner mes impressions et opinions à l'écrit.</p> <p><b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p> <p><b>I can understand short messages by piecing together what I understand from the version in different languages.</b> / Je peux comprendre des messages en recoupant ce que j'ai compris des versions dans différentes langues.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
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<p>Students will gain an understanding of the antisemitic experience of Jewish people during World War II. Students will learn about the Theresienstadt ghetto and look at poems from its survivors.</p>	<p><a href="#">Teacher Instructions</a></p> <p><a href="#">Learning about the Theresienstadt Ghetto</a></p> <p><a href="#">Poems by those who lived in Terezin</a></p> <p><a href="#">Student Copy: Les poèmes</a></p> <p><a href="#">Teacher Copy: Les poèmes</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can express my reactions to a work, while sharing my feelings and ideas.</b> / Je peux exprimer mes réactions à une œuvre, en partageant mes sentiments et mes idées.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
<p>Students will gain an understanding of the antisemitic experience of Jewish people during World War II. Students will look at a first-hand account of a Holocaust survivor.</p>	<p><a href="#">Teacher Instructions</a></p> <p>Video: <a href="#">Témoignage Simone Veil à Auschwitz</a></p> <p><a href="#">Student Copy: Compréhension d'écoute: Simone Veil</a></p> <p><a href="#">Teacher Copy: Compréhension d'écoute: Simone Veil</a></p>	<p><b>I can understand and follow a presentation.</b> / Je peux comprendre et suivre une présentation.</p> <p><b>I can ask and answer simple questions about an event.</b> / Je peux poser des questions simples sur un événement et répondre à ce même type de questions.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

<p>Students will read and reflect on Canada's response to the Holocaust.</p>	<p><a href="#">Teacher Instructions</a></p> <p>Website: <a href="#">L'histoire du Canada et l'Holocauste</a></p> <p><a href="#">Student Copy: L'histoire du Canada et l'Holocauste</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can express my reactions to a work, while sharing my feelings and ideas.</b> / Je peux exprimer mes réactions à une œuvre, en partageant mes sentiments et mes idées.</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>
<p>Students will gain some knowledge about the events that led to the Holocaust.</p>	<p><a href="#">Teacher Instructions</a></p> <p><a href="#">Ligne du temps l'Histoire de l'Holocauste</a></p> <p><a href="#">Histoire de l'Holocauste</a></p> <p><a href="#">Student Copy #1: Ligne du temps</a></p> <p><a href="#">Student Copy #2: Fiche d'analyse d'une ligne du temps</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can produce simple texts.</b> / Je peux produire des textes simples.</p> <p><b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>

<p>Students will gain a better understanding of what antisemitism means.</p>	<p><a href="#">Teacher Instructions</a></p> <p>Video #1: <a href="#">C'est quoi l'Antisémitisme?</a></p> <p>Video #2: <a href="#">L'Émeute de Christie Pits: La pire émeute antisémite au Canada</a></p> <p>Website: <a href="#">Radio Canada - Jeunesse</a></p> <p>Website: <a href="#">1jour1actu</a></p> <p><a href="#">Student Copy: C'est quoi l'antisémitisme</a></p> <p><a href="#">Teacher Copy: C'est quoi l'antisémitisme</a></p>	<p><b>I can understand and follow a presentation.</b> / Je peux comprendre et suivre une présentation.</p> <p><b>I can produce simple texts.</b> / Je peux produire des textes simples.</p> <p><b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p>	<p><input checked="" type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
<p>Students will learn about Canada's internment camps.</p>	<p><a href="#">Teacher Instructions</a></p> <p>Video: <a href="#">Brève définition d'un camps d'Internement The Surprising Story of Canada's Enemy Aliens</a></p> <p>Website: <a href="#">Internment in Canada</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can understand the information given from maps and brochures.</b> / Je peux comprendre les informations fournies par</p>	<p><input checked="" type="checkbox"/> Reception</p> <p><input checked="" type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

	<p>Video: <a href="#">The little known saga of Jewish internees in Canada</a></p> <p>Website: <a href="#">Les « ennemis étrangers » au Canada</a></p> <p><a href="#">Student Copy: Comprehension Questions for "Les ennemis étrangers"</a></p> <p><a href="#">Teacher Copy: Comprehension Questions for "Les ennemis étrangers"</a></p> <p>Student website for further exploration: <a href="#">Les ennemis étrangers (English also available)</a></p>	<p>une carte et un dépliant.</p> <p><b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p>			
<p>Students will learn about Canada's internment camp survivors.</p>	<p><a href="#">Teacher instructions</a></p> <p>Video: <a href="#">The little known saga of Jewish internees in Canada</a></p> <p>Video: <a href="#">Témoignage d'une victime d'un camps au Canada</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can express my reactions to a work, while sharing my feelings and ideas.</b> / Je</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

	<a href="#">Student Copy: Réflexion</a>	peux exprimer mes réactions à une œuvre, en partageant mes sentiments et mes idées.			
Students will create an historical infographic of the history of Canada's immigration policies.	<a href="#">Teacher Instructions</a> Websites: <a href="#">Encyclopedie du Canada</a> <a href="#">Pier 21 Musée Canadien de l'immigration</a>	<b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.  <b>I can share the main point(s) from short and simple texts from one language to another.</b> / Je peux partager dans une langue les points principaux des textes courts et simples dans l'autre langue.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing
Additional activity to enhance student learning:	<b>Novel studies:</b> <a href="#">Le journal d'Anne Frank, adapté en roman graphique</a> <a href="#">Compte les étoiles, par Lois Lowry</a>  <b>Read aloud:</b> <a href="#">Les arbres pleurent aussi, par Irène Cohen-Janca et Maurizio A.C. Quarello</a>				

	<a href="#"><u>La promesse, par Pnina Bat Zvi et Margie Wolfe</u></a>  <a href="#"><u>Hana's Suitcase</u></a>				
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# SUB-TASKS RELATED TO: Les musées (ex: les musées de l'Holocauste)

<b>Sub-task</b> (Building Competences to Support the Completion of the AO Task)	<b>Possible Activities/ Resources</b> (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	<b>“I can” / “Je peux” Statements for Sub-task</b> (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	<b>Communicative Language Activities/ Strategies (the what)</b>	<b>Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism</b>	<b>Possible Assessment for Sub-task</b>
Students will develop an understanding of how primary and secondary sources can help us better analyze historical events; in this case related to Canadian Jewish history and the Holocaust.	<a href="#">Teacher Instructions</a>  <a href="#">Student Copy: À la recherche des sources primaires et secondaires</a>	<p><b>I can exchange information on familiar subjects.</b> / Je peux échanger une information sur des sujets familiers.</p> <p><b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing
Students will listen to a lived experience/ survivor's testimony of the Holocaust as a paid experience.	<a href="#">Teacher Instructions</a>  *Paid activity <a href="#">Virtual Education Program</a>  <a href="#">Student Copy: Questions pour la séance de questions-réponses</a>	<p><b>I can understand and follow a presentation.</b> / Je peux comprendre et suivre une présentation.</p> <p><b>I can ask and answer simple questions about an event.</b> / Je peux poser des questions simples sur un événement et répondre à ce même type de questions.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing

		<p><b>I can speak in full sentences during exchanges but with some pauses.</b> / Je peux dire des phrases complètes lors d'échanges en faisant des pauses.</p>			
<p>Students will develop an understanding of the importance of recording history through artifacts.</p>	<p><a href="#">Teacher Instructions</a></p> <p>Website: <a href="#">Les objets phares</a></p> <p><a href="#">Student Copy: Analyzing artifacts from the Montreal Holocaust Museum</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can create and respond to suggestions.</b> / Je peux créer et répondre aux suggestions.</p> <p><b>I can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses.</b> / Je peux participer à la réalisation de tâches communes simples, demander leur avis aux participants, faire des propositions et comprendre les réponses.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input checked="" type="checkbox"/> Interaction</p> <p><input checked="" type="checkbox"/> Mediation</p>	<p><input checked="" type="checkbox"/> Linguistic</p> <p><input checked="" type="checkbox"/> Socio-linguistic</p> <p><input checked="" type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

<p>Students will develop an understanding of the importance of recording history through maps.</p>	<p><a href="#">Teacher Instructions</a></p> <p>Website: <a href="#">Cartes et chronologies de l'Holocauste</a></p> <p><a href="#">Student Copy #1: Exploring Interactive Maps at the Montreal Holocaust Museum</a></p> <p><a href="#">Student Copy #2: Creating an Interactive Map</a></p>	<p><b>I can understand the information given from maps and brochures.</b> / Je peux comprendre les informations fournies par une carte et un dépliant.</p> <p><b>I can communicate in tasks to get information and to discuss next steps.</b> / Je peux communiquer au cours de tâches pour obtenir une information et discuter des prochaines étapes.</p> <p><b>I can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses.</b> / Je peux participer à la réalisation de tâches communes simples, demander leur avis aux participants, faire des propositions et comprendre les réponses.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
<p>Students will explore multiple museums' exhibits and websites related to the Holocaust, fostering a deeper</p>	<p><a href="#">Teacher Instructions</a></p> <p><a href="#">Student Copy: Explorez les musées virtuels</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

<p>understanding of the subject. Students will analyze an exhibition.</p>		<p><b>I can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses. /</b>  Je peux participer à la réalisation de tâches communes simples, demander leur avis aux participants, faire des propositions et comprendre les réponses.</p> <p><b>I can create and respond to suggestions. /</b> Je peux créer et répondre aux suggestions.</p>			
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**\* It is up to teachers to determine whether the subtasks are assessments FOR learning, OF learning, or AS learning.**

## SUB-TASKS RELATED TO: Les arts

<b>Sub-task</b> (Building Competences to Support the Completion of the AO Task)	<b>Possible Activities/ Resources</b> (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	<b>“I can” / “Je peux” Statements for Sub-task</b> (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	<b>Communicative Language Activities/ Strategies (the what)</b>	<b>Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism</b>	<b>Possible Assessment for Sub-task</b>
Students will learn about how art can be used to commemorate certain events and peoples, and how art can be used as a medium of hope and unity.	<a href="#">Teacher Instructions</a>  Websites: <a href="#">Voices Into Action</a>  <a href="#">Classification System</a>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l’information et des idées avec un vocabulaire suffisant.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing
Students will explore the topic of antisemitism through poetry, gaining an understanding of this prejudice and its historical and contemporary implications.	<a href="#">Teacher Instructions</a>  <a href="#">Student Copy: Understanding Antisemitism through Poetry</a>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can share information and ideas with sufficient</b></p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing

		<p><b>vocabulary.</b> / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p> <p><b>I can express my reactions to a work, while sharing my feelings and ideas.</b> / Je peux exprimer mes réactions à une œuvre, en partageant mes sentiments et mes idées.</p>			
<p>Students will learn about the life and works of Charles Pachter, a prominent Jewish Canadian artist, and explore his impact on Canadian culture and society.</p>	<p><a href="#">Teacher Instructions</a></p> <p>Websites: <a href="#">Charles Pachter Biography</a></p> <p><a href="#">Charles Pachter Paintings</a></p> <p>Video: <a href="#">Queen on Moose</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can express my reactions to a work, while sharing my feelings and ideas.</b> / Je peux exprimer mes réactions à une œuvre, en partageant mes sentiments et mes idées.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
<p>Students will work in groups to create a virtual art exhibition that celebrates the contributions of</p>	<p><a href="#">Teacher Instructions</a></p> <p><a href="#">Student Copy #1: Jewish Canadian Artists</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

<p>Jewish Canadian artists and their connection to Canada.</p>	<p><a href="#">Student Copy #2: Art Exhibition</a></p>	<p>quotidienne, et la culture.</p> <p><b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p> <p><b>I can share the main point(s) from short and simple texts from one language to another.</b> / Je peux partager dans une langue les points principaux des textes courts et simples dans l'autre langue.</p>			
<p>Guided learning from the Montreal Holocaust museum sharing the message of the “Heart of Auschwitz” with the craft and evaluation included.</p>	<p><a href="#">Teacher Instructions</a> (within the document)</p> <p>Website: <a href="#">Le coeur d'Auschwitz</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

<p>Students will learn about Canadian composers who were inspired by the Holocaust, understanding how music can address historical tragedies.</p>	<p><a href="#">Teacher Instructions</a></p> <p>Music: <a href="#">The Beauty that Still Remains - Marcus Paus</a></p> <p><a href="#">Schindler's List Theme Song</a></p> <p><a href="#">4 Portraits from Memory: No. 2, A Dirge - Istvan Anhalt</a></p> <p><a href="#">Rhapsody: 1939-1945 - Leo Spellman</a></p> <p><a href="#">Student Copy: Feuille de travail sur l'écoute guidée</a></p>	<p><b>I can give my impressions and opinions in writing.</b> / Je peux donner mes impressions et opinions à l'écrit.</p> <p><b>I can express my reactions to a work, while sharing my feelings and ideas.</b> / Je peux exprimer mes réactions à une œuvre, en partageant mes sentiments et mes idées.</p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
<p>Students will learn about the Nazi art plunder and its impact on the Jewish community.</p>	<p><a href="#">Teacher Instructions</a></p> <p><a href="#">Teacher Copy: La spoliation d'œuvres d'art par le régime nazi</a></p>	<p><b>I can understand texts describing people, places, everyday life, and culture.</b> / Je peux comprendre les textes qui décrivent les personnes, les places, la vie quotidienne, et la culture.</p> <p><b>I can share the main</b></p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>

	<p>Teacher Resource: <a href="#">Most Wanted</a></p> <p><a href="#">Student Copy: À la recherche des oeuvres d'art</a></p>	<p><b>point(s) from short and simple texts from one language to another.</b> / Je peux partager dans une langue les points principaux des textes courts et simples dans l'autre langue.</p> <p><b>I can share information and ideas with sufficient vocabulary.</b> / Je peux partager de l'information et des idées avec un vocabulaire suffisant.</p>			
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\* It is up to teachers to determine whether the subtasks are assessments FOR learning, OF learning, or AS learning.