INTERCULTURAL CURRICULUM ALIGNING NOVEL ASSESSMENT DESIGN ARTICULATED PERFORMANCE AND TRANSFER (ICANADAPT) TEMPLATE

Title: Solidarite- LesRestos du Coeur

Overarching Concepts: Social issues and solidarity

Theme for this unit: Food Poverty and actions to support others

ARTICULATION SPIRAL POINTS

- Use simple words and visuals to suggest ideas in a poster.
- Express simple solutions in a leaflet to support people in need.
- Create a video using persuasive language to encourage solidarity.

STAGE 1: WHAT ARE THE DESIRED RESULTS? CULTURE

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	INTERCULTURAL TRANSFER TARGETS	MEDIATION FOR TRANSFER
Solidarity is a universal value, defining us as caring and sentient beings.	• Which attributes and actions make us caring human beings? • Which social issues is my community facing? • What can we do to contribute to a fairer and more caring society in general and our community in particular?	• I can identify approaches and initiatives to foster solidarity in a different culture. • I can compare these approaches and initiatives across cultures and identify common points to establish solidarity as a universal value. • I can create promotional material to foster solidarity in our own community.	• Identify ideas from words, phrases and visuals (lyrics/ videos). • Match words and visuals. • Bridge and exchange attributes and acts of solidarity.

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE COMMUNICATION PERFORMANCE TARGET LEVEL: ADVANCED

CONTEXT FOR SUMMATIVE PERFORMANCE ASSESSMENT TRANSFER TASK FOR THIS UNIT

Ysgol Friars is working towards being accredited as a Peace School, part of which is the promotion of various charitable causes. Against the background of the cost-of-living crisis, the school is asking you to promote Solidarity Week to help your community through acts of kindness.

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
• Pupils listen to the song Les Enfoirés – La Chanson des Restos (without lyrics). • Pupils fill in gaps in the lyrics, using a list of words provided. Pupils categorise them into issues and solutions (highlighter). • Pupils match English phrases to (underlined) French lyrics to increase understanding of the message.	• In small groups, pupils are each given the role of a person in need. Pupils establish the social issue and develop ways in which to support each other and find the best ways in which to tackle the respective issues. • Groups are mixed. Pupils do a hot seat activity, answering questions on how best to support them (on pourrait/ il fallait...)	• Create our school's own logo for Solidarity Day. • Create a persuasive video highlighting issues in our community and promoting actions we can take to help people in need in our community (to be shown during registration/ assembly in run-up to the week etc.) • Possible link: music dept > include chorus using phrases developed.
INTERPRETIVE CAN-DOS	**INTERPERSONAL CAN-DOS**	**PRESENTATIONAL CAN-DOS**
Comparison with initiatives in GB + school • I can extract specific words from spoken material. • I can apply reading comprehension skills to access new material.	I can exchange information with a partner and listen for key details about different ways to show solidarity.	• I can create a persuasive video, encouraging peers to join in with acts of kindness. • I can convey ideas on how to take action, drawing on and collating my resources.

FORMATIVE ASSESSMENTS FOR LESSONS NEAR TRANSFER	MODE IN IP PR	PERFORMANCE ASSESSMENT SPECIFIC STATEMENTS I CAN...	VOCABULARY AND GRAMMAR REVIEW (R) SAME YEAR SPIRAL (S) PREVIOUS YEAR NEW (N) FOR THIS UNIT	INTERCULTURAL TRANSFER TARGETS I CAN...
Authentic material: https://vimeo.com/115154527 (Restos du coeur – 1 jour 1 actu) Pupils watch a video clip on why Les Restos du Coeur were established. Pupils answer questions on the video to ensure understanding of the cultural context.	Interpretive	• I can extract specific words from spoken material. • I can apply reading and audio-visual comprehension skills to access new material. • I can understand the cultural context in question.	R: Use of cognates (audio + visual) S: Use of basic reading strategies N: Reasons for the Restos du Coeur	• I can identify reasons for the need for the Restos du Coeur in France.
Pupils discuss their feelings/ opinions about the reasons for the Restos du Coeur. (use of Je suis/ Je me sens + adjectives of emotions) (cards to match up reasons from video + feelings :-) --> il y a // Pupils can then make sentences like: Je suis triste car il y a....)	Interpersonal	• I can have a simple discussion expressing and justifying my emotions in relation to the reasons for the Restos du Coeur.	R: Basic connectives (car il y a/ parce qu'il y a) S: Opinion phrases (Je pense que/ J'aime etc.) N: Sentence starters to express emotions + Adjectives of emotion (Je [ne] suis [pas]/ Je [ne] me sens [pas] etc.)	• I can express and justify my emotions regarding the reasons for the Restos du Coeur to a partner.
Pupils create a display highlighting the reasons for the need of Les Restos du Coeur.	Presentational	• I can create a display using the reasons for the need of Les Restos du Coeur	R: Reasons for the Restos du Coeur + Basic connectives S: Structuring a sentence. N: Sentence starters to express necessity (Il faut / On a besoin des...)	• I can write about the reasons why there is a need for the Restos du Coeur in France.

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