

Year One

Communicating

PRESCRIBED LEARNING OUTCOMES

SUGGESTED INSTRUCTIONAL STRATEGIES

SUGGESTED ASSESSMENT STRATEGIES

Students will:

1.1	<ul style="list-style-type: none"> participate in classroom routines and activities conducted in French 	<p>Provide models of new routines and review vocabulary on a continuous basis for classroom operations.</p> <p>Provide models of common phrases and questions.</p> <p>Encourage classroom discussion as appropriate, e.g., interviews</p> <p>Use greetings and expressions of politeness in classroom interactions.</p>	<p>Complete a daily checklist of student participation.</p> <p>Provide opportunities for students to complete peer and self-assessments.</p> <p>Record student participation via audio, video.</p>
1.2	<ul style="list-style-type: none"> ask for information or assistance 	<p>Model expressions that ask for information or assistance and post them in the classroom.</p> <p>Provide frequent practice opportunities by role playing, conducting interviews.</p>	<p>Record evidence of using different expressions.</p> <p>Observe and note strategies used for getting assistance</p>
1.3	<ul style="list-style-type: none"> exchange and share information about oneself, one's activities and interests 	<p>Use framed models to support students in exchanging information about one's family, interests, favourite activities.</p> <p>Invite students to use interactive strategies,</p>	<p>Observe participation according to criteria checklist.</p> <p>Record student performance via audio or</p>

		<p>e.g., Inside-Outside circles, Think-Pair-Share, dialogues, etc. to encourage students to ask and answer questions about themselves.</p> <p>Conduct oral interviews and surveys. Then report back orally and depict visually.</p> <p>Have students complete and submit graphs or other visual representations of class interest surveys.</p>	video.
1.4	<ul style="list-style-type: none"> demonstrate comprehension of oral texts from a variety of sources 	<p>Provide a variety of oral texts to students and ask them to role play, illustrate or dramatize their understanding of them.</p> <p>Organize listening activities that give practice in identifying main ideas.</p> <p>Model to students how to identify main ideas in oral texts: title, content, key words.</p> <p>Have students listen to audio materials and discuss them.</p> <p>Ask students questions to which only they know the answers, for example, "<i>Que pensez-vous des Raptors de Toronto?</i>"</p>	<p>Assess the retelling of an oral text</p> <p>Record participation on a checklist.</p> <p>Have students record key ideas from text on a graphic organizer; collect; assess.</p>
1.5	<ul style="list-style-type: none"> use various ways of representing what they know or have learned 	<p>Have students produce a short skit or visual/textual representation, e.g., postcard, sign, brochure, etc., to demonstrate understanding</p> <p>Have students write a sentence outlining the main idea of a short video.</p>	Assess using criteria-based rubric.
1.6	<ul style="list-style-type: none"> express, with support, needs, desires, opinions, likes and 	Provide opportunities at the end of the class, for students to express opinions in their	Record evidence of individual expressions, emotions, opinions and provide personalized

	dislikes	<p>journals on what was done during the day.</p> <p>Use interviews, activities and surveys that require students to state and support preferences, likes and dislikes, feelings.</p>	<p>feedback.</p> <p>Note the use of the appropriate language to state opinions and needs.</p>
1.7	• read texts aloud	<p>Provide opportunities for buddy reading, reader's theatre, paired reading, individual reading.</p> <p>Encourage shared reading.</p>	<p>Record use of voice features, including pronunciation, using a checklist.</p> <p>Prepare an audio recording of oral reading,</p>
1.8	• predict meaning of a text by identifying contextual clues	<p>Use overhead projected copies of text elements, e.g., illustrations, key information.</p> <p>Have students predict events. Encourage students to give reasons for their predictions.</p>	<p>Record student responses.</p> <p>Ask students about previous responses given by other students.</p>
1.9	• read texts for enjoyment and information	<p>Organize various reading programs, where students work individually and in pairs.</p> <p>Organize a take-home reading program. Have students keep a list of the books they have read.</p> <p>Have students use pre-reading graphic organizer, e.g, K-W-L, T-chart, etc.</p>	<p>Make anecdotal comments in student journal.</p> <p>Solicit feedback from parents (in student planner or take-home reading journal, classroom visits).</p> <p>Note the level of difficulty of books read by a student and recommend more difficult or less difficult titles, as appropriate.</p>
1.10	• respond to texts in ways that involve general knowledge and personal experience	<p>Prepare sample book reviews. Lead a general group discussion on books that have been read.</p> <p>Have students create book reports,, answer questions orally and in writing; share presentations, role-plays or dramatizations based on texts.</p> <p>Have students prepare journal entries pertaining to books.</p>	<p>Observe and assess participation according to criteria checklist.</p> <p>Have students keep a portfolio in which they keep artifacts related to various texts, e.g., personal response, illustration, poster, etc.</p>

1.11	represent the main idea of a story	<p>Model for students how to identify who, what, where and why in a story.</p> <p>Have students integrate art into their stories, journals.</p> <p>Create cartoons and illustrations from texts that outline main ideas.</p>	<p>Collect and make notations in journals.</p> <p>Compile representations about a given text in a class booklet. Share these compilations in the class library.</p>
1.12	<ul style="list-style-type: none"> describe and sequence events and experiences in the present, past and future time 	<p>Use a variety of questioning techniques, gestures and visuals, e.g., a storyboard, to help students communicate information about events.</p> <p>Display visuals such as verb posters, vocabulary posters, classroom expressions.</p> <p>Provide photos of the students during different stages of an activity; have students sequence the photos and describe them.</p> <p>On Fridays, have students write what they will do on the weekend on a paper divided into two columns; on Monday have students describe what they actually did in the second column.</p>	<p>Record student responses to oral questions.</p> <p>Assess oral and written representations using rubrics.</p> <p>Assess oral and written representations using rubrics.</p>
1.13	<ul style="list-style-type: none"> transcribe into written form oral communication and oral texts based on familiar topics 	<p>Model the written form of information shared in oral discussions on board/chart.</p> <p>Ask students to write words and phrases they hear.</p>	<p>Have students transcribe and personalize modelled written language, e.g., in a journal.</p>
1.14	<ul style="list-style-type: none"> use a systematic approach to creating and refining written work 	<p>Review the editing process with attention to specific items (capitals, punctuation, accents, agreements, and adjective placement).</p>	<p>Record teacher observations of student reflections and recordings using pre- and post-revision samples.</p>

		<p>Model drafting, editing, revising, rewriting, and producing a final copy as components of writing process.</p> <p>Model self, peer and group editing. Have students adapt a teacher-produced text. Have groups revise and edit student-produced texts.</p> <p>Demonstrate the importance of detecting and correcting errors, e.g., <i>il a un chien/il est un chien</i>.</p> <p>Familiarize students with charts and grids used for self-assessment.</p>	<p>Plan student/teacher conferencing to discuss the assessments.</p> <p>Monitor student use of self-assessment instruments.</p> <p>Assess student writing using pre- and post-revision samples. Have students complete self- and peer-assessments.</p> <p>Record examples of student revision in daily work samples.</p> <p>Keep a portfolio of student work, representing various stages of the writing process.</p> <p>Develop and use rubrics to assess final drafts.</p>
1.15	<ul style="list-style-type: none"> consult and make meaning from authentic texts, e.g., online sources, book excerpts, menus, schedules, audio clips, song, etc. (may include support material) 	<p>Encourage paraphrasing and/or representing understanding.</p> <p>Encourage the use of dictionaries.</p> <p>Use small group work, discussions, question and answer to assist with understanding of texts.</p> <p>Teacher-and-student-generated questions can be used as a guide to aid the students in reading for information.</p>	<p>Keep a portfolio.</p> <p>Generate student-created documents (representing understanding of authentic texts) to augment classroom texts.</p>
1.16	<ul style="list-style-type: none"> research a topic of choice using media sources and information adapted from authentic sources 	<p>Have students conduct thematic research using authentic sources and present their findings in a variety of forms, e.g., oral</p>	<p>Develop and use rubrics to assess oral presentations and research papers.</p>

		<p>report, Powerpoint, brochure, poster, etc.</p> <p>Have students research and prepare a topic for an in-class or inter-class <i>concours oratoire</i>.</p> <p>Organize a word or phrase scavenger hunt, based on authentic resources.</p> <p>Provide a variety of resources on a particular subject from the media, e.g., newspaper, Internet, radio, TV, magazine, yellow pages from Québécois phone book. Ask students to keep a list of all resources used to complete a task.</p>	<p>Have students complete a group-assessment checklist.</p>
--	--	---	---

DRAFT

Understanding Cultural Influences and Experiencing Creative Works

PRESCRIBED LEARNING OUTCOMES

SUGGESTED INSTRUCTIONAL STRATEGIES

SUGGESTED ASSESSMENT STRATEGIES

Students will:

2.1	<ul style="list-style-type: none"> • sing in French, e.g., Canada's national anthem, traditional French-Canadian songs, pop tunes 	<p>Create a word web of places where the anthem is sung.</p> <p>Encourage students to perform the national anthem as a part of opening exercises in concerts and assemblies.</p> <p>Create a poster with <i>O Canada</i> lyrics for the school's assembly area.</p>	<p>Have students, in pairs, prepare posters related to the national anthem.</p> <p>Observe and assess participation according to a criteria-based checklist.</p>
2.2	<ul style="list-style-type: none"> • identify some of the benefits of speaking more than one language • identify the benefits of speaking both of Canada's official languages 	<p>Brainstorm and highlight benefits of speaking more than one language.</p> <p>Using the results of the brainstorming, develop a survey for other students.</p> <p>Identify several other Intensive French classes in Canada and send them the survey. Tabulate the results with students.</p> <p>Create bilingual banners in the school.</p> <p>Have the class create a list of places where they have used French and ways of maintaining French proficiency, e.g., watching TV and films in French, listening to French music, travelling, etc.</p>	<p>Observe and assess participation according to a criteria-based checklist.</p> <p>Have students complete a self-assessment checklist to record the various languages they speak (à la Common European Language framework).</p> <p>Create a class poster for the school or community outlining reasons for speaking two languages or more.</p>

2.3	<ul style="list-style-type: none"> • demonstrate an awareness of the multilingual nature of British Columbia and Canada 	<p>Brainstorm the symbols of multiculturalism (language, race, religion) in Canada and in your community.</p> <p>Have the class develop a multicultural dictionary of greetings and phrases.</p>	<p>Observe and assess participation according to a criteria-based checklist.</p> <p>Have students assess and comment on the use of multicultural dictionaries by their classmates.</p>
2.4	<ul style="list-style-type: none"> • identify francophone regions of Canada • identify prominent French-speaking Canadians 	<p>Brainstorm about areas in Canada where French is spoken.</p> <p>Play games, e.g., word-association, “20 questions”, etc. based on francophone Canadians.</p>	<p>Observe and assess participation according to a criteria-based checklist.</p> <p>Use a rubric to assess written and oral presentations.</p>
2.5	<ul style="list-style-type: none"> • view, listen to and read selected works of several French Canadian and other francophone artists (musicians, visual artists, authors) 	<p>Provide opportunities to learn new songs, play games, read and create poems and stories.</p> <p>Participate in various fine arts activities (drawing, painting, music, sculpting) using a French creative work as inspiration.</p> <p>Attend a live performance in French if possible.</p> <p>View a musical or dramatic video or live performance and create an advertisement, sequel, parody or critique of it.</p>	<p>Observe and assess participation according to a criteria-based checklist.</p> <p>Review and respond to students’ critiques, journal entries.</p> <p>Display projects; invite peer assessment.</p>
2.6	<ul style="list-style-type: none"> • respond to francophone creative works (short films, poems, songs, independent reading of short stories) 	<p>Provide opportunities for students to express opinions, likes and dislikes by means of class-created materials.</p> <p>Listen to and discuss francophone musicians and singers and their styles.</p> <p>Create a class top ten list of favorite music.</p>	<p>Record final projects on a video or audio cassette.</p> <p>Have students provide peer- and group-assessment of thematic project work.</p>

		<p>View and critique works by contemporary and classical francophone visual artists.</p> <p>Read the poetry of various francophone poets.</p> <p>Play “20 questions” based on francophone artists.</p>	
2.7	<ul style="list-style-type: none"> • identify similarities and differences (customs, behaviour patterns) between one’s life and that of francophone children in Canada and around the world 	<p>Brainstorm and record similarities and differences using a variety of graphic organizers, e.g., Venn, 2-column charts, etc.</p> <p>Include texts about celebrations, festivals, carnivals in francophone cultures and note those common to one’s own.</p> <p>Mark various francophone events and holidays on the classroom calendar.</p> <p>Identify francophone areas around the world. Display these or have students shade these on world or Canadian maps.</p>	Observe and assess participation according to a criteria-based checklist.
2.8	<ul style="list-style-type: none"> • demonstrate an awareness and the use of social conventions in their own and francophone cultures (for example use of <i>vous/tu</i>) 	<p>Discuss customs and conventions that differ from one culture to another (forms of greeting, handshakes, bows, kisses).</p> <p>Teach cultural practices (<i>vous/tu, est-ce que/inversion</i>).</p> <p>Have students role play several scenarios and decide the appropriate convention to use in each situation.</p> <p>Invite a guest to speak to the class on the topic of social conventions of francophone</p>	Observe and assess participation according to a criteria-based checklist.

		cultures.	
2.9	<ul style="list-style-type: none"> demonstrate an awareness of and the use of cultural idioms and nuances in spoken French, e.g., <i>il fait beau/il est beau; j'ai un chat dans la gorge</i> 	<p>Maintain an illustrated log of new idiomatic phrases and expressions.</p> <p>Ask students to choose an expression from a book of idioms taken home to present to class at a later date, e.g., in a skit.</p> <p>Identify and use and post common proverbs.</p> <p>Create humorous posters for idiomatic phrases, e.g., <i>avoir un chat dans la gorge</i></p>	<p>Observe and assess participation according to a criteria-based checklist.</p> <p>Record spontaneous, unsolicited use of idioms and proverbs in general discussions.</p> <p>Use teacher- and self-assessments for the idiomatic phrase poster.</p>

DRAFT

Understanding and Applying General Language Principles

PRESCRIBED LEARNING OUTCOMES

SUGGESTED INSTRUCTIONAL STRATEGIES

SUGGESTED ASSESSMENT STRATEGIES

Students will:

3.1	<ul style="list-style-type: none"> • use features of voice (tone, rhythm of speech, intonation) and gestures to help clarify meaning in conversations and presentations 	<p>Model how to use visuals, verbal cues, body language and intonation to convey meaning.</p> <p>Assist students to make use of non-verbal communication strategies by asking them to mime them, model them (charades) and identify them in films and pictures, etc.</p> <p>Provide opportunities to use voice and gestures to convey meaning in small group and whole class presentations.</p>	<p>Record use of voice features and gestures in oral production by means of a checklist.</p> <p>Include use of voice, gestures and tone as criteria for success in rubrics used to assess oral presentations. (Presentations may include forms of public speaking.)</p>
3.2	<ul style="list-style-type: none"> • use a French/English dictionary and other reference sources 	<p>Model how to use a glossary, French/English dictionaries, maps and charts.</p> <p>Review dictionary skills, abbreviations, gender, number, and parts of speech.</p> <p>Organize a dictionary <i>chasse aux trésors</i>. (search for definitions).</p> <p>Encourage students to keep a personal dictionary.</p>	<p>Observe and assess participation according to a criteria-based checklist.</p> <p>Note resources used to complete a written activity.</p>
3.3	<ul style="list-style-type: none"> • identify, differentiate and use the sounds and symbols unique to the French language 	<p>Organize activities and explain strategies that assist in the recognition of the relationship between oral and written forms of language (identify rhyming words in songs or poems).</p>	<p>Observe and assess participation according to a criteria-based checklist.</p> <p>Have students complete self- and peer-</p>

		<p>Brainstorm words containing the same sounds. Keep a wall chart of word families, <i>le son du jour</i>; <i>les lettres fantômes</i>; consult it regularly.</p> <p>Use tongue twisters, create charts, develop songs.</p> <p>Discuss the use and importance of accents in French.</p> <p>Increase student risk taking by practising decoding and sounding out new words as a group activity.</p> <p>Have students practise appropriate use of liaison.</p>	<p>assessments.</p> <p>Monitor and assess shared reading activities, e.g., readers' theatre, choral reading, buddy reading.</p>
3.4	<ul style="list-style-type: none"> • identify and use language structures appropriate to thematic tasks. 	<p>Draw attention to language structures needed to execute classroom tasks.</p> <p>Heighten awareness about language structures by focusing on written samples produced by students or the teacher.</p> <p>Help students recognize cognates, suffixes, synonyms and root words.</p> <p>Invite observations to explain certain patterns.</p>	<p>Have students record observations in a language learning journal.</p> <p>Record familiar patterns on classroom displays or word walls.</p>
3.5	<ul style="list-style-type: none"> • work individually, in pairs and in groups to create oral, written and visual productions 	<p>Use a variety of student groupings, e.g., individual, pair and small-group, for classroom tasks and presentations.</p> <p>Teach cooperative learning techniques such as role assignment in groups (recorder, presenter, timer, facilitator).</p>	<p>Observe and assess participation according to a criteria-based checklist.</p> <p>Record observations of pair- and groupwork.</p> <p>Assess presentations according to criteria-based rubrics.</p>

		Have students create various types of productions using, for example, costumes, video, make-up, puppets, audio-visual elements.	Have students participate in peer-assessment.
3.6	• complete classroom tasks, using appropriate visual or media supports	Model how to use charts, posters, resource materials and the Internet to gather authentic information for projects. Brainstorm sources for locating specific information.	Record teacher observations of student use of text features and resources in project-based activities. Have students work in groups to complete self- and peer-assessments.
3.7	• follow oral and written instructions containing familiar and unfamiliar vocabulary and structures	Provide models to help students cope with new and challenging situations. e.g., role-playing, using graphic organizers, identifying key vocabulary, establishing links to previously learned material, etc. Teach “survival” vocabulary, e.g., <i>je ne comprends pas, comment dit-on en français</i> Reuse previously learned structures, visual and non-visual cues.	Record teacher observations of student comprehension by means of periodic questioning and checking.
3.8	• use a variety of strategies to communicate or clarify meaning in a message, e.g., voice, body language, gesture	Brainstorm the various forms of verbal and non-verbal communication (e.g., gestures, facial expressions). Have students learn and use the necessary vocabulary and structures for circumlocution, and to ask for clarification, and to obtain specific information. Demonstrate orally how a change of intonation can affect meaning. Organize group activities to include drawings,	Include voice, gestures and tone as criteria for success in rubrics used to assess oral presentations (presentations may include poetry, drama, choral reading, singing). Have students complete self- and peer-assessments.

		<p>mime, role playing, and games.</p> <p>Promote a supportive non-threatening environment to encourage risk-taking.</p>	
3.9	<ul style="list-style-type: none"> • complete self- and peer-assessments 	<p>Demonstrate the types of self-assessments to be used, e.g., charts, grids, rating scales.</p> <p>Ensure that students understand that their self-assessments are valued as part of the final assessment of their work.</p> <p>Provide ample time for reflection at the end of a project or a unit.</p> <p>Plan student/teacher conferencing to discuss performance and strategies used.</p>	<p>Read and assess student reflections; provide regular feedback.</p>