

IRP & Visages 1

Communicating

It is expected that students will:

- connect ideas to form a brief oral message, use common vocabulary with gestures and other support, and use writing as a tool for language development

Visages 1

<i>Les animaux de compagnie</i>	<i>La télévision</i>	<i>Les clowns</i>	<i>Les héros</i>	<i>Les pattes</i>	<i>Les pas</i>	<i>Dans la forêt</i>	<i>Dans une île</i>
•sing songs about pets	•sing songs about TV shows	•sing songs about clowns and their emotions	•sing songs about heroic attributes	•sing songs about human and animal actions	•sing and move to music	•sing songs about forest discoveries	•sing songs about island adventures
•describe one's pet and classmates' pets	•read about preferences in TV viewing and different types of TV shows	•read about and mime different kinds of clowns	•discuss and write about classmates' heroic attributes	•read about animals, the shape of their feet, and how they move	•read about different dances and ways of moving to music	•read about forest life and life cycles	•describe where items and features are found on an island
•find out about what kinds of pets the class likes	•find out what TV shows the class likes	•identify ways of making a clown face or mask convey certain emotions	•identify attributes of well-known heroes and heroines, real and imaginary	•identify and replicate the elements of an advertising poster	•perform action sequences created and led by classmates	•identify and classify animals and items found in the forest	•study and interpret legends of French tropical island maps
•find out how class pets get along with one another and represent this in a puppet play	•create and present a poster and a promotional rap for one's favourite TV show	•create and present a personal clown character	•produce a newspaper about heroes and heroines	•produce and present an advertisement for an original footwear design based on the shape of an animal's foot	•create and present an original group action sequence	•produce and evaluate a science project display about the forest	•produce a tourist map of a tropical island

Acquiring information

It is expected that students will:

- extract specific information from age-appropriate French resources in order to complete an authentic task, and convey the information orally and visually, using graphs, charts or lists

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•interpret surveys about pet preferences	•interpret surveys about TV show preferences	•identify and represent different clown emotions	•identify attributes of Canadian heroes and heroines	•identify and represent the ways animals move	•identify and represent the ways people move	•use research materials in order to accurately classify forest discoveries	•identify key information about a tropical island by interpreting maps and legends
•find out about and graph classmates' pet preferences	•find out about and graph classmates' TV show preferences	•create a mask which depicts one's clown character	•write newspaper articles about heroes and heroines	•learn about different footwear designs	•learn about different cultural dances and traditional French songs	•evaluate classmates' projects according to scientific criteria	•discover the interesting things to be found on a tropical island

Understanding Cultural Influences

It is expected that students will:

- identify and share their own family customs and routines
- identify elements of francophone cultures present in British Columbia and Canada

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<i>Les animaux de compagnie</i>	<i>Les t-shirts</i>	<i>Les clowns</i>	<i>Les héros</i>	<i>Les pattes</i>	<i>Les pas</i>	<i>Dans la forêt</i>	<i>Dans une île</i>
• identify and share family customs related to pets	• identify and share family customs related to viewing television		• identify and share family customs related to the way we value positive attributes in other people		• identify and share family customs related to movement, dance and music		
• identify common elements between Québécois and British Columbians, such as the significance of pets in our lives	• identify common elements between Québécois and British Columbians, such as enjoyment of similar types of TV shows and Canadian awards celebrations	• identify common elements between Québécois and British Columbians, such as appreciating the entertainment and good works provided by clowns	• identify common elements between Québécois and British Columbians, such as valuing national heroes and heroines	• identify common elements between Québécois and British Columbians, such as the origin of surnames	• identify common elements between Québécois and British Columbians, such as an enjoyment of moving to music	• identify common elements between Québécois and British Columbians, such as the similarity of school-related experiences	• identify common elements between Québécois and British Columbians, such as the similarity of how children learn about the world