



CORE FRENCH 5 TO 12 ENHANCEMENT PACKAGE

Achievement Indicators,
Key Elements and Illustrative Examples

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Introduction to the Core French 5 to 12 Enhancement Package

BACKGROUND

A survey distributed by the Ministry of Education in June 2002 to all BC teachers (in public, independent, and band schools), asked what kind of enhancements would make IRP documents more useful. The changes recommended by more than 3,000 respondents included:

- reducing the number of prescribed learning outcomes while making them more specific
- providing more subject-specific and grade-specific support material for both instruction and assessment
- streamlining the entire IRP document and creating an on-line/CD version to make the IRP easier for teachers to use as a planning tool

The ministry has developed this enhancement package in order to support the *Core French 5 to 12 Integrated Resource Package* (Revised 2001) with the type of information recommended in the survey response.

CORE FRENCH 5 TO 12 ENHANCEMENT PACKAGE

Each grade level in the enhancement package begins with an overview page consisting of the second-language learning context for the grade in question, the prescribed learning outcomes, the key elements for each curriculum organizer, language-learning strategies, and possible assessment opportunities. This overview page is followed by a three-column multi-page chart that shows the prescribed learning outcomes, achievement indicators for a student who fully meets expectations, and supporting illustrative examples that clarify the outcomes and achievement indicators and define the key elements. In addition, the package includes a chart of possible assessment opportunities and the Core French 5 to 12 Overview Scale.

DEFINITION OF TERMS USED IN THE CORE FRENCH 5 TO 12 ENHANCEMENT PACKAGE

Grade Context – The context statement provides an overview of the type of learning

and demonstration of skills, attitudes, and language-learning strategies that form the basis of the year's work.

Prescribed Learning Outcomes – The prescribed learning outcomes are the content standards for the Core French 5 to 12 curriculum. These outcomes are expressed as tasks to be performed rather than language items to be mastered.

Achievement Indicators – The achievement indicators further describe what students should be able to do in order to demonstrate that they fully meet expectations for Core French in a particular grade. **Achievement indicators are not mandatory**, but are provided to assist teachers in assessing how well their students achieve the prescribed learning outcomes.

Illustrative Examples – The illustrative examples further clarify the learning outcomes and achievement indicators. **These examples are not mandatory**, but are provided to indicate the type of performance expected of a student in order to fully meet the learning outcomes.

Key Elements – The key elements provide a grade-level synopsis of the major knowledge, skills, or attitudes for each Core French curriculum organizer.

Curriculum Organizers – The curriculum is built on four organizers supporting the common reasons people have for wanting to learn an additional language. The organizers are used to group all aspects of the *Core French 5 to 12 Integrated Resource Package* (Revised 2001) as well as the *Core French 5 to 12 Enhancement Package*.

Language-Learning Strategies – Research shows that language-learning strategies are an essential part of successful language learning. When students apply a range of specific strategies to their language learning, they are better able to understand information, clarify and negotiate meaning, and communicate more effectively.

Possible Assessment Opportunities –

Each grade-level course overview page in this enhancement package indicates several possible assessment opportunities and encourages teachers to create additional strategies to complement their students’ learning styles. The *Core French 5 to 12 Integrated Resource Package* (Revised 2001) provides detailed assessment strategies and activities, and a complete unit for each grade that includes instructional and assessment activities, rubrics, and assessment grids.

Core French 5 to 12 Overview Scale –

The overview scale has been developed to provide an overview of provincial expectations of achievement for second-language learning. The scale reflects the communicative-experiential approach that is the basis of the Core French 5 to 12 curriculum and is meant to provide a holistic view of student performance in relation to

second-language learning. This scale is **not** intended to be used for assessment of individual tasks and activities. Please refer to the *Core French 5 to 12 Integrated Resource Package* for a variety of task-specific and generic assessment tools. **Teachers will need to consider the age and language level of students when using this scale.**

HOW TO USE THE CORE FRENCH 5 TO 12 ENHANCEMENT PACKAGE

This package is not intended to replace the *Core French 5 to 12 Integrated Resource Package* (Revised 2001) but rather to complement it and provide additional clarity and definition for teachers, students, and parents. Teachers are encouraged to share the enhancement package with students and parents and may copy any part of the document.

Possible Assessment Opportunities

Oral

- Dialogue
- Interview
- Skit
- Demonstration
- Lesson
- Prototype
- Telephone conversation
- Discussion
- Puppet show
- Slide show
- Song
- Talk show
- Report/Presentation
- Play
- Scenario
- Slogan/Jingle/Commercial
- Audio/Video tape
- Simulation

Written

- Essay
- Research report
- Poetry
- Biography
- Book review
- Script
- Editorial
- Letter to the Editor
- Story
- Questionnaire
- Journal
- Article
- Survey
- Poster
- Scrapbook
- Pamphlet
- Puzzle
- Brochure
- Booklet
- Timeline
- Scroll
- Document
- Manual
- Proclamation letter

Visual

- Artifact
- Mobile
- Map
- Costume
- Mask
- Photograph
- Photo essay
- Blueprint
- Computer presentation
- Cartoon/Comic strip
- Mural
- Collection
- Model
- Graphic organizer
- Artistic creation
- Chart
- Diorama
- Display
- Project/Lab
- Diagram
- Construction

CORE FRENCH 5 TO 12 OVERVIEW SCALE

This overview scale has been developed to provide an overview of provincial expectations of achievement for second-language learning. The scale reflects the communicative-experiential approach that is the basis of the Core French 5 to 12 curriculum and is meant to provide a holistic view of student performance in relation to second-language learning. This scale is **not** intended to be used for assessment of individual tasks and activities. Please refer to the *Core French 5 to 12 Integrated Resource Package* for a variety of task-specific and generic assessment tools. **Teachers should consider the age and language level of students when using this scale.**

Exceeds Expectations	
Communicating	<ul style="list-style-type: none"> communicates clearly in oral, visual, and written forms using a rich variety of vocabulary and language patterns with very few errors interacts easily, listens, and asks follow-up questions or volunteers additional information applies language-learning strategies, takes risks, and is comfortable in new situations
Acquiring Information	<ul style="list-style-type: none"> easily manipulates oral, visual, and written information to create and/or extract meaning on a variety of topics
Experiencing Creative Works	<ul style="list-style-type: none"> readily comprehends and interprets a variety of creative works
Understanding Cultural Influences	<ul style="list-style-type: none"> demonstrates a comprehensive understanding of and engagement with Francophone cultural elements and/or issues
Fully Meets Expectations	
Communicating	<ul style="list-style-type: none"> communicates clearly in oral, visual, and written forms using a variety of vocabulary and language patterns with few errors interacts, listens, and asks some follow-up questions or volunteers some additional information applies some language-learning strategies and is able to cope in new situations
Acquiring Information	<ul style="list-style-type: none"> manipulates oral, visual, and written information to extract meaning on selected topics
Experiencing Creative Works	<ul style="list-style-type: none"> comprehends and responds to a variety of creative works
Understanding Cultural Influences	<ul style="list-style-type: none"> demonstrates an understanding of and engagement with Francophone cultural elements and/or issues
Minimally Meets Expectations	
Communicating	<ul style="list-style-type: none"> communicates in oral, visual, and written forms using learned vocabulary and language patterns; makes errors that may impede meaning; may hesitate frequently struggles to interact; uses only simple words and patterns; has difficulty responding to questions attempts to apply language-learning strategies but has difficulty coping in all but the most predictable situations
Acquiring Information	<ul style="list-style-type: none"> understands basic oral, visual, and written information, but extracts relevant details with difficulty
Experiencing Creative Works	<ul style="list-style-type: none"> has a basic comprehension of creative works but responds with difficulty
Understanding Cultural Influences	<ul style="list-style-type: none"> demonstrates some understanding of and engagement with Francophone cultural elements and/or issues
Does Not Yet Meet Expectations	
Communicating	<ul style="list-style-type: none"> demonstrates limited communication in visual, oral, and written forms; message may be incomprehensible, inappropriate, or extremely brief interacts minimally or not at all; has difficulty recognizing and responding without prompts is not yet able to apply language-learning strategies; is uncomfortable in target language situations
Acquiring Information	<ul style="list-style-type: none"> demonstrates limited or no comprehension of oral, visual, or written information; is unable to extract relevant details
Experiencing Creative Works	<ul style="list-style-type: none"> demonstrates little or no comprehension of creative works; response may be inappropriate or inadequate
Understanding Cultural Influences	<ul style="list-style-type: none"> demonstrates little or no understanding of or engagement with Francophone cultural elements and/or issues



Core French Grade 5 Context

For many students, this is their first exposure to a second language. Students have the opportunity to hear, repeat, and “play” in French. Teachers give instructions in French. Students use drawings and other visual aids as well as non-verbal gestures to assist in communication.

Students identify strategies to acquire information from English resources and learn to transfer these strategies to simple French language resources. They are able to present information in pictorial form and use individual French words and phrases.

Students are exposed to French songs, rhymes, and picture books. They respond to these works through drawing, acting, singing, dancing, and using simple language.

Students actively participate in a variety of cultural experiences based on their own heritage, as well as on Francophone culture in Canada. Students show their awareness in graphic and visual forms, with some commentary in English.

Ministry-Prescribed Learning Outcomes

Communicating

- ask and respond to simple questions
- identify greetings and expressions of politeness
- communicate likes, dislikes, wants, and needs
- respond to classroom instructions

Acquiring Information

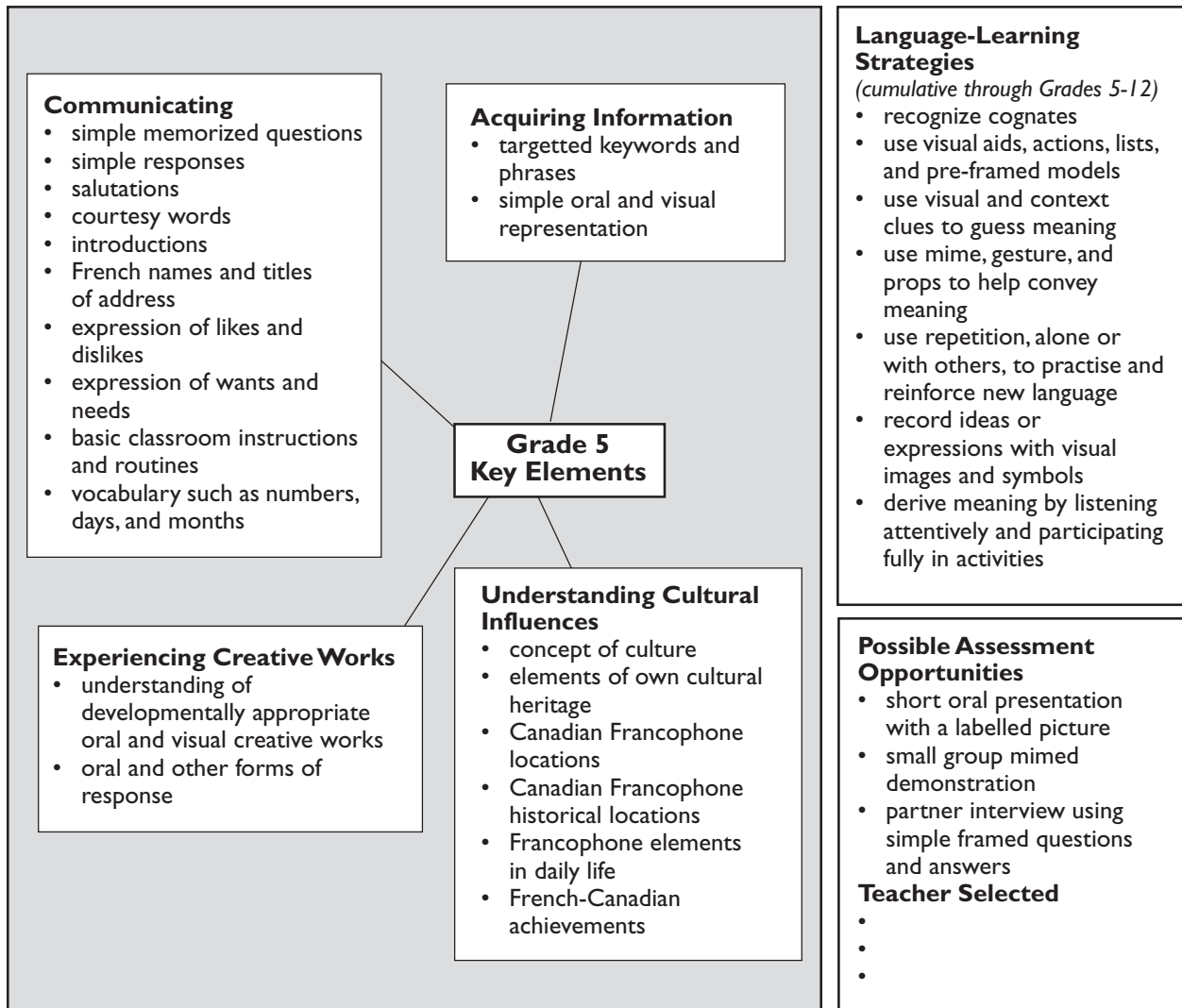
- identify specific information from French-language resources to complete authentic tasks
- express acquired information in oral and visual forms

Experiencing Creative Works

- respond to creative works from the Francophone world

Understanding Cultural Influences

- identify elements of their own cultural backgrounds
- identify elements of Francophone culture in Canada



Communicating

Prescribed Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i>	Illustrative Examples <i>Student learning might include: (these are suggestions only)</i>
<ul style="list-style-type: none"> ask and respond to simple questions 	<ul style="list-style-type: none"> use simple memorized question formats provide simple responses in a variety of ways 	<ul style="list-style-type: none"> simple memorized questions - <i>Tu aimes ... (les sports)? As-tu ... (un chat)? Est-ce que tu es ... (content(e))?</i> simple responses - single-word reply, raising of hands, gesture, drawing, mime, choosing from two options (<i>rouge ou bleu, oui/non</i>)
<ul style="list-style-type: none"> identify greetings and expressions of politeness 	<ul style="list-style-type: none"> recognize and respond to greetings using simple salutations recognize and use simple courtesy words recognize and respond to introductions recognize and use French names and titles of address 	<ul style="list-style-type: none"> salutations - <i>bonjour, au revoir, salut</i> courtesy words - <i>merci, s'il vous plaît, s'il te plaît</i> introductions - <i>Je m'appelle ..., et toi? Comment ça va?, Comment allez-vous?</i> French names and titles of address - <i>Madame, Monsieur, Mademoiselle, Jacques, Chantal</i>
<ul style="list-style-type: none"> communicate likes, dislikes, wants, and needs 	<ul style="list-style-type: none"> respond to simple questions about likes, dislikes, wants, and needs use memorized phrases and vocabulary to express likes, dislikes, wants, and needs 	<ul style="list-style-type: none"> expression of likes and dislikes - <i>Oui, j'aime le Non, je déteste les</i> expression of wants and needs - <i>Je veux ... (un bonbon, un cahier). Je déteste ... (la pluie).</i>
<ul style="list-style-type: none"> respond to classroom instructions 	<ul style="list-style-type: none"> comprehend familiar vocabulary to follow classroom instructions and routines comprehend and use vocabulary such as numbers, days, and months 	<ul style="list-style-type: none"> basic classroom instructions and routines - <i>Ferme la porte, s'il te plaît. Asseyez-vous. Tournez à la page ... (cinq). Attention, toute la classe. Un, deux, trois, les yeux sur moi.</i> vocabulary - <i>Quel jour est-ce? Quelle est la date? C'est lundi C'est le trois octobre.</i>

Acquiring Information

<p>Prescribed Learning Outcomes <i>It is expected that students will:</i></p>	<p>Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i></p>	<p>Illustrative Examples <i>Student learning might include: (these are suggestions only)</i></p>
<ul style="list-style-type: none"> identify specific information from French-language resources to complete authentic tasks 	<ul style="list-style-type: none"> recognize targetted keywords and phrases in familiar contexts repeat targetted keywords and phrases in French 	<ul style="list-style-type: none"> targetted keywords and phrases - look at text or listen to audio clips to identify targetted information, such as days of the week, salutations, weather descriptions, numbers
<ul style="list-style-type: none"> express acquired information in oral and visual forms 	<ul style="list-style-type: none"> use simple oral and visual formats to convey acquired information 	<ul style="list-style-type: none"> simple oral and visual representation - oral repetition, mimed demonstration, fill in blanks, check list, circle, or draw picture

Experiencing Creative Works

<ul style="list-style-type: none"> respond to creative works from the Francophone world 	<ul style="list-style-type: none"> demonstrate a basic understanding of developmentally appropriate oral and visual creative works express their ideas or feelings about a work using memorized vocabulary and sentence patterns, and formats such as art, music, dance, and drama 	<ul style="list-style-type: none"> oral and other forms of response - respond to songs, stories, <i>comptines</i>, paintings, movies, television, big books, etc. <ul style="list-style-type: none"> repeat a <i>comptine</i> with actions draw a picture in response to a Francophone song act out a scene from a painting
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Understanding Cultural Influences

<ul style="list-style-type: none"> identify elements of their own cultural backgrounds 	<ul style="list-style-type: none"> demonstrate a basic understanding of what culture means identify elements of their own cultural heritage 	<ul style="list-style-type: none"> concept of culture - understand that culture includes the ideas, customs, skills, arts, etc. of a given people at a given time elements of own cultural heritage - greetings, holidays, food, celebrations
<ul style="list-style-type: none"> identify elements of Francophone culture in Canada 	<ul style="list-style-type: none"> locate and name places in Canada where people speak French locate and name Francophone sites of historical importance to Canada identify where French can be seen or heard in their daily life recognize the achievements of some famous French-Canadians 	<ul style="list-style-type: none"> Canadian Francophone locations - applicable provinces and cities in Canada Canadian Francophone historical locations - Plains of Abraham, Mont Royal, Le vieux Montréal Francophone elements in daily life - television, radio, packaging, airplane travel French-Canadian achievements - musicians, athletes, heroes



Core French Grade 6 Context

The emphasis at this level is on continuing to help students develop positive attitudes to learning and using French. Interactions with partners and small groups are more frequent. Pre-framed models help students express their ideas. Students are expected to take risks, attempting to use previously learned structures, and demonstrate their learning orally and through visual representation.

As students apply strategies such as predicting, connecting, and guessing from clues, they experience success and develop confidence in working with French materials. They are able to select key ideas, along with selected details. They represent their understanding in a variety of ways that require minimal use of language.

Creative works might include a catchy song, a rhyming poem, or a big-book story. Students' comprehension of the work and their visual and simple oral responses to it will rely heavily on visual and contextual support.

Students talk and write about their own cultural experiences and take part in classroom cultural activities. Their responses reveal the extent of their cultural understanding.

Ministry-Prescribed Learning Outcomes

Communicating

- make and respond to simple requests
- use greetings and expressions of politeness
- recognize and use formal and informal forms of address
- express preferences and interests
- participate in known and predictable classroom situations

Acquiring Information

- extract specific information from French-language resources to complete authentic tasks
- express acquired information in oral and visual forms

Experiencing Creative Works

- respond to creative works from the Francophone world

Understanding Cultural Influences

- identify elements of Francophone cultures that are different from or similar to their own
- give examples of the presence of Francophone cultures in their community

Communicating

- memorized question formats
- memorized response formats
- salutations
- courtesy words and phrases
- introductions
- familiar and formal forms of address
- expression of preferences and interests
- known and predictable classroom situations and routines

Acquiring Information

- targeted keywords and phrases
- simple oral and visual representation

Grade 6 Key Elements

Experiencing Creative Works

- understanding of developmentally appropriate oral, visual, and written creative works
- oral and other forms of response

Understanding Cultural Influences

- Francophone cultural elements
- cultural comparisons
- Francophone names and places
- Francophone events

Language-Learning Strategies

(cumulative through Grades 5-12)

- use prior knowledge of a topic to predict meaning
- use formula phrases, including greetings and expressions of politeness
- actively seek help by asking for clarification and repetition
- connect new topics to personal experience
- use some English or mother-tongue words, if necessary, to maintain communication
- develop personal notebooks and dictionaries to record new vocabulary

Possible Assessment Opportunities

- oral presentation with a captioned poster
- survey of peer interests
- partner dialogue based on framed language

Teacher Selected

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-
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Communicating		
Prescribed Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i>	Illustrative Examples <i>Student learning might include: (these are suggestions only)</i>
<ul style="list-style-type: none"> • make and respond to simple requests 	<ul style="list-style-type: none"> • use memorized question formats to make simple requests • provide appropriate responses using memorized language patterns and vocabulary 	<ul style="list-style-type: none"> • memorized question formats - <i>Est-ce que tu as un ... (stylo)? Quel(le) est ton/ta/votre... favori(te)?</i> • memorized response formats - <i>Oui, j'ai un ... (stylo). Mon/Ma ... favori(te) est</i>
<ul style="list-style-type: none"> • use greetings and expressions of politeness 	<ul style="list-style-type: none"> • initiate and respond to greetings • use courtesy words and phrases as part of simple conversation • initiate and respond to introductions 	<ul style="list-style-type: none"> • salutations - <i>Bonjour, mes amis. Au revoir, Madame. Salut, tout le monde.</i> • courtesy words and phrases - <i>Merci, Madame/Monsieur. De rien, Pierre.</i> • introductions - <i>Comment t'appelles-tu? Je m'appelle Et toi? Comment ça va? Ça va ..., merci.</i>
<ul style="list-style-type: none"> • recognize and use formal and informal forms of address 	<ul style="list-style-type: none"> • recognize the difference between familiar and formal forms of address and use appropriately 	<ul style="list-style-type: none"> • familiar and formal forms of address - <i>Et toi/vous?, tu/vous, lève-toi/levez-vous, assieds-toi/asseyez-vous</i>
<ul style="list-style-type: none"> • express preferences and interests 	<ul style="list-style-type: none"> • use simple sentence patterns and vocabulary to express preferences and interests 	<ul style="list-style-type: none"> • expression of preferences and interests - oral, visual, written presentations. <i>Moi, je préfère Voici ... (mon collage/ma collection) de J'aime faire</i>
<ul style="list-style-type: none"> • participate in known and predictable classroom situations 	<ul style="list-style-type: none"> • comprehend and use familiar vocabulary and sentence patterns to participate in known and predictable classroom situations and routines 	<ul style="list-style-type: none"> • known and predictable classroom situations and routines - <i>Répétez, s'il vous plaît. Je ne comprends pas. Est-ce que je peux aller aux toilettes?</i>

Acquiring Information

Prescribed Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i>	Illustrative Examples <i>Student learning might include: (these are suggestions only)</i>
<ul style="list-style-type: none"> extract specific information from French-language resources to complete authentic tasks 	<ul style="list-style-type: none"> select targetted keywords or phrases required to complete a specific task restate targetted information in French 	<ul style="list-style-type: none"> targetted keywords or phrases - listen to a phone number or spelling of a name, read an advertisement or a TV listing to identify days, channels, types of shows
<ul style="list-style-type: none"> express acquired information in oral and visual forms 	<ul style="list-style-type: none"> use simple oral and visual formats to convey acquired information 	<ul style="list-style-type: none"> simple oral and visual representation - short oral presentation, label a diagram, drawing, construct a model or diorama, puppet show

Experiencing Creative Works

<ul style="list-style-type: none"> respond to creative works from the Francophone world 	<ul style="list-style-type: none"> demonstrate a basic understanding of developmentally appropriate oral and visual creative works express their ideas or feelings about a work using memorized vocabulary and sentence patterns, and formats such as art, music, dance, and drama 	<ul style="list-style-type: none"> oral and other forms of response - respond to songs, stories, paintings, movies, television, storybooks, short poems, etc., in various ways <ul style="list-style-type: none"> create a dance in response to Francophone music make a model of a scene or a character from a story draw a favourite scene from an animated video
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Understanding Cultural Influences

<ul style="list-style-type: none"> identify elements of Francophone cultures that are different from or similar to their own 	<ul style="list-style-type: none"> identify cultural elements from Francophone cultures make simple comparisons between Francophone and their own cultures 	<ul style="list-style-type: none"> Francophone cultural elements - currency, school times, holidays (<i>Carnaval</i>), food cultural comparisons - school, routines, pastimes
<ul style="list-style-type: none"> give examples of the presence of Francophone cultures in their community 	<ul style="list-style-type: none"> seek information and provide examples of the presence of Francophone cultures in their community 	<ul style="list-style-type: none"> Francophone names and places - family names in phone book, street names, towns, businesses, fashion, menus Francophone events - festivals (<i>Festival du Bois, Festival d'été, Cabane à Sucre</i>)



Core French Grade 7 Context

Students are working with memorized language and can begin to connect ideas to form complete messages or short interactions. They use writing for reference purposes and to develop their language skills, although written expression is not evaluated in Grade 7.

While the information tasks at this level continue to rely on visual representations, students are expected to use some basic, well-practised French vocabulary and language structures. Their growing communicative skills permit them to begin to transfer and substitute language in the resources to suit their needs.

Students can recognize familiar language in creative works and can sometimes use their growing range of strategies to make educated guesses at the meaning of new expressions. They experience and can respond to an increasing range of creative works.

Students explore and experience the Francophone presence, both historical and current, in British Columbia and Canada.

Ministry-Prescribed Learning Outcomes

Communicating

- ask for and give simple information
- exchange information about themselves
- participate in classroom activities
- begin to derive meaning in new language situations

Acquiring Information

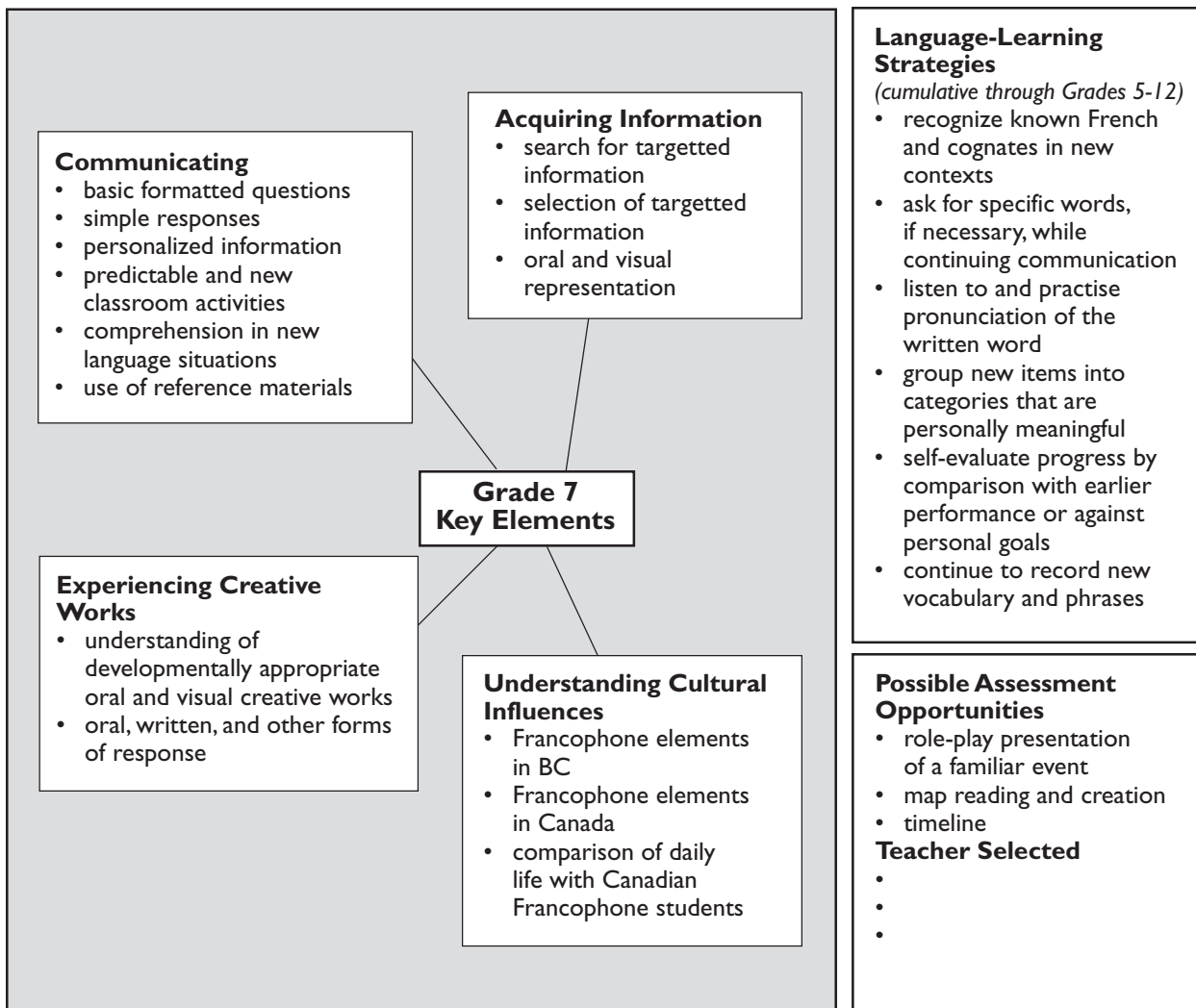
- extract and retrieve specific information from French-language resources to complete authentic tasks
- express acquired information in oral and visual forms

Experiencing Creative Works

- respond to authentic creative works from the Francophone world

Understanding Cultural Influences

- identify elements of Francophone cultures present in British Columbia and Canada
- compare the daily lives of students in Canadian Francophone communities to their own lives



Communicating		
Prescribed Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i>	Illustrative Examples <i>Student learning might include: (these are suggestions only)</i>
<ul style="list-style-type: none"> ask for and give simple information 	<ul style="list-style-type: none"> use basic question formats to seek information use simple response patterns and vocabulary to provide information 	<ul style="list-style-type: none"> basic formatted questions - <i>Qu'est-ce qu'il/elle fait? Qu'est-ce que tu veux ... (manger)? Où est-ce qu'il/elle ... (habite)?</i> simple responses - <i>Il/Elle ... (nage/ chante). Je veux ... (manger de la pizza). Il/Elle habite ... (à Kelowna).</i>
<ul style="list-style-type: none"> exchange information about themselves 	<ul style="list-style-type: none"> use simple sentence patterns and vocabulary to share personalized information 	<ul style="list-style-type: none"> personalized information - oral, visual, and written presentations. <i>Combien de ... (frères) est-ce que tu as? J'ai deux ... (frères). À quelle heure est-ce que tu vas à l'école? Je vais à l'école à huit heures.</i>
<ul style="list-style-type: none"> participate in classroom activities 	<ul style="list-style-type: none"> rely on previous experience to comprehend and use appropriate vocabulary and sentence patterns to take part in predictable and new classroom activities 	<ul style="list-style-type: none"> predictable and new classroom activities - <i>Voici notre invité(e) qui va parler de</i>
<ul style="list-style-type: none"> begin to derive meaning in new language situations 	<ul style="list-style-type: none"> recognize previously learned language structures in new language situations use strategies to construct meaning, such as background knowledge, prediction, contextual clues, word order, and words similar to English use reference materials 	<ul style="list-style-type: none"> comprehension in new language situations - use of cognates (<i>le papier, le prof</i>), asking for specific words, categorizing, self-evaluation of progress, goal-setting, recording of new words/phrases use of reference materials - dictionary, Internet, textbook, word list

Acquiring Information

Prescribed Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i>	Illustrative Examples <i>Student learning might include: (these are suggestions only)</i>
<ul style="list-style-type: none"> extract and retrieve specific information from French-language resources to complete authentic tasks 	<ul style="list-style-type: none"> search for targetted information in a variety of resources select appropriate targetted information required to complete a specific task 	<ul style="list-style-type: none"> search for targetted information - listen to a message about a schedule, find movie showtimes on the Internet selection of targetted information - select an online regional recipe
<ul style="list-style-type: none"> express acquired information in oral and visual forms 	<ul style="list-style-type: none"> use oral and visual formats to convey acquired information 	<ul style="list-style-type: none"> oral and visual representation - chart, list, statement, graph, word web, demonstration

Experiencing Creative Works

<ul style="list-style-type: none"> respond to creative works from the Francophone world 	<ul style="list-style-type: none"> demonstrate an understanding of developmentally appropriate oral, visual, and written creative works express their ideas or feelings about a work in oral or written form using simple vocabulary and patterned sentences, and formats such as art, music, dance, and drama 	<ul style="list-style-type: none"> oral, written, and other forms of response - respond to songs, storybooks, paintings, movies, TV shows, poems, stories, short plays, cartoons, etc., in various ways <ul style="list-style-type: none"> - mime to interpret a character or scene from a story or play - paint in the style of a Francophone artist - write a cinquain, diamante, haiku
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Understanding Cultural Influences

<ul style="list-style-type: none"> identify elements of Francophone cultures present in British Columbia and Canada 	<ul style="list-style-type: none"> identify cultural elements from Francophone cultures in BC identify cultural elements from Francophone cultures in Canada 	<ul style="list-style-type: none"> Francophone elements in BC - festivals, associations, businesses Francophone elements in Canada - types of food (<i>la poutine</i>), holidays (<i>Carnaval, St. Jean Baptiste</i>), dance (Ballet Jazz de Montréal), music (Acadian)
<ul style="list-style-type: none"> compare the daily lives of students in Canadian Francophone communities to their own lives 	<ul style="list-style-type: none"> seek information and provide examples of similarities and differences between their lives and the lives of Canadian Francophone students 	<ul style="list-style-type: none"> comparison of daily life with Canadian Francophone students - school (diagram or chart to compare school systems), home (interview with an exchange student), family and friends (scrapbook)



Core French Grade 8 Context

Students use French as a tool for communicating about everyday topics they enjoy talking about, such as themselves, their friends, and favourite activities. They practise and develop the language in new and interesting contexts and in different groupings – pairs, small and large groups, and individually. In Grade 8, writing skills are also assessed.

In a communicative-experiential approach to language learning, students acquire and use information to complete meaningful tasks. The purpose or task dictates the information needed.

Many students develop a strong interest in popular culture in the form of rock videos, popular music, and films. They show an emerging ability to use French to express their thoughts, feelings, and reactions to creative works.

At this level, students are encouraged to use French in activities that support cultural awareness. Their understanding of Francophone cultures deepens as they explore the variety of Francophone cultures in Canada and around the world.

Ministry-Prescribed Learning Outcomes

Communicating

- ask for information, permission, and clarification
- share information about activities and interests
- participate in familiar activities (real or simulated)
- classify events as past, present, or future
- derive meaning in new language situations

Acquiring Information

- extract, retrieve, and process specific information from French-language resources to complete authentic tasks
- express acquired information in oral, visual, and written forms

Experiencing Creative Works

- respond to authentic creative works from the Francophone world

Understanding Cultural Influences

- identify elements of Francophone cultures in Canada and the world
- identify and compare the activities and interests of young people in Francophone communities to their own

Communicating

- basic questions
- permission questions
- clarification questions/statements
- information about familiar activities and interests
- familiar activities (real or simulated)
- expressions of time
- comprehension in new language situations
- use of reference materials

Acquiring Information

- search for key information
- comparison of information
- personalization of information
- oral, visual, and written representation

Grade 8 Key Elements

Experiencing Creative Works

- understanding of authentic oral, visual, and written creative works
- oral, written, and other forms of response

Understanding Cultural Influences

- Francophone locations
- Francophone cultural elements
- comparison of activities and interests

Language-Learning Strategies

(cumulative through Grades 5-12)

- recognize and use common patterns
- adjust the message in order to use known expressions and vocabulary
- use word webbing charts, tables, and other graphic organizers to support oral and written expression
- reflect on learning by recording personal goals, successful strategies, and new vocabulary and phrases

Possible Assessment Opportunities

- oral presentation on a topic of personal interest
- simulated talk show interview of a well-known Francophone
- creation of a comic strip

Teacher Selected

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Communicating		
Prescribed Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i>	Illustrative Examples <i>Student learning might include: (these are suggestions only)</i>
<ul style="list-style-type: none"> ask for information, permission, and clarification 	<ul style="list-style-type: none"> use a variety of question formats to seek information ask for permission by using appropriate sentence patterns ask for clarification by asking for rephrasing or repetition 	<ul style="list-style-type: none"> basic questions - <i>Est-ce que tu vas au concert? Qu'est-ce qu'on va faire le weekend? // Elle habite où?</i> permission questions - <i>Puis-je...? Est-ce que je peux...? Je peux aller...?</i> clarification questions/ statements - <i>Répétez, Madame, s.v.p. Parle plus lentement. Qu'est-ce que ça veut dire? Comment dit-on ...?</i>
<ul style="list-style-type: none"> share information about activities and interests 	<ul style="list-style-type: none"> use appropriate sentence patterns to share information about familiar activities and interests 	<ul style="list-style-type: none"> information about familiar activities and interests - <i>Je joue de la guitare. Il joue au hockey. Je fais du ski. Quel sport est-ce que tu fais? Dans notre groupe, nous préférons l'éducation physique.</i>
<ul style="list-style-type: none"> participate in familiar activities (real or simulated) 	<ul style="list-style-type: none"> comprehend and use appropriate vocabulary and sentence patterns to take part in conversations/ scenarios based on familiar activities 	<ul style="list-style-type: none"> familiar activities (real or simulated) - <i>Je vais montrer ma collection Voulez-vous aller au ...?</i>
<ul style="list-style-type: none"> classify events as past, present, or future 	<ul style="list-style-type: none"> recognize order of events 	<ul style="list-style-type: none"> expressions of time - <i>aujourd'hui, demain, hier, days of the week, months, 24-hour clock</i>
<ul style="list-style-type: none"> derive meaning in new language situations 	<ul style="list-style-type: none"> recognize parallels between new and familiar language structures construct meaning through knowledge of basic vocabulary and structures, word order, cognates, and contextual clues use a variety of reference materials 	<ul style="list-style-type: none"> comprehension in new language situations - use of cognates (<i>le taxi, l'hôtel...</i>), recognition and use of common patterns, prior knowledge, graphics, visual cues, vocabulary lists, non-verbal language (gestures, facial expressions), context (situation, format) use of reference materials - dictionary, Internet, books, television, resource person

Acquiring Information

<p>Prescribed Learning Outcomes <i>It is expected that students will:</i></p>	<p>Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i></p>	<p>Illustrative Examples <i>Student learning might include: (these are suggestions only)</i></p>
<ul style="list-style-type: none"> extract, retrieve, and process specific information from French-language resources to complete authentic tasks 	<ul style="list-style-type: none"> search for key information in a variety of formats select appropriate key information required to complete a specific task 	<ul style="list-style-type: none"> search for key information - find key information, such as character, setting, basic plot in a film or book; locate message in a selected advertisement or web site comparison of information - select a movie according to genre, shop on a budget personalization of information - read a tourist brochure to organize a trip, search a web site for a local event
<ul style="list-style-type: none"> express acquired information in oral, visual, and written forms 	<ul style="list-style-type: none"> represent key information in a variety of oral, visual, and written formats 	<ul style="list-style-type: none"> oral, visual, and written representation - role-play, mime, artwork, poster, cartoon strip, puppet show, map, dialogue, introduction, Reader's Theatre, postcard, recipe, e-mail

Experiencing Creative Works

<ul style="list-style-type: none"> respond to authentic creative works from the Francophone world 	<ul style="list-style-type: none"> demonstrate a deepening understanding of authentic Francophone oral, visual, and written creative works express ideas or feelings about a work in oral or written form using appropriate vocabulary and sentence structures, and formats such as art, music, dance, and drama 	<ul style="list-style-type: none"> oral, written, and other forms of response - respond to songs, TV shows, radio or online broadcasts, paintings, movies, commercials, stories, web sites, magazines, etc., in various ways <ul style="list-style-type: none"> act out a song, create a DVD cover make a papier maché model write a framed journal response <i>J'apprécie la chanson de ... parce que</i>
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Understanding Cultural Influences (see page 20)

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Understanding Cultural Influences		
Prescribed Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i>	Illustrative Examples <i>Student learning might include: (these are suggestions only)</i>
<ul style="list-style-type: none"> identify elements of Francophone cultures in Canada and the world 	<ul style="list-style-type: none"> locate and name places in the world where French is spoken identify cultural elements associated with Francophone cultures in Canada and the world 	<ul style="list-style-type: none"> Francophone locations - use a globe, map, or other reference to locate and name places in the world where people speak French Francophone cultural elements - types of food (<i>croissant</i>), holidays (<i>Ste. Catherine</i>), music (Cajun), art (<i>impressionisme</i>), games (<i>la pétanque/boules</i>), sporting events (<i>Tour de France</i>)
<ul style="list-style-type: none"> identify and compare the activities and interests of young people in Francophone communities to their own 	<ul style="list-style-type: none"> seek information and provide examples of similarities and differences in the activities and interests of young people in Francophone communities and their own 	<ul style="list-style-type: none"> comparison of activities and interests - present information about shopping (web page of most popular clothing brands), movies (poster/collage), sports (demonstrate a skill), music (Top-10)

Core French Grade 9 Context

The focus of learning at this level is to convey and understand meaning for practical purposes in situations that are meaningful to Grade 9 students, such as ordering a meal or buying a gift. Some activities involve spontaneous communication, where students apply strategies for expressing and understanding meaning. Students need continued support to develop the range of language necessary to communicate with one another.

Students show evidence of their language skills and strategies in the way they approach and work with materials, as well as the way they represent the information they have researched.

Students experience and can respond to an increasing range of creative works, including music and other works from popular culture, in their oral, visual, and written responses.

Students build on their knowledge of Francophone cultural practices and reflect on the added interest that variety brings.

Ministry-Prescribed Learning Outcomes

Communicating

- ask for assistance and detailed information
- share opinions and preferences, giving reasons
- describe and exchange information related to activities, people, places, and things
- arrange events in past, present, and future
- participate in selected meaningful, real-life situations

Acquiring Information

- extract, retrieve, and process information from French-language resources to complete authentic tasks
- explain acquired information in oral, visual, and written forms

Experiencing Creative Works

- reflect on and respond to authentic creative works from the Francophone world

Understanding Cultural Influences

- identify and compare Francophone cultures from around the world
- distinguish similarities and differences between their own customs and those of Francophone cultures
- identify language, expressions, and behaviours that suit cultural context

Communicating

- assistance questions/statements
- information questions
- expression of opinions and preferences
- emotional reactions
- description
- interaction
- time words/sequencing
- selected real-life situations

Acquiring Information

- location of information
- prioritization
- comparison
- processing
- presentation

Grade 9 Key Elements

Experiencing Creative Works

- increased understanding of authentic oral, visual, and written Francophone creative works
- oral, visual, or written reflection/response

Understanding Cultural Influences

- comparison of Francophone cultures
- comparison of Francophone and own customs
- identification of Francophone cultural cues

Language-Learning Strategies

(cumulative through Grades 5-12)

- recognize and use common patterns
- listen, view, or read selectively to focus on key information
- tolerate ambiguity of meaning when unable to understand fully
- transfer and adapt known structures to convey meaning in new contexts
- use a variety of writing processes to convey personal meaning
- plan ahead for communicative activities by anticipating language and resources needed

Possible Assessment Opportunities

- conversation about a prepared topic
- creation of a web page about a cultural element
- letter/e-mail writing

Teacher Selected

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Communicating		
Prescribed Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i>	Illustrative Examples <i>Student learning might include: (these are suggestions only)</i>
<ul style="list-style-type: none"> ask for assistance and detailed information 	<ul style="list-style-type: none"> use a variety of question forms or statements to ask for assistance use a variety of question forms to ask for detailed information 	<ul style="list-style-type: none"> assistance questions/statements - <i>Pouvez-vous me donner le...? Peux-tu me dire ...? Expliquez comment Que veut dire ...?</i> information questions - <i>Combien de ...? Qui ...? Pourquoi ...? Où est-ce que ...? Quand ...?</i>
<ul style="list-style-type: none"> share opinions and preferences, giving reasons 	<ul style="list-style-type: none"> use a variety of sentence patterns and question forms to state, ask for, and justify opinions and preferences express reactions such as enthusiasm, indifference, and doubt 	<ul style="list-style-type: none"> expression of opinions and preferences - <i>Nous pensons que Que penses-tu de ...? J'ai préféré ... parce que</i> emotional reactions - <i>Formidable! J'ai apprécié ta présentation parce que Je ne suis pas sûr(e). Comme ci, comme ça.</i>
<ul style="list-style-type: none"> describe and exchange information related to activities, people, places, and things 	<ul style="list-style-type: none"> comprehend and use appropriate vocabulary and sentence patterns to describe and exchange information related to activities, people, places, and things 	<ul style="list-style-type: none"> description - <i>Voici mon nouveau partenaire. C'est une personne active et amusante. Je suis allé(e) à ... et j'ai acheté un beau collier cher.</i> interaction - <i>Comment est-il? Vraiment beau! Où es-tu allé(e) samedi soir? Au cinéma. Qu'est-ce que tu as acheté? Rien!</i>
<ul style="list-style-type: none"> arrange events in past, present, and future 	<ul style="list-style-type: none"> recognize and use time words to sequence events 	<ul style="list-style-type: none"> time words/sequencing - <i>En 1867, le Canada a célébré Maintenant nous célébrons À l'avenir, les Canadiens vont célébrer</i>
<ul style="list-style-type: none"> participate in selected meaningful, real-life situations 	<ul style="list-style-type: none"> use appropriate vocabulary language patterns to participate in familiar, real-life situations 	<ul style="list-style-type: none"> selected real-life situations - <i>organize a party, phone invitation, penpal/e-pal correspondence, volunteer event. Bonjour. Est-ce que c'est ...? Pouvez-vous me donner le numéro pour Répétez, s.v.p. Merci!</i>

Acquiring Information

<p>Prescribed Learning Outcomes <i>It is expected that students will:</i></p>	<p>Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i></p>	<p>Illustrative Examples <i>Student learning might include: (these are suggestions only)</i></p>
<ul style="list-style-type: none"> extract, retrieve, and process information from French-language resources to complete authentic tasks 	<ul style="list-style-type: none"> identify, select, and process information required to complete a specific task 	<ul style="list-style-type: none"> location of information - use French search engines, print material, resource people, etc. to find details about French-speaking countries prioritization - weigh relevance of information (main idea vs. detail, headings vs. text) comparison - state differences between two products, similarities among characters processing - research the elements of a holiday meal, view an interview with a Francophone scientist, athlete, actor, adventure traveller
<ul style="list-style-type: none"> explain acquired information in oral, visual, and written forms 	<ul style="list-style-type: none"> demonstrate in a variety of visual, oral, and written ways an understanding of the main ideas in the information 	<ul style="list-style-type: none"> presentation - graphic organizer, web page, interview, poem, letter, story, message, skit, demonstration, architectural model, song

Experiencing Creative Works

<ul style="list-style-type: none"> reflect on and respond to authentic creative works from the Francophone world 	<ul style="list-style-type: none"> demonstrate a deeper understanding of authentic Francophone oral, visual, and written creative works express their interpretation of a work in oral, visual, or written forms 	<ul style="list-style-type: none"> oral, visual, or written reflection/response - respond to music videos, TV shows, radio or online broadcasts, painting, architecture, movies, commercials, poems, stories, magazines, web sites, etc., in various ways <ul style="list-style-type: none"> set a poem to music create an ad for a Francophone art gallery maintain a listening log
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Understanding Cultural Influences (see page 24)

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Understanding Cultural Influences

<p>Prescribed Learning Outcomes <i>It is expected that students will:</i></p>	<p>Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i></p>	<p>Illustrative Examples <i>Student learning might include: (these are suggestions only)</i></p>
<ul style="list-style-type: none"> • identify and compare Francophone cultures from around the world 	<ul style="list-style-type: none"> • research and compare a variety of cultural elements from Francophone cultures around the world 	<ul style="list-style-type: none"> • comparison of Francophone cultures - compare types of food, dance, art, music, traditions, sports, architecture, holidays, etc.
<ul style="list-style-type: none"> • distinguish similarities and differences between their own customs and those of Francophone cultures 	<ul style="list-style-type: none"> • seek information and provide examples of similarities and differences between Francophone customs and their own 	<ul style="list-style-type: none"> • comparison of Francophone and own customs - compare similarities and differences in customs such as mealtimes, school procedures, dating customs
<ul style="list-style-type: none"> • identify language, expressions, and behaviours that suit cultural context 	<ul style="list-style-type: none"> • identify demonstrations of greetings, gestures, expressions of courtesy, and colloquialisms 	<ul style="list-style-type: none"> • identification of Francophone cultural cues - shaking hands, kissing both cheeks, etc.

Core French Grade 10 Context

Students are increasingly able to take risks while engaging in spontaneous interactions using memorized vocabulary and structures. In addition, students are developing descriptive abilities that include linking and sequencing of narrative.

Students are able to work with an increasing variety of print materials, media, and the Internet to locate information to complete tasks.

Students continue to experience a range of creative works and as their facility with language increases, they are able to provide more detailed oral, visual, and written responses.

Students examine the role of cultural practices and traditional language patterns that help to shape their identity and those of Francophones.

As students talk and write about their developing knowledge, they show increasing awareness about cultural comparisons.

Ministry-Prescribed Learning Outcomes

Communicating

- explain how to do everyday activities or procedures
- communicate needs, desires, and emotions, giving reasons
- describe events and experiences
- express statements in past, present, and future
- participate in a variety of meaningful, real-life situations

Acquiring Information

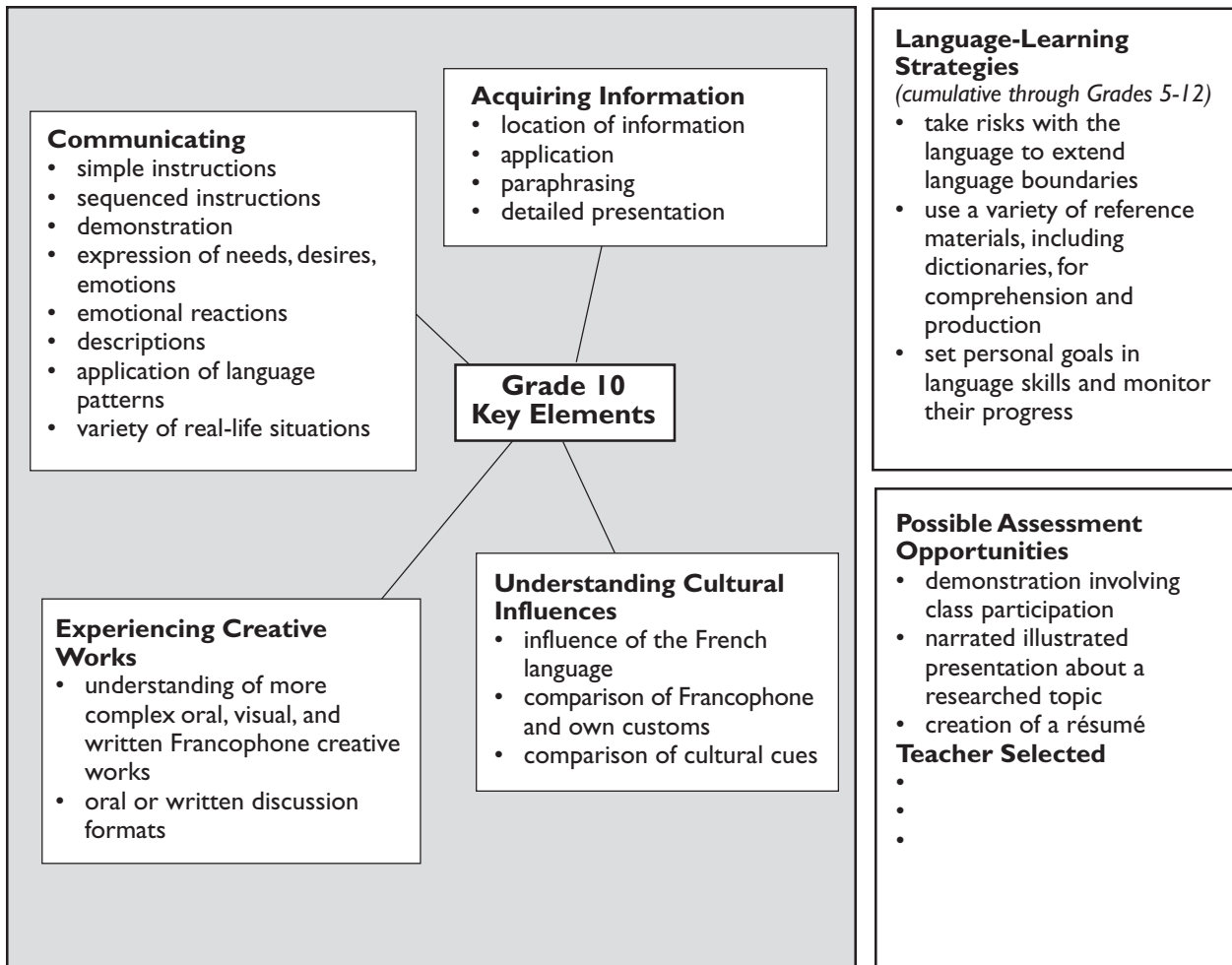
- retrieve, process, and adapt information from French-language resources to complete authentic tasks
- explain in detail acquired information in oral, visual, and written forms

Experiencing Creative Works

- discuss and respond to authentic creative works from the Francophone world

Understanding Cultural Influences

- describe ways in which the French language has influenced other languages
- compare and contrast their own customs to those of Francophone cultures
- identify and compare language, expressions, and behaviours that suit cultural context



Communicating		
Prescribed Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i>	Illustrative Examples <i>Student learning might include: (these are suggestions only)</i>
<ul style="list-style-type: none"> explain how to do everyday activities or procedures 	<ul style="list-style-type: none"> use appropriate vocabulary and sentence structures to give information on how to do familiar activities present a sequenced set of instructions 	<ul style="list-style-type: none"> simple instructions - <i>Mettez les journaux dans la boîte à recyclage.</i> sequenced instructions - <i>D'abord, on met de la farine ..., ensuite on verse ..., après on les mélange ..., et enfin on le mange!</i> demonstration - assemble a regional dish, lead an activity
<ul style="list-style-type: none"> communicate needs, desires, and emotions, giving reasons 	<ul style="list-style-type: none"> use appropriate vocabulary and sentence structures to express and justify needs, desires, and emotions express reactions such as encouragement and discouragement 	<ul style="list-style-type: none"> expression of needs, desires, emotions - <i>On a besoin de Maman, je t'adore parce que Chouette! Je l'ai trouvé Tu me manques beaucoup! Je vais être content(e) de recevoir ta lettre.</i> emotional reactions - <i>Je regrette Félicitations!</i>
<ul style="list-style-type: none"> describe events and experiences 	<ul style="list-style-type: none"> present information about events and experiences of interest, using a range of sentences that are related to each other 	<ul style="list-style-type: none"> descriptions - <i>Mercredi soir, je suis allé(e) à une danse avec mes amis. C'était vraiment amusant!</i>
<ul style="list-style-type: none"> express statements in past, present, and future 	<ul style="list-style-type: none"> apply and use appropriate time words and language patterns to discuss events 	<ul style="list-style-type: none"> application of language patterns - <i>Cette Canadienne est née Elle a réussi à Aujourd'hui elle fait Dans dix ans, elle va habiter</i>
<ul style="list-style-type: none"> participate in a variety of meaningful, real-life situations 	<ul style="list-style-type: none"> use a range of appropriate vocabulary and language patterns to participate in a variety of real-life situations 	<ul style="list-style-type: none"> variety of real-life situations - fashion show, school event, shopping, sports, Web Quest, concert. <i>Voici le nouveau look de C'est le plus C'est moins cher que Regardez en particulier les ... magnifiques qu'elle porte.</i>

Acquiring Information

Prescribed Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i>	Illustrative Examples <i>Student learning might include: (these are suggestions only)</i>
<ul style="list-style-type: none"> retrieve, process, and adapt information from French-language resources to complete authentic tasks 	<ul style="list-style-type: none"> select, process, and adapt information required to complete a specific task paraphrase appropriate information in French 	<ul style="list-style-type: none"> location of information - use a variety of information sources to support a topic, e.g., impact of media, teens and nutrition (print, online, media) application - interpret main ideas and details to support task, prioritize and compare information paraphrasing - adapt researched information to suit focus of task, e.g., the effects of fast food
<ul style="list-style-type: none"> explain in detail acquired information in oral, visual, and written forms 	<ul style="list-style-type: none"> demonstrate in a variety of visual, oral, and written forms, an understanding of the main ideas and some supporting details in the information 	<ul style="list-style-type: none"> detailed presentation - step-by-step demonstration, guided tour, computer presentation, photo album/scrapbook, online ad, diary entry, pamphlet

Experiencing Creative Works

<ul style="list-style-type: none"> discuss and respond to authentic creative works from the Francophone world 	<ul style="list-style-type: none"> demonstrate an understanding of increasingly sophisticated authentic Francophone oral, visual, and written creative works share their interpretation of authentic Francophone works using a variety of written or oral discussion formats 	<ul style="list-style-type: none"> oral or written discussion formats - discuss and respond to music videos, TV shows, radio or online broadcasts, paintings, architecture, movies, commercials, poems, famous monuments/museums, stories, web sites, magazines, etc., in various ways <ul style="list-style-type: none"> role-play a movie reviewer use a jigsaw approach to share information about famous Francophone monuments or museums write and share a book review
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Understanding Cultural Influences (see page 28)

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Understanding Cultural Influences

<p>Prescribed Learning Outcomes <i>It is expected that students will:</i></p>	<p>Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i></p>	<p>Illustrative Examples <i>Student learning might include: (these are suggestions only)</i></p>
<ul style="list-style-type: none"> describe ways in which the French language has influenced other languages 	<ul style="list-style-type: none"> describe areas where French words are used in other languages, giving examples and reasons 	<ul style="list-style-type: none"> influence of the French language - areas include fashion, cooking and food, dance
<ul style="list-style-type: none"> compare and contrast their own customs to those of Francophone cultures 	<ul style="list-style-type: none"> research information to compare Francophone customs with their own 	<ul style="list-style-type: none"> comparison of Francophone and own customs - compare and contrast art, clothing, food, flags, sports, music, e.g., organize a Francophone World's Fair with cultural information
<ul style="list-style-type: none"> identify and compare language, expressions, and behaviours that suit cultural context 	<ul style="list-style-type: none"> identify and compare greetings, gestures, expressions of courtesy, and colloquialisms among Francophone cultures and with their own 	<ul style="list-style-type: none"> comparison of cultural cues - table manners; greetings and farewells, such as shaking hands, kissing both cheeks

Core French Grade 11 Context

Students are able to interact with greater confidence in familiar situations and apply their growing range of strategies more consistently. Self and peer assessment are important ways of supporting students as they acquire and practise useful vocabulary, structures, and interactions.

Students are familiar with a wide range of classroom, library, and other community resources they can use to locate information. The forms and skills students use to apply and convey information for particular purposes and audiences are increasingly important.

Students' oral and written skills enable them to respond to creative works in increasingly sophisticated ways, through oral interactions, journal entries, résumés, and short written texts.

At this level, the complexity of students' ideas may far exceed their ability to express them in French. As their knowledge of Francophone culture increases, so does their ability to make observations about their own cultures.

Ministry-Prescribed Learning Outcomes

Communicating

- discuss plans related to common activities
- exchange opinions on topics of interest, giving reasons and reactions
- describe or narrate events, situations, or experiences
- use a range of vocabulary and expressions in past, present, and future
- interact in a variety of meaningful, real-life situations

Acquiring Information

- retrieve, research, and use relevant information from French-language resources to complete authentic tasks
- summarize acquired information in oral, visual, and written forms

Experiencing Creative Works

- compare, contrast, and respond to authentic creative works from the Francophone world

Understanding Cultural Influences

- identify the contributions of Francophones to Canada and the world
- demonstrate an understanding of similarities and differences between Francophone cultures and their own
- use language, expressions, and behaviours to suit cultural context

Communicating

- exchange of information
- expression of opinions
- emotional reactions
- narration
- time indicators and language patterns
- real-life situations

Acquiring Information

- location of information
- summarization/prioritization
- summary/presentation

Grade 11 Key Elements

Experiencing Creative Works

- understanding of complex authentic oral, visual, and written Francophone creative works
- written, oral, and visual comparisons

Understanding Cultural Influences

- Francophone contributions
- understanding of cultural differences
- use of cultural cues in specific situations

Language-Learning Strategies

(cumulative through Grades 5-12)

- rephrase in French to compensate for unknown expressions
- make personal notes to use as a reference for oral and written productions
- actively review common, useful expressions and patterns to refine communication
- self-monitor and correct recurring or significant errors in communication

Possible Assessment Opportunities

- product produced from Web Quest or scavenger hunt completion
- composition about a personal or historical event in the past
- creative response to a poem, song, play, film

Teacher Selected

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Communicating		
Prescribed Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i>	Illustrative Examples <i>Student learning might include: (these are suggestions only)</i>
<ul style="list-style-type: none"> • discuss plans related to common activities 	<ul style="list-style-type: none"> • initiate and sustain discussion by making statements, asking questions, and giving appropriate responses 	<ul style="list-style-type: none"> • exchange of information - plan for a trip, the weekend, driver's licence exam, job interview, etc. <i>Est-ce que tu veux faire du camping avec moi cette fin de semaine? Si j'ai le temps, j'irai, mais</i>
<ul style="list-style-type: none"> • exchange opinions on topics of interest, giving reasons and reactions 	<ul style="list-style-type: none"> • exchange and justify opinions on topics of interest using increasingly complex phrases and structures • express reactions such as agreement and disagreement 	<ul style="list-style-type: none"> • expression of opinions - <i>À mon avis Selon nous D'après lui Nous avons vu ... et nous pensions que Qu'en penses-tu?</i> • emotional reactions - <i>Je suis d'accord. Tu as tort!</i>
<ul style="list-style-type: none"> • describe or narrate events, situations, or experiences 	<ul style="list-style-type: none"> • recount events, situations, or experiences using increasingly complex phrases and structures 	<ul style="list-style-type: none"> • narration - <i>Quand j'avais huit ans, je jouais souvent à ... et un jour j'ai découvert ... sous un</i>
<ul style="list-style-type: none"> • use a range of vocabulary and expressions in past, present, and future 	<ul style="list-style-type: none"> • use increasingly complex time words and language patterns to discuss past, present, and future events 	<ul style="list-style-type: none"> • time indicators and language patterns - <i>Au début du 22e siècle, nous voyagerons à la planète Nous n'aurons aucun problème si nous prenons</i>
<ul style="list-style-type: none"> • interact in a variety of meaningful, real-life situations 	<ul style="list-style-type: none"> • use increasingly complex vocabulary and language patterns to interact in a variety of real-life situations 	<ul style="list-style-type: none"> • real-life situations - advice column, ideal school, restaurant choices, the environment, law and justice issues, health and fitness, media literacy. <i>Selon la loi du Canada, les jeunes n'ont pas le droit de D'après moi, on devrait la changer parce que</i>

Acquiring Information

Prescribed Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i>	Illustrative Examples <i>Student learning might include: (these are suggestions only)</i>
<ul style="list-style-type: none"> retrieve, research, and use relevant information from French-language resources to complete authentic tasks 	<ul style="list-style-type: none"> research, select, process, and organize relevant information required to complete a specific task 	<ul style="list-style-type: none"> location of information - research a variety of information sources to support a topic, e.g., biographies, Canadian history summarization/prioritization - organize information to explore a topic, e.g., world poverty, impact of technology
<ul style="list-style-type: none"> summarize acquired information in oral, visual, and written forms 	<ul style="list-style-type: none"> demonstrate in a variety of visual, oral, and written forms an understanding of the main ideas and significant details in the information 	<ul style="list-style-type: none"> summary/presentation - change the end of a story, write and perform an original episode, create and record a TV advertisement, compose and perform a song, conduct a debate, create a computer presentation

Experiencing Creative Works

<ul style="list-style-type: none"> compare, contrast, and respond to authentic creative works from the Francophone world 	<ul style="list-style-type: none"> demonstrate a deeper understanding of sophisticated authentic Francophone oral, visual, and written creative works reflect on and respond to authentic Francophone works using a variety of written, oral, and visual formats 	<ul style="list-style-type: none"> written, oral, and visual comparisons - compare and respond to music videos, TV shows, radio or online broadcasts, paintings, architecture, movies, commercials, poems, stories, web sites, magazines, fables, museums/art galleries, etc., in various ways <ul style="list-style-type: none"> compare imagery used in a variety of poems rate current music videos according to student-established criteria compare a Francophone magazine to an Anglophone equivalent (print or online)
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Understanding Cultural Influences (see page 32)

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Understanding Cultural Influences

<p>Prescribed Learning Outcomes <i>It is expected that students will:</i></p>	<p>Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i></p>	<p>Illustrative Examples <i>Student learning might include: (these are suggestions only)</i></p>
<ul style="list-style-type: none"> • identify the contributions of Francophones to Canada and the world 	<ul style="list-style-type: none"> • identify and reflect on the achievements of a variety of Francophones 	<ul style="list-style-type: none"> • Francophone contributions - arts, science, education, medicine, business, food, politics
<ul style="list-style-type: none"> • demonstrate an understanding of similarities and differences between Francophone cultures and their own 	<ul style="list-style-type: none"> • demonstrate a more complex understanding of the similarities and differences between Francophone customs and their own 	<ul style="list-style-type: none"> • understanding of cultural differences - compare similarities and differences in family life, adolescent life, daily routines, celebrations, pastimes, e.g., perform skits
<ul style="list-style-type: none"> • use language, expressions, and behaviours to suit cultural context 	<ul style="list-style-type: none"> • use a variety of appropriate Francophone greetings, gestures, expressions of courtesy, and colloquialisms to suit specific situations 	<ul style="list-style-type: none"> • use of cultural cues in specific situations - gifts, drink, dining and shopping etiquette

Core French Grade 12 Context

Students are expected to engage in increasingly complex and spontaneous oral interactions in which they demonstrate their facility with French and the strategies they have developed to sustain and extend communication.

Students are able to locate information with confidence, skim for relevant facts, and use French-language resources in their community and elsewhere, e.g., via the Internet or correspondence.

As students develop increasing facility with oral and written language, they experience and can respond to both contemporary and traditional works in a variety of genres.

The outcomes for cultural understanding emphasize awareness and sensitivity. Students reveal their cultural understanding through daily activities and interactions, as well as in completed assignments.

Ministry-Prescribed Learning Outcomes

Communicating

- express long- and short-term plans, goals, and intentions
- exchange ideas, thoughts, opinions, and points of view, giving reasons and reactions
- describe, narrate, and analyse events, situations, or experiences
- use a wide range of vocabulary, complexity of expression, and idiom in past, present, and future
- interact spontaneously in a variety of meaningful, real-life situations

Acquiring Information

- retrieve, research, and analyse information from French-language resources to complete authentic tasks
- synthesize acquired information in oral, visual, and written forms

Experiencing Creative Works

- analyse and respond to authentic creative works from the Francophone world

Understanding Cultural Influences

- discuss contemporary issues in the Francophone world
- explain how people are influenced by cultural experiences
- adapt language, expressions, and behaviours to suit cultural context

Communicating

- preparation and presentation of plans
- exchange of ideas
- debate/discussion
- recounting
- analysis
- complex use of time indicators, language patterns, and vocabulary
- spontaneous interactive communication
- participation in spontaneous situations

Acquiring Information

- location of information
- analysis
- synthesis/presentation

Grade 12 Key Elements

Experiencing Creative Works

- understanding of complex and sophisticated authentic Francophone oral, visual, and written creative works
- written, oral, and visual interpretations

Understanding Cultural Influences

- research
- analysis/discussion
- cultural perspectives
- use of cultural cues in spontaneous situations
- regional variation in vocabulary and behaviour

Language-Learning Strategies

(cumulative through Grades 5-12)

- negotiate meaning by using questions in French and other techniques for clarification
- summarize information in oral, graphic, and written form
- use dictionaries, grammars, and other reference materials for clarity of comprehension and expression
- seek out and create practice opportunities in and out of the classroom

Possible Assessment Opportunities

- debate on a controversial topic
- essay expressing opinion about a current event
- dramatization of a creative work

Teacher Selected

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Communicating		
Prescribed Learning Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i>	Illustrative Examples <i>Student learning might include: (these are suggestions only)</i>
<ul style="list-style-type: none"> express long- and short-term plans, goals, and intentions 	<ul style="list-style-type: none"> report, narrate, or describe using connected sentences and paragraphs in present, past, and future when expressing plans, goals, and intentions 	<ul style="list-style-type: none"> preparation and presentation of plans - prepare a career path, plan a trip/study year. <i>Quand je finirai la douzième année, j'irai ...</i>
<ul style="list-style-type: none"> exchange ideas, thoughts, opinions, and points of view, giving reasons and reactions 	<ul style="list-style-type: none"> use more specialized, and precise vocabulary, expressions, and language structures when exchanging ideas, thoughts, opinions, and point of view understand significant details and themes in extended discussions and presentations 	<ul style="list-style-type: none"> exchange of ideas - <i>Je suis d'accord avec ce que tu dis, pourtant</i> debate/discussion - <i>Il faut que les jeunes soient</i>
<ul style="list-style-type: none"> describe, narrate, and analyse events, situations, or experiences 	<ul style="list-style-type: none"> recount and analyse events, situations, or experiences using more specialized and precise vocabulary, expressions, and language structures 	<ul style="list-style-type: none"> recounting - <i>Quand j'avais douze ans, mon père m'a acheté ... qui était exceptionnellement Quelle surprise! À vrai dire, j'aurais préféré</i> analysis - <i>Selon cette histoire, l'auteur croit que D'après le sondage que nous avons fait,</i>
<ul style="list-style-type: none"> use a wide range of vocabulary, complexity of expression, and idiom in past, present, and future 	<ul style="list-style-type: none"> use multiple time frames and other complex vocabulary and language structures to discuss events 	<ul style="list-style-type: none"> complex use of time indicators, language patterns, and vocabulary - travel, graduation (<i>le bal des finissants</i>), environment, yearbook. <i>De tous les événements de l'année scolaire, celui que nous avons aimé le plus c'était Dans les prochains mois, on s'attend à Quand j'y ai réfléchi, De temps en temps, nous avons l'habitude de À l'étranger J'ai hâte de</i>
<ul style="list-style-type: none"> interact spontaneously in a variety of meaningful, real-life situations 	<ul style="list-style-type: none"> use complex vocabulary, language patterns, and idiomatic expressions in a variety of real-life situations participate spontaneously in real-life situations 	<ul style="list-style-type: none"> spontaneous interactive communication - <i>Notre classe de douzième année vous présente nos histoires d'enfance. Veux-tu venir avec moi pour lire ensemble?</i> participation in spontaneous situations - theatre sport, improvisation, radio talk show, field trip, exchange student, guest speaker, e.g., Guest: <i>Ça me fait plaisir d'être invité Je viens de</i> Student(s): <i>Quelles sont les différences que vous remarquez entre ... et</i>

Acquiring Information

<p>Prescribed Learning Outcomes <i>It is expected that students will:</i></p>	<p>Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i></p>	<p>Illustrative Examples <i>Student learning might include: (these are suggestions only)</i></p>
<ul style="list-style-type: none"> retrieve, research, and analyse information from French-language resources to complete authentic tasks 	<ul style="list-style-type: none"> research, select, interpret and analyse relevant information required to complete a specific task 	<ul style="list-style-type: none"> preparation to support a position - research a variety of information sources to support an interest or topic/position, e.g., living abroad, pros/cons of animal testing, international aid issues analysis - summarize and prioritize information to support an interest or topic/point of view, e.g., bias in media, stereotypes, female-male roles
<ul style="list-style-type: none"> synthesize acquired information in oral, visual, and written forms 	<ul style="list-style-type: none"> demonstrate in a variety of visual, oral, and written forms an in-depth understanding of the main ideas and significant details in the information 	<ul style="list-style-type: none"> synthesis/presentation - hold a debate, host a talk show, write a letter to the editor or persuasive essay, prepare and deliver a speech, hold a student election, present solutions to a local problem

Experiencing Creative Works

<ul style="list-style-type: none"> analyse and respond to authentic creative works from the Francophone world 	<ul style="list-style-type: none"> demonstrate an in-depth understanding of sophisticated authentic Francophone oral, visual, and written creative works examine in detail authentic Francophone works and express their interpretation using a variety of written, oral, and visual formats 	<ul style="list-style-type: none"> written, oral, and visual interpretations - analyse and respond to TV documentaries, radio or online broadcasts, paintings, books, movies, architecture, advertisements, poems, stories, web sites, magazines, excerpts from literature, plays, tales and legends, etc., in various ways <ul style="list-style-type: none"> - analyse Francophone humour - dramatize a legend - prepare and conduct a gallery walk of Francophone works of art
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Understanding Cultural Influences (see page 36)

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Understanding Cultural Influences

<p>Prescribed Learning Outcomes <i>It is expected that students will:</i></p>	<p>Achievement Indicators <i>Students who have fully met the prescribed learning outcome are able to:</i></p>	<p>Illustrative Examples <i>Student learning might include: (these are suggestions only)</i></p>
<ul style="list-style-type: none"> • discuss contemporary issues in the Francophone world 	<ul style="list-style-type: none"> • research, discuss, and state their position on current issues 	<ul style="list-style-type: none"> • research - newspapers, Internet, television, news broadcasts, documentaries • analysis/discussion - essay, debate, host talk shows, round table discussion, interview, video on issues such as current events, social responsibility, globalization, films
<ul style="list-style-type: none"> • explain how people are influenced by cultural experiences 	<ul style="list-style-type: none"> • analyse and give examples of how culture shapes people 	<ul style="list-style-type: none"> • cultural perspectives - family life, traditions, education, religion, beliefs, history, the arts, social mores, political systems, etc.
<ul style="list-style-type: none"> • adapt language, expressions, and behaviours to suit cultural context 	<ul style="list-style-type: none"> • adapt Francophone greetings, gestures, expressions of courtesy, and colloquialisms to suit prepared and spontaneous situations 	<ul style="list-style-type: none"> • use of cultural cues in spontaneous situations - formal vs. informal, written vs. oral • regional variation in vocabulary and behaviour - colloquialisms, appropriate language use and behaviours among different Francophone countries, e.g., Québec vs. France, guest in a Francophone household, education, humour

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