Intensive French - Year Two

Communicating and Conveying Information

	PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES	SUGGESTED ASSESSMENT STRATEGIES
Students will:			
1.1	• participate in classroom routines and activities conducted in French,	Provide models of new language structures and review them on a continuous basis for classroom operations, e.g., calendar activities. Encourage discussion as appropriate, e.g., discussions. Use greetings and expressions of politeness in classroom interactions.	Complete a daily checklist of student participation. Provide opportunities for students to complete peer and self-assessments.
1.2	• ask for information or assistance	Use a variety of expressions to ask for information or assistance and post them in the classroom. Provide frequent opportunities to use expressions in classroom routines, group tasks.	Record evidence of using different expressions. Observe and note strategies used for getting assistance
1.3	• exchange and share information about thematic topics	Use partially-framed models to support students in exchanging information about thematic topics. Conduct oral interviews, surveys and other forms of original research.	Record student participation via audio or video. Observe participation according to criteria checklist.
1.4	• demonstrate comprehension of	Provide a variety of oral texts to students and	

	oral texts from a variety of sources	ask them to discuss, illustrate or dramatize their understanding of them. Organize listening and viewing activities that provide different input of textual content. Have students compile information in a variety of formats, e.g., on paper, verbally, on-line, etc. Model to students how to differentiate between main ideas and details in oral texts. Have students read books to younger audiences. Ask questions that require an opinion about events particular to their world.	Assess the retelling of an oral text. Record participation on a checklist. Have students record key ideas from text on a graphic organizer; collect; assess.
1.5	• use various ways of representing understanding	Have students provide brief summaries of main ideas or events. Invite them to support their ideas with details from the text. Have students create paragraphs using an idea web. Encourage students to respond to texts in a response journal. Have them share with peers.	Assess using criteria-based rubric. Have peers respond to others' shared responses.
1.6	• express, with support ideas and opinions	Provide opportunities for students to express opinions in their journals about what they are learning Initiate classroom discussion, surveys and interviews.	Record evidence of individual expressions, emotions, opinions and reflections. Note the use of the appropriate vocabulary and expressions to express opinions and reflections.

		Students support their ideas or opinions with facts or references to material learned in class or from personal knowledge.	Observe in students' journals the use of vocabulary and expressions for expressing their opinions and needs and provide feedback as required.
1.7	• read texts aloud using voice features (tone, rhythm of speech, intonation) and gestures	Provide opportunities for buddy reading, reader's theatre, paired reading, individual reading. Have students read to another, younger class of students of the school. Encourage shared reading.	Record use of voice features, including pronunciation, using a checklist. Record oral reading on a tape recorder or computer; invite peer assessment.
1.8	• predict meaning of a text by identifying contextual clues and referring to personal background knowledge	Begin the study of a new text (oral or written) by inviting students to make connections to their own experiences. Encourage students to make predictions about plot and to give reasons for their predictions.	Record student responses. Ask students to refer to responses given by other students. Keep track of and verify predictions.
1.9	read texts for enjoyment and information,	Organize a take-home reading program. Have students keep a list of the books they have read. Guide discussions to allow students to integrate personal experiences. Conduct a book-rap (a cumulative book review; can be shared online). Have students participate in a literature circle (with support) to read excerpts from and express opinions about familiar texts.	Make anecdotal comments in student journal. Solicit feedback from parents, e.g., in student planner. Note the level of difficulty of texts read by a student and recommend more difficult or less difficult titles or formats, as appropriate. Provide assessment criteria for oral presentations about texts.
1.10	• respond to texts in ways that involve general knowledge and personal experience	Prepare sample book reviews. Lead a general group discussion on books that have been read.	Observe and assess participation according to criteria checklist.

			Have students keep a portfolio in which they keep artifacts related to various texts, e.g., personal response, self- and peer assessment, etc.
		Have students prepare journal entries pertaining to texts.

Guide discussions to allow students to integrate personal experiences.

Have students participate in a literature circle (with support) to read excerpts from and express opinions about familiar texts. | |
| 1.11 | • represent the main idea and key details of a text | Model for students how to identify the key ideas as well as the details in a text (in a variety of forms, e.g., books, articles, on-line, oral).

Have students integrate art into their writing and journals.

In small groups, ask students to identify the main ideas in a text; and then to identify how the text has been organized, e.g., by topics, by a timeline, by pro/con or other technique. | Have students keep a portfolio.

Collect and make notations in journals.

When students represent a text, note if they identified the main idea and key ideas as well as some of the techniques used by the author to present the text's ideas.

Provide assessment criteria for written presentations about texts. |
| 1.12 | • distinguish among facts, opinions and emotions presented in a text | Ask students to find indicators of opinion statements, e.g., *à mon avis, je crois que*; of facts, e.g., research data, dates; and of emotion, e.g., *triste, content*.

Ask students to classify statements in authentic documents under the headings of "Fact", "Opinion" and "Emotion".

Improvise interviews, (reporter/interviewee).

Have students identify the facts, opinions and emotions in texts written/presented by their | Complete a checklist outlining student use of expressions of fact, opinion and emotion. |

		peers. Ask students to present orally/write a text or produce a scenario or video that contains facts, opinions and emotions.	
1.13	• describe and sequence events and experiences in the present, past and future time using connectors, e.g., *d'abord, peut-être, cependent, puis, alors, enfin, ensuite, premièrement, finalement*	Use a variety of questioning techniques, gestures and visuals to help students communicate information about people, places and events, including sequences. Display visuals such as verb posters, vocabulary posters, classroom expressions. Have students create detailed descriptions or directions for activities.	Record student responses to oral questions. Assess the complexity of student responses using rubrics to check fluency and accuracy of expression.
1.14	• transform oral communication and oral texts into written form	Model the written form of information shared in oral discussions on board/chart. Prepare students to write individually, starting with group brainstorming, idea webs, word banks, etc.	Provide frequent opportunities to proofread and peer-edit.
1.15	• use a systematic approach to creating and refining written work	Review the editing process with attention to specific items (capitals, punctuation, accents, agreements, and adjective placement). Model how to detect and correct errors, e.g., by focusing on those commonly found in students' written work. Familiarize students with tools used for self-editing, including online tools, e.g., *lepatron.com* Organize individual, paired and group revision activities.	Keep a portfolio of student work, representing various stages of the writing process. Have students acknowledge all resources used to complete a project and rate them on a scale as to their usefulness. Monitor student use of self-assessment instruments. Assess student writing using pre- and post-revision samples.

			Plan student/teacher conferencing to discuss the assessments.
		Have groups revise and edit student-produced texts.	
1.16	• consult and make meaning from authentic texts, e.g., online sources, book excerpts, menus, schedules, audio clips, songs, etc. (may include support material)	Encourage retelling, paraphrasing. Encourage the use of dictionaries and other reference tools. Use a variety of strategies, graphic organizers, etc. to assist with understanding texts. Model how to structure task completion based on drawing out key ideas from authentic materials.	Keep a portfolio. Develop and use rubrics to assess task products.
1.17	• conduct research on a topic of choice using a variety of sources, including authentic documents	Introduce the research cycle: questioning, planning, gathering, sorting, synthesizing. Have students conduct research on topics of choice following a prepared structure and moving to varied formats. Provide access to a variety of resources, e.g., newspaper, webpage, audio clip, magazine, etc Have groups of students contribute to a class research project. Create and/or conduct a WebQuest on a topic. Have students research and prepare a topic for a public speaking event (in groups, for the class, or for a wider audience).	Students complete a group-assessment checklist. Use a rubric to assess students' performance at each stage of the research cycle. Maintain a portfolio of written products and/or presentations. Develop and use a checklist for assessing WebQuest.

Understanding Cultural Influences and Experiencing Creative Works

	PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES	SUGGESTED ASSESSMENT STRATEGIES
	Students will:		
2.1	• listen to and sing French music, including traditional music, national anthem, modern and other genres	Encourage students to perform the national anthem as a part of opening exercises in concerts and assemblies. Play a variety of French music, and encourage students to bring music – for appreciation, as background music, etc.	Observe and assess participation according to a criteria-based checklist. Have students complete preference ratings and comments.
2.2	• identify some of the benefits of speaking more than one language • identify the benefits of speaking both of Canada's official languages	Brainstorm with the class and make a chart listing the reasons for / advantages of learning a second or additional language. Highlight benefits related to future prospects, wider perspectives, impact on English language skills, etc. Invite guests to speak about their own language learning and cultural experiences. Set up a key- or pen-pal program with francophones within or outside of Canada. Organize a visit or an exchange to a francophone area.	Observe and assess participation according to a criteria-based checklist. Have students complete a self-assessment checklist to record the various languages they speak (à la Common European Language framework).
2.3	• demonstrate an awareness of the	Brainstorm the symbols of multiculturalism	Observe and assess participation according to

		(language, race, religion) in Canada and in your community.	a criteria-based checklist.
	multilingual and multicultural nature of BC and Canada		Have students complete a self-assessment checklist on multicultural awareness.
		Invite guests from different linguistic and cultural backgrounds to speak to class.	
		Record and acknowledge multi-cultural celebrations throughout the year.	
2.4	• demonstrate an awareness of la francophonie around the world	Have students prepare posters promoting the study of French	
		Set up a key- or pen-pal program with francophones within or outside of Canada.	
2.5	• identify the importance of French as an official language of Canada and the contribution of francophones to Canada's heritage • identify francophone regions of Canada • identify prominent French-speaking Canadians	Brainstorm where French is spoken in Canada and the world. Emphasize various aspects of culture and highlight francophone contributions (politics, arts, music, literature, sports, film). Have students conduct research on a prominent francophone Canadian and make a presentation to the class. Set up a keypal/penpal system with a francophone group.	Observe and assess participation according to a criteria-based checklist. Use a rubric to assess written and oral presentations.
2.6	• identify selected works of several French Canadian and other francophone artists (musicians, visual artists, authors)	Listen to and discuss francophone musicians and singers and their styles. Conduct on-line research to find out popular francophone music and artists of the day; create a class *palmarès*. View and critique works by contemporary and classical francophone visual artists.	Assess novel reports and journal entries. Use a rubric to assess written and oral presentations.

| | | Read the poetry of various francophone poets; read a short French-Canadian novel.

Research prominent francophone Canadians.

Highlight francophone contributions (politics, arts, music, literature, sports, film).

Conduct research a prominent francophone Canadian and make a presentation to the class. | |
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| 2.7 | • view, listen to and read creative works (short films, poems, songs, independent reading of short stories) and respond to them | Provide opportunities to learn new songs, read and create poems and stories, view and create media presentations.

Participate in various fine arts activities (drawing, painting, music, sculpting) using a French creative work as inspiration.

Attend a live performance in French, where possible.

View a musical or dramatic video or live performance in French if possible; create an advertisement, sequel, parody or critique of it.

Provide opportunities for students to express opinions, likes and dislikes by means of journals, multi-media or other forms of expression. | Record final projects on a video or audio cassette.

Display projects; invite peer-assessment.

Review and respond to students' critiques, journal entries. |
| 2.8 | • demonstrate an awareness and the use of social conventions in their own and francophone cultures (for example use of | Discuss customs and conventions that differ from one culture to another (forms of greeting, handshakes, bows, kisses) and the importance of respecting those differences, | Observe and assess participation according to a criteria-based checklist. |

		e.g., eye contact, personal space, touching.	
	vous/tu)	Teach cultural practices (*vous/tu, est-ce que*/inversion).	
		Point out cultural practices in written, aural or viewed texts.	
		Have students role play several scenarios and decide the appropriate convention to use in each situation.	
2.9	• demonstrate an awareness of and the use of cultural idioms and nuances in spoken French, e.g., *il fait beau/il est beau; j'ai un chat dans la gorge*	Maintain a log of new idiomatic phrases and expressions. Ask students to note and share idiomatic expressions noted in independent reading. Identify and post common proverbs and comptines, e.g., *Il pleut, il mouille, c'est la fête de la grenouille...* Create humorous posters for idiomatic phrases, e.g., *j'ai un chat dans la gorge*.	Observe and assess participation according to a criteria-based checklist. Record use of idioms and proverbs in general discussions or those noted in independent reading. Use teacher- and self-assessments for the idiomatic phrase poster.

Understanding and Applying General Language Principles

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES	SUGGESTED ASSESSMENT STRATEGIES

Students will:

3.1	• use features of voice (tone, rhythm of speech, intonation) and gestures to help clarify meaning in conversations and presentations	Invite students to make use of non-verbal communication strategies by asking them to identify and interpret them in films and pictures, etc. Provide opportunities to use voice and gestures to convey meaning in small group and whole class presentations.	Record use of voice features and gestures in oral production by means of a checklist. Question students on differences between stated phrases, using varied intonation. 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.)
3.2	• use a French/English dictionary and other reference sources	Help students use a glossary, French/English dictionaries, conjugation guides and other tools. Review dictionary skills and how to use conjugation guides for editing written work.	Observe and assess participation according to a criteria-based checklist.
3.3	• identify, differentiate and use the sounds and symbols of the French language	Explain and use strategies that assist in the recognition of the relationship between oral and written forms of language. Write poems with different rhyming schemes. Discuss the use and importance of accents in French.	Observe and assess participation according to a criteria-based checklist. Have students complete self- and peer-assessments. Monitor and assess oral reading. Assess poetry or songs produced by pairs and groups.

| | | Encourage students to take risks by reading aloud; record new pronunciation challenges on a word wall.

Have students practise appropriate use of liaison. | |
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| 3.4 | • identify and use language structures in thematic tasks | Draw attention to language structures needed to execute thematic tasks.

Heighten awareness about language structures by focusing on written samples produced by students or the teacher.

Invite observations to explain certain patterns. Record these and build on them with subsequence observations. | Have students record observations in a language learning journal.

Record familiar patterns on classroom displays or word walls.

Focus assessment of written work on patterns that have recently received attention in class. |
| 3.5 | • work individually, in pairs and in groups to create oral, written and visual productions | Use a variety of student groupings.

Teach cooperative learning techniques such as role assignment in groups (recorder, presenter, timer, facilitator).

Have students create various types of productions using drama, multi-media, writing, etc.

Have each student participate in an individual, paired and small group production. | Record teacher observations of final productions.

Record teacher observations of the group process at work.

Use a rubric to assess final projects.

Have students participate in peer-assessment. |
| 3.6 | • complete language learning tasks, using appropriate visual or media supports | Model how to use charts, posters, resource materials and the Internet to gather authentic information for projects.

Discuss the differences between authentic and non-authentic materials; brainstorm | Observe and assess participation according to a criteria-based checklist.

Record observations of pair- and groupwork.

Assess presentations according to criteria- |

| | | sources of specific information.

Discuss types of supports to be found at home, in the community and at school. | based rubrics. |
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| 3.7 | • negotiate meaning in unfamiliar situations, using various language learning techniques | Provide models to help students cope with new and challenging situations.

Reuse previously learned structures, visual and non-visual cues.

Explain circumlocution and give examples.

Promote the use of the language learning techniques outlined above through interviews and group discussions. | Observe and assess students' use of strategies and attempts to negotiate meaning.

Record spontaneous, student-initiated use of these techniques. |
| 3.8 | • communicate using a variety of strategies | Incorporate various forms of verbal and non-verbal communication (gestures, facial expressions, visual cues).

Have students learn and use the necessary vocabulary and structures for circumlocution, and to ask for clarification, and to obtain specific information.

Organize group activities to include many different forms of expression and representation of ideas.

Promote a supportive non-threatening environment to encourage risk-taking. | 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-asessments.

Record events of student self-correction and risk-taking. |
| 3.9 | • complete self- and peer-assessments | Demonstrate the types of self-assessments to be used, e.g., charts, grids, rating scales.

Ensure that students understand that their self-assessments are important and are part | Read and assess student reflections; provide regular feedback. |

| | | of the final assessment of their work.

Ensure students understand assessment instruments.

Provide ample time for reflection at the end of a project or a unit.

Plan student/teacher conferencing to discuss performance and possible strategies to use. | |