

Sample performance standards across the academic year: Year One – Cultural Influences and Creative Works

Understanding Cultural Influences and Experiencing Creative Works

Below is a description of fulfillment of each learning outcome at the end of each term (fully meeting expectations).

| End of Term 1 | End of Term 2 | End of Term 3 |
|---|---|--|
| <ul style="list-style-type: none"> • sing French songs | | |
| - sings simple songs (including Canada’s national anthem) using familiar thematic vocabulary to enhance pronunciation | - sings simple songs using familiar thematic vocabulary as well as traditional French-Canadian songs | - sings francophone songs involving familiar and unfamiliar vocabulary |
| <ul style="list-style-type: none"> • identify the benefits of speaking more than one language | | |
| - identifies (from a list) the benefits of speaking more than one language | - identifies benefits of speaking more than one language | - identifies benefits of speaking more than one language in terms of future goals |
| <ul style="list-style-type: none"> • demonstrate an awareness of the multilingual nature of British Columbia and Canada | | |
| - identifies number and variety of languages spoken in their community | - identified and compares number and variety of languages spoken in their community to the rest of British Columbia | - identifies and compares number and variety of languages spoken in British Columbia to the rest of Canada |
| <ul style="list-style-type: none"> • identify the importance of speaking both of Canada’s official languages • identify francophone regions of Canada • identify prominent French-speaking Canadians | | |
| - brainstorms a variety of jobs where French is used in Canada | - researches requirements of jobs where French is used in Canada | - prepares profile of job where French is used |
| - creates a map of Canada indicating cities with francophone population | - compares city maps from francophone cities within Canada with their own city | - prepares a travel brochure for a francophone city within Canada |
| - creates a list of French-speaking Canadians | - researches a French-speaking Canadian | - prepares sample interview questions for a French-speaking Canadian |
| <ul style="list-style-type: none"> • view, listen to and read selected works of several French Canadian and other francophone artists | | |
| - recites and/or sings a variety of simple French Canadian poems and songs | - reads simple francophone poems and/or stories linked to thematic topics of study | - watches simple francophone movie without sub-titles |

| End of Term 1 | End of Term 2 | End of Term 3 |
|---|---|---|
| <ul style="list-style-type: none"> • respond to francophone creative works | | |
| <ul style="list-style-type: none"> - responds to francophone creative works using a class-generated template | <ul style="list-style-type: none"> - shares preferences of selected francophone creative works | <ul style="list-style-type: none"> - critiques selected francophone creative works |
| <ul style="list-style-type: none"> • identify similarities and differences (customs, behaviour patterns) between one's life and that of francophone children in Canada and around the world | | |
| <ul style="list-style-type: none"> - examines family groupings of francophone children in Canada and/or around the world - appreciates that certain holidays and or events are unique to certain cultures | <ul style="list-style-type: none"> - identifies similarities and differences between how a holiday or event is celebrated in their own community and elsewhere in Canada or around the world, e.g., Halloween - identifies holidays and or events unique to French Canada | <ul style="list-style-type: none"> - identifies significance of specific customs and/or behaviour to culture, e.g., greeting shopkeepers in France, "kissing hello" - prepares and participates in activities associated with a traditional francophone event, e.g., Carnaval |
| <ul style="list-style-type: none"> • demonstrate an awareness and the use of social conventions in their own and francophone cultures | | |
| <ul style="list-style-type: none"> - learns and uses a variety of greetings unique to French language - learns and uses common titles to address men and women, e.g., <i>Monsieur, Madame, Mademoiselle</i> | <ul style="list-style-type: none"> - learns and begins to differentiate situations that require the use of <i>vous</i> instead of <i>tu</i> - uses modelled salutations in written work, e.g., written letter to francophone student in Canada | <ul style="list-style-type: none"> - uses <i>vous</i> while speaking with principal and/or other teachers - uses salutations in written work, e.g., <i>sincèrement, amicalement</i> |
| <ul style="list-style-type: none"> • demonstrate an awareness of and the use of cultural idioms and nuances in spoken French | | |
| <ul style="list-style-type: none"> - maintains an illustrated log of cultural idioms and/or idiomatic expressions | <ul style="list-style-type: none"> - uses cultural idioms in skits, demonstrating appropriate use of idiom | <ul style="list-style-type: none"> - uses cultural idioms spontaneously in conversation with peers |