

Overall Expectations	Specific Expectations	Teaching Strategies	Assessment & Evaluation	Resources
<p>Oral Communication: Listening and speaking A1. Listening to Understand: Determine meaning in a variety of oral French texts, using a range of listening strategies. A2. Listening to Interact: Interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences B1. Speaking to Communicate: Communicate information and ideas orally in French, using a variety of speaking strategies</p> <p>and age- and grade-appropriate language</p> <p>suited to the purpose and audience B2. Speaking to Interact: Participate in spoken interactions in French for a variety of purposes and with diverse audiences.</p>	<p>Oral Communication: A1.1 Using Listening Comprehension Strategies: Identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts. Strategies discussed explicitly with students are to ask the speaker to speak slowly, awareness of known vocabulary (comprehensible input), rephrasing for comprehension. A1.2 Demonstrating Understanding: Demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about everyday topics and situations, with contextual and visual support. A2.1 Using Interactive Listening Strategies: Identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions. A2.2 Interacting: Respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support. A2.3 Metacognition: (a) use of strategies (b) identify strengths and</p>	<p>Oral Communication: • recognize words and their meanings within the context of daily classroom activities, context of play, basic vocabulary being “studied” (i.e. weather, useful sentences) • listen to and respond to simple knowledge and comprehension based questions orally • manipulate the language in oral & written form through a variety of oral and written activities • student use of Core French website • view, listen to and learn songs listening to French spoken by live and recorded voices and by people of different ages, speaking in different accents and at different rates (videos/ DVDs for each year of the program include plays</p>	<p>Oral Communication: Formative • ongoing formative assessment daily observations (respond to observed needs, gaps, and strengths) • student self-assessment Formal assessments • assessment of spontaneous talk (ability to transfer vocabulary and language structures into unrehearsed situations) • communication of independent/own thoughts and ideas • listening tests • play performance – intonation, pronunciation, • retells: orally Self-assessment</p>	<p>• Ontario Curriculum • Aim language learning program • Oral games • songs and stories • Music for a variety of activities (i.e. opposite review to music) • U tube • independently created curriculum by Mme. McColeman</p> <p>septembre Rentrée C’est Moi Les Zones de Régulation octobre Les Animaux Les Trousses d’Hiver Trois Petits Cochons novembre Le Jour de Souvenir (la paix)</p>

	<p>weaknesses</p> <p>A1.1 Using Listening Comprehension Strategies: Identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts. Strategies discussed explicitly with students are to ask the speaker to speak slowly, awareness of known vocabulary (comprehensible input), rephrasing for comprehension.</p> <p>A1.2 Demonstrating Understanding: Demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about everyday topics and situations, with contextual and visual support.</p> <p>A2.1 Using Interactive Listening Strategies: Identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions.</p> <p>A2.2 Interacting: Respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support.</p> <p>A2.3 Metacognition: (a) use of strategies (b) identify strengths</p>	<p>performed by francophone students, immersion students and students from Histoires en Action</p> <ul style="list-style-type: none"> • repeat vocabulary introduced through gesture, smart board activities, viewing videos, oral games • learn to & speak while the teacher gestures • interact spontaneously with others in all classroom interactions in French • oral story retelling • view, listen to and read the play • memorize & dramatize the play • identify single words • recognize words and their meanings within the context of daily classroom activities, context of play, basic vocabulary being “studied” (i.e. weather, useful sentences) 		<p>Trois Petits Cochons Les contraires, les numéros, les adjectifs, les phrases décembre Trois Petits Cochons Les phrases bizarres Les nouvelles histoires La pièce janvier Nous sommes les auteurs. l’Hiver</p>
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<p>Reading C1. Reading Comprehension: Determine meaning in a variety of French texts, using a range of reading comprehension strategies. C2. Purpose, Form, and Style: Identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>	<p>Reading C1.1 Using Reading Comprehension Strategies: Identify a few reading comprehension strategies and use them before, during, and after reading to understand texts. C1.2 Reading for Meaning: Demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required. C1.3 Reading with Fluency: Read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text. C1.4 Developing Vocabulary: use a few vocabulary -acquisition strategies before,during, and after reading to determine or confirm the meaning of new and unfamiliar words. C2.1 Purposes of Text Forms: Identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms. C2.2 Characteristics of Text Forms:Identify some characteristics and/or stylistic elements of familiar text forms, including fictional,informational, graphic, and media forms. C2.3 Metacognition: (a) reading comp strategies (b) identify their areas of greater and lesser strength as readers, and plan steps C1.1 Using Reading Comprehension Strategies:</p>	<p>Reading • read stories, songs, plays • environmental print (i.e. word walls, posters, charts, signs) • read text to the teacher and each other • extract specific information to ask and respond to simple knowledge and comprehension based questions orally • compare/contrast and describe characters -questions and other activities based on a story or play, ppt, songs - share students' edited, published books placed in the developing classroom library -poems/raps/ (students create an anthology of poetry, songs, raps); -Whole-class cooperatively written stories that are shared with other classes in the school; games that involve reading of individual sentences or questions; •reading comprehension activities based on plays •co-operative reading activities (i.e. mind mapping, group graffiti etc, oral story</p>	<p>Reading Formative •ongoing formative assessment daily observations (respond to observed needs, gaps, and strengths) •student self-assessment •all work is marked to provide feedback to students and information for next teaching steps Listen to student reading Formal assessments •written tests- multiple choice, fill in the blank, identify the opposite, etc, reading comprehension •retells: orally, written •transfer of language structures and vocabulary into unfamiliar/unrehearsed reading activities</p>	
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	<p>Identify a few reading comprehension strategies and use them before, during, and after reading to understand texts.</p> <p>C1.2 Reading for Meaning: Demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required.</p> <p>C1.3 Reading with Fluency: Read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text.</p> <p>C1.4 Developing Vocabulary: use a few vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words.</p> <p>C2.1 Purposes of Text Forms: Identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms.</p> <p>C2.2 Characteristics of Text Forms: Identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms.</p> <p>C2.3 Metacognition: (a) reading comp. strategies (b) identify their areas of greater and lesser strength as readers and plan steps to improve as readers</p> <p>Intercultural Understanding</p> <p>C3.1 Intercultural Awareness: Using information from a variety of French texts to find out about culture and make connections to personal experiences and community</p> <p>C3.2 Awareness of Sociolinguistic Conventions: Identify examples of sociolinguistic conventions in diverse French</p>	<p>retelling)</p>		
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<p>Writing</p> <p>Writing D1. Purpose, Audience, and Form: Write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively; D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions</p>	<p>communities and in correspondence</p> <p>Writing D1.1 Identifying Purpose and Audience: Determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create. D1.2 Writing in a Variety of Forms: Write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends, family, and their immediate environment, following models appropriate to the purpose and incorporating some of the basic elements of each form. D1.3 Developing Vocabulary: Confirm word meanings and review, refine, and vary word choices, using a variety of resources. D1.4 Using Stylistic Elements: Begin to establish a personal voice and a clear point of view, with teacher support. D1.5 Creating Media Texts: Using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form.</p>	<p>Writing</p> <ul style="list-style-type: none"> • carefully sequenced writing activities • participate in creative story writing, both oral and written, individual and co-operative - use of dictionary & classroom resources • written responses to questions • students develop own lists of words • copying of words • follow the writing process for independent and cooperative writing: <ul style="list-style-type: none"> - generating ideas; - choosing a topic and determining the purpose for writing and the audience to be addressed; - developing a plan for writing; - writing a first draft; - reviewing and revising; - editing and proofreading; - producing a final copy. - use a dictionary & 	<p>Writing</p> <p>Formative</p> <ul style="list-style-type: none"> • ongoing formative assessment daily observations (respond to observed needs, gaps, and strengths) • student self-assessment • all work is marked to provide feedback to students and information for next teaching steps <p>Formal assessments</p> <ul style="list-style-type: none"> • communication of independent/own thoughts and ideas • written tests- multiple choice, fill in the blank, identify the opposite, etc, reading comprehension • retells: orally, written • transfer of language structures and vocabulary into independent creative writing (grade dependent) 	
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in a variety of situations.		classroom resources (i.e. word wall, posters)		
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