



French Curriculum Map

Grades 1 – Gr. 12

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Introduction

Mission Statement

Abbotsford Christian School, operated by Abbotsford Christian School Society members, seeks to serve Christian families by providing a secure learning environment in which God's children can continue to explore, experience, and evaluate all of life under God.

We aim to nurture students in the discovery and development of their abilities and unique gifts so that they are enabled to be faithful, discerning, obedient and creative servants of God and of neighbour; and stewards of His creation.

Enduring Understandings

Modern Language Studies help us to celebrate other cultures, as language and culture are some of God's gifts that shape identity. God created humankind with the ability to communicate, and granted people the desire to live in community and fellowship with one another. We have been given the gift of languages to open up avenues of communication. Language, in spoken and written form, allows us to broaden our experience and knowledge of the world God has created, and to gain understanding of community life.

Diversity is an integral and intended part of God's creation. The celebration of creation's riches must also extend to an embracing of linguistic diversity and the many opportunities this presents to us as active participants within the global community. We should be a blessing as a visitor or helper in a foreign culture, as well as practice hospitality to visitors to our culture. There are no superior or inferior cultures because all people are God's creatures.

All people and cultures are shaped by human sin and are therefore arenas of Christ's redemptive work. The study of other languages is a God-given calling and privilege to be pursued with pleasure and diligence.

Goals

Students will develop an understanding of God's gift of language and how it can be used to serve God, others and the global community in which they live. They will learn to celebrate the diversity of language that mankind has developed creatively.

Students will develop communicative competence in French.

Students will develop language learning skills that can be used in learning additional languages.

Students will develop respect for, and interest in, the Francophone world and other cultural groups. This learning process will increase their awareness of their own cultures.

Essential Questions: Grades 1 - 12

Why study another language?

Why study French?

How does the study of French enable me to be more fully equipped for discipleship in the Kingdom of God?

How do I share my culture and my faith using the French that I learn?

How does the study of a language and its linguistic components increase my ability to communicate and enjoy language?

How do I express myself correctly using newly learned language skills?

How do I build confidence in communicating in another language?

How does the study of language increase my understanding of other cultures?

How does Canada fit in the Francophone world?

What can be the role (however small) of my school/class community in the Francophone world, locally and elsewhere?

French Curriculum Map Grade 1 – 2

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

| Grade | Essential Questions | Content Themes, Cultural Studies, Language Structures (vocabulary for each theme is assumed) | Learning Outcomes: By the end of grade level, the students will: | Special Authentic Activities |
|-------|---|--|--|---|
| 1 | <ul style="list-style-type: none"> Why study another language? Why study French? How does the study of French enable me to be more fully equipped for discipleship in the Kingdom of God? How do I share my culture and my faith using the French that I learn? How does the study of a language and its linguistic components increase my ability to communicate and enjoy language? How do I express myself correctly using newly learned language skills? How do I build confidence in communicating in another language? How does the study of language increase my understanding of other cultures? How does Canada fit in the Francophone world? What can be the role (however small) of my school/class community in the Francophone world, locally and elsewhere? | Les fruits 1 – 10 Short conversational phrases Les couleurs Merci Dieu Je me present (face and body parts) Noel et bebe Jesu Clifford L'hiver (winter and comprehension) Carnaval Paques (Easter) Le Printemps (Spring) A la ferme (farm animals and superlative) L'ete (summer and clothing vocabulary) | Communicating <ul style="list-style-type: none"> Ask and answer questions about feelings using simple phrases Demonstrate comprehension through participation Build and use sentences based on a model Acquiring Information <ul style="list-style-type: none"> Use drawing and mime to communicate meaning derived from creative works Experiencing Creative Works <ul style="list-style-type: none"> Respond to creative works from the Francophone world Understanding Cultural Influences <ul style="list-style-type: none"> Recognize elements of own culture | <ul style="list-style-type: none"> Planned visits from Grade 11/12 students to present activities/plays/centres Carnaval games and snacks afternoon |
| 2 | <ul style="list-style-type: none"> Why study another language? Why study French? How does the study of French enable me to be more fully equipped for discipleship in the Kingdom of God? How do I share my culture and my faith using the French that I learn? How does the study of a language and its linguistic components increase my ability to communicate and enjoy language? How do I express myself correctly using newly learned language skills? How do I build confidence in communicating in another language? How does the study of language increase my understanding of other cultures? How does Canada fit in the Francophone world? What can be the role (however small) of my school/class community in the Francophone world, locally and elsewhere? | Les legumes 1 – 20 Veggie Tales in French Les couleurs (Veggies continued) Ma maison (rooms and furniture vocabulary) Noel et bebe Jesu L'hiver (winter and sports clothing) Carnaval Bougez! (imperatives and actions) Au zoo (exotic animals and prepositions) Ma Famille Nos amis, Les Animaux (pets) | Communicating <ul style="list-style-type: none"> Demonstrate comprehension through verbal response Build and use sentences based on a model Use learned vocabulary appropriately Acquiring Information <ul style="list-style-type: none"> Recognize select known vocabulary as written in French Experiencing Creative Works <ul style="list-style-type: none"> Respond to creative works from the Francophone world Understanding Cultural Influences <ul style="list-style-type: none"> Compare elements of own culture with elements of Francophone culture | <ul style="list-style-type: none"> Planned visits from Grade 11/12 students to present activities/plays/centres Carnaval games and snacks afternoon Pet classroom visits in June with parent helpers |

French Curriculum Map Grades 3 – 4

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

| Grade | Essential Questions | Content Themes, Cultural Studies, Language Structures (vocabulary for each theme is assumed) | Learning Outcomes: By the end of grade level, the students will: | Special Authentic Activities |
|-------|---|--|---|--|
| 3 | <ul style="list-style-type: none"> Why study another language? Why study French? How does the study of French enable me to be more fully equipped for discipleship in the Kingdom of God? How do I share my culture and my faith using the French that I learn? How does the study of a language and its linguistic components increase my ability to communicate and enjoy language? How do I express myself correctly using newly learned language skills? How do I build confidence in communicating in another language? How does the study of language increase my understanding of other cultures? How does Canada fit in the Francophone world? What can be the role (however small) of my school/class community in the Francophone world, locally and elsewhere? | <p>Max et son Crayon (classroom objects and story order phrases) Max continued (comprehension) Max continued (story composition) Noel et bebe Jesu 1 - 40 Ou est Henriette? (store vocabulary and phrases) Henriette continued (comprehension) Dans une goutte de pluie (garden vocabulary and prepositions) Une Journee d'activite (sports vocabulary and imperative)</p> | <p>Communicating</p> <ul style="list-style-type: none"> Build and use sentences from a model to form a story Demonstrate comprehension through verbal response, mime and participation Present scripted text by reading or memorization and dramatic play <p>Acquiring Information</p> <ul style="list-style-type: none"> Express acquired information using illustration and mime Engage with text while listening to it spoken by Francophones <p>Experiencing Creative Works</p> <ul style="list-style-type: none"> Respond to creative works from the Francophone world <p>Understanding Cultural Influences</p> <ul style="list-style-type: none"> Identify common places in French and English communities | <ul style="list-style-type: none"> Henriette Hunt Insect plays Activity Day with parent helpers (mini sports day and snacks) |
| 4 | <ul style="list-style-type: none"> Why study another language? Why study French? How does the study of French enable me to be more fully equipped for discipleship in the Kingdom of God? How do I share my culture and my faith using the French that I learn? How does the study of a language and its linguistic components increase my ability to communicate and enjoy language? How do I express myself correctly using newly learned language skills? How do I build confidence in communicating in another language? How does the study of language increase my understanding of other cultures? How does Canada fit in the Francophone world? What can be the role (however small) of my school/class community in the Francophone world, locally and elsewhere? | <p>Language – our Heritage</p> <ul style="list-style-type: none"> 'French around the World' <p>All about me - Likes/dislikes</p> <ul style="list-style-type: none"> Verbs aimer and preferer Numbers 1 - 20 <p>Les Animaux de Compagnie (V1 – 1)</p> <ul style="list-style-type: none"> Composer Saint Saens (to music) Numbers 20 - 40 <p>Les Heros (VI - 4)</p> <ul style="list-style-type: none"> Numbers 40 – 60 Adjectives / attributes Masculine and feminine nouns plurals <p>Noel and la Creche</p> <ul style="list-style-type: none"> songs <p>Les Pattes – Les Animaux en Hiver (VI – 5)</p> <ul style="list-style-type: none"> imperative (jump, run, swim, buy) seasons winter sports O Canada in French Aesop's Fables Quebec Culture - Bonhomme Carnival, Maple syrup, Festivals <p>Discovering our World – Dans la Foret (VI – 7)</p> <ul style="list-style-type: none"> questions . . . with prepositions (e.g. Sur, sous, dans, a cote de, au dessous) high frequency words: In, on <p>Dans Une Ile Tropicale (VI – 8)</p> <ul style="list-style-type: none"> letter writing addresses expressions: bravo! Super! C'est vrai | <p>Communicating</p> <ul style="list-style-type: none"> Ask and respond to simple questions Identify greetings Communicate likes, dislikes, wants, and needs Respond to classroom instructions <p>Acquiring Information</p> <ul style="list-style-type: none"> Ask questions of one another Interview a partner <p>Experiencing Creative Works</p> <ul style="list-style-type: none"> Respond to creative works from the Francophone world <p>Understanding Cultural Influences</p> <ul style="list-style-type: none"> Identify elements of their own cultural backgrounds Identify elements of Francophone culture in Canada Identify cultural elements of the Francophone world | <p>"Excursion to the forest to collect different kinds of flora</p> <p>Class excursion – taking photos to exhibit and write up "en francais"</p> <p>Scavenger Hunt with directions in French</p> |

French Curriculum Map Grade 5

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

| Grade | Essential Questions | Content Themes, Cultural Studies, Language Structures (vocabulary for each theme is assumed) | Learning Outcomes: By the end of grade level, the students will: | Special Authentic Activities |
|-------|---|---|--|---|
| 5 | <ul style="list-style-type: none"> • Why study another language? • Why study French? • How does the study of French enable me to be more fully equipped for discipleship in the Kingdom of God? • How do I share my culture and my faith using the French that I learn? • How does the study of a language and its linguistic components increase my ability to communicate and enjoy language? • How do I express myself correctly using newly learned language skills? • How do I build confidence in communicating in another language? • How does the study of language increase my understanding of other cultures? • How does Canada fit in the Francophone world? • What can be the role (however small) of my school/class community in the Francophone world, locally and elsewhere? | <p>Language – our heritage</p> <ul style="list-style-type: none"> • Qui est-ce? • 'French around the World' <p>La Pizza (V2 – 1)</p> <ul style="list-style-type: none"> • Masculine and feminine nouns • Imperatives: preparez, coupez, mettez <p>Numbers 1 – 80</p> <ul style="list-style-type: none"> • Giving time • Giving dates • Telling your age • Simple equations <p>Les Pompier (V2 – 5)</p> <ul style="list-style-type: none"> • Rooms in a house • Giving /following directions • Telling time <p>Noel/La Creche</p> <ul style="list-style-type: none"> • Songs <p>Les verbs</p> <ul style="list-style-type: none"> • Etre, avoir, aller, aimer with personal pronouns • Comprehension strategies pour la lecture <p>Dans une fourmillier (V2 – 3)</p> <ul style="list-style-type: none"> • Adjectives • Verb jouer • Maple syrup festivities • Quebec Carnavale <p>Les Animaux en Danger</p> <ul style="list-style-type: none"> • Numbers 80 – 100 • Classification of endangered animals <p>Extraterrestre (V2 – 6)</p> <ul style="list-style-type: none"> • Premiere, deuxieme, troisiem, etc. • ER Verbs: entrer, parler • Question: Qu est-ce qu'il va? | <p>Communicating</p> <ul style="list-style-type: none"> • Ask and respond to simple questions • Identify greetings and expressions of politeness • Communicate likes, dislikes, wants, and needs • Respond to classroom instructions <p>Acquiring Information</p> <ul style="list-style-type: none"> • Identify specific information from French-language resources to complete authentic tasks • Express acquired information in oral and visual forms <p>Experiencing Creative Works</p> <ul style="list-style-type: none"> • Respond to creative works from the Francophone world <p>Understanding Cultural Influences</p> <ul style="list-style-type: none"> • Identify elements of their own cultural backgrounds • Identify elements of Francophone culture in Canada | <p>Students make their own pizzas in school during the long block the first term, using the vocabulary that each learned from writing a recipe in unit one.</p> <p>Students have a special guest in the class to speak to them about the environment from Endangered Animals' unit.</p> <p>Students watch a film on Quebec Carnaval and may have an excursion during the maple syrup festivities.</p> |

French Curriculum Map Grade 6

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

| Grade | Essential Questions | Content Themes, Cultural Studies, Language Structures (vocabulary for each theme is assumed) | Learning Outcomes: By the end of grade level, the students will: | Special Authentic Activities |
|-------|---|---|--|--|
| 6 | <ul style="list-style-type: none"> • Why study another language? • Why study French? • How does the study of French enable me to be more fully equipped for discipleship in the Kingdom of God? • How do I share my culture and my faith using the French that I learn? • How does the study of a language and its linguistic components increase my ability to communicate and enjoy language? • How do I express myself correctly using newly learned language skills? • How do I build confidence in communicating in another language? • How does the study of language increase my understanding of other cultures? • How does Canada fit in the Francophone world? • What can be the role (however small) of my school/class community in the Francophone world, locally and elsewhere? | <p>Natalie au Quebec</p> <ul style="list-style-type: none"> • Language learning strategies • Greetings/expressions of politeness. • #1 – 60 • Avoir • Descriptive adjectives <p>Pauvre Alphonse</p> <ul style="list-style-type: none"> • être • Descriptions of people (facial, clothing) • Adjective/verb agreement and position • Adjectives of colour/agreement • Masculine and feminine articles and nouns • Fallior – il faut • Il a/Il est/Il porte (descriptions) <p>Au travail</p> <ul style="list-style-type: none"> • Review être • Er verbs • Professions • Interviewing and working with interrogatives • Aimer + infinitive • Gender and number of adjectives • Three ways to ask a question <p>Au Restaurant</p> <ul style="list-style-type: none"> • Food Vocabulary • Menus • Taking Orders • Ordering food – Precursor to future proche - Je vais prendre, je choisis, je commande • Qu'est-ce que? <p>Au Campe de Vacances</p> <ul style="list-style-type: none"> • Summer Camp activities • Giving directions • Writing a letter/post card • Introduce aller and faire • Je fais... | <p>Communicating</p> <ul style="list-style-type: none"> • 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 <p>Acquiring Information</p> <ul style="list-style-type: none"> • Extract specific information from French-language resources to complete authentic tasks • Express acquired information in oral and visual forms <p>Experiencing Creative Works</p> <ul style="list-style-type: none"> • Respond to creative works from the Francophone world <p>Understanding Cultural Influences</p> <ul style="list-style-type: none"> • 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 | <p>Fashion Show</p> <p>Present plays at ACES "Fairy Tales"</p> <p>Write children's books to read for grade 1 students</p> <p>Use authentic menus from Quebec and use Publisher to create an original restaurant menu</p> |

French Curriculum Map Grade 7 – 8

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

| Grade | Essential Questions | Content Themes, Cultural Studies, Language Structures (vocabulary for each theme is assumed) | Learning Outcomes: By the end of grade level, the students will: | Special Authentic Activities |
|-------|---|--|--|---|
| 7 | <ul style="list-style-type: none"> Why study another language? Why study French? How does the study of French enable me to be more fully equipped for discipleship in the Kingdom of God? How do I share my culture and my faith using the French that I learn? How does the study of a language and its linguistic components increase my ability to communicate and enjoy language? How do I express myself correctly using newly learned language skills? How do I build confidence in communicating in another language? How does the study of language increase my understanding of other cultures? How does Canada fit in the Francophone world? What can be the role (however small) of my school/class community in the Francophone world, locally and elsewhere? | <p>Memo Photo</p> <ul style="list-style-type: none"> Communication strategies Communicating personal preferences Asking questions about the preferences of others. Comparing Preferences Animals, Family, Food, Friends, Leisure activities Body parts and Dire – Simon Dit. Avoir Er Verbs Review être Expressions with Avoir – J'ai faim, J'ai soif, J'ai dix ans. Composing basic sentences – using a structure. <p>Salut, mes amis!</p> <ul style="list-style-type: none"> Listen to adolescents describing their friends. Listen to adolescents talk about their dream vacation. Describe the qualities of a good friend. Identify qualities of a friend using the correct form of descriptive adjectives Express ownership using singular and plural possessive adjectives Describe the frequency of events using adverbs. Talk about outings and activities with friends using the irregular verbs aller and faire. Use expressions with avoir • Observe and use nouns with definite and indefinite articles. Replace nouns with pronoun subjects Identify and use vocabulary for <ul style="list-style-type: none"> personality traits leisure activities Use language for social and group-work strategies (e.g., Qui va présenter?) Discuss social conventions of Francophone Canadians: tu vs. vous. International <ul style="list-style-type: none"> Discuss Travel in Francophone countries, using authentic documents. <p>Venez Chez Nous</p> <ul style="list-style-type: none"> Listen to conversations about festivals/cultural events. Discuss students' travel experiences, as well as their own hometown and province. Express preferences / opinions about local attractions. Give opinion orally about favourite Consult maps of Canada and Morocco. Read articles and brochures about cultural events and festivals francophone communities around the world. Discuss places, cities, provinces and countries using à + definite articles, and en, dans. Describe places using definite articles. Describe places using the irregular verb aller. Discuss desires and possibilities using the irregular verbs vouloir, pouvoir. Indicate locations using the pronoun y Describe the weather using the verb faire in expressions Describe things in general terms using the pronoun on. Describe the weather in various seasons using the prepositions à, en and the impersonal il y a, as well as il est. Use singular and plural possessive adjectives Describe events using the superlative form of descriptive adjectives Recognize and use expressions for <ul style="list-style-type: none"> places | <p>Communicating</p> <ul style="list-style-type: none"> Ask for and give simple information Exchange information about themselves Participate in classroom activities Begin to derive meaning in new language situations <p>Acquiring Information</p> <ul style="list-style-type: none"> Extract specific information from French-language resources to complete authentic tasks Express acquired information in oral and visual forms <p>Experiencing Creative Works</p> <ul style="list-style-type: none"> Respond to creative works from the Francophone world <p>Understanding Cultural Influences</p> <ul style="list-style-type: none"> Identify elements of Francophone cultures in British Columbia and Canada Compare the daily lives of students in Canadian Francophone communities to their own lives | <p>Memo Photo</p> <ul style="list-style-type: none"> Listening to conversations of francophone teenagers. Final Photo book/collage. Presentation of photo collage <p>Salut, mes Amis!</p> <ul style="list-style-type: none"> Plan an ideal trip with a friend. Discuss emails and keypals. Read profiles of four celebrities. Read e-mails from key-pals. Complete a questionnaire about friendship. Read articles about francophone travel destinations for friends. Prepare a friendship code. Write an introductory e-mail to a francophone key-pal. View a video of a youth talk show on friendship issues. View a model of À vous la parole! Present the qualities of a good friend. Keep a journal. <p>Venez Chez Nous</p> <ul style="list-style-type: none"> Listen to a song. Listen to in-flight announcements. Describe a local festival or cultural event. Create a brochure for teen travellers. Discover adolescents in New Brunswick, Manitoba, Nunavut and B.C. Discover two francophone festivals: L'international de montgolfières de Saint-Jean-sur-Richelieu and La fête des neiges de Montréal |

| | | | | |
|--|--|--|--|--|
| | | <ul style="list-style-type: none"> ■ provinces and territories of Canada ■ greetings and introductions ■ geographic features ■ cultural activities <ul style="list-style-type: none"> • Use language for social and group-work strategies. • Describe attractions in one's own region. • Discover and compare francophone festivals. • View and interpret Authentic Documents, including maps, travel brochures, and videos. | | |
|--|--|--|--|--|

| Grade | Essential Questions | Content Themes, Cultural Studies, Language Structures (vocabulary for each theme is assumed) | Learning Outcomes: By the end of grade level, the students will: | Special Authentic Activities |
|-------|---|---|--|--|
| 8 | <ul style="list-style-type: none"> • Why study another language? • Why study French? • How does the study of French enable me to be more fully equipped for discipleship in the Kingdom of God? • How do I share my culture and my faith using the French that I learn? • How does the study of a language and its linguistic components increase my ability to communicate and enjoy language? • How do I express myself correctly using newly learned language skills? • How do I build confidence in communicating in another language? • How does the study of language increase my understanding of other cultures? • How does Canada fit in the Francophone world? • What can be the role (however small) of my school/class community in the Francophone world, locally and elsewhere? | <p>Bon Appetit</p> <ul style="list-style-type: none"> • ER, IR verb present tense conjugation • Food and Kitchen vocabulary • Giving instructions with infinitive • Adverbs of time (d'abord, premièrement, etc.) • Partitif <p>Incognito</p> <ul style="list-style-type: none"> • Adjectives <ul style="list-style-type: none"> ○ Placement ○ Masc./Fem./Plural Accord • RE verbs Present Tense • Questions <p>A toi le choix</p> <ul style="list-style-type: none"> • Impératif • Les verbes devoir et falloir <p>Le négatif</p> | <p>Communicating</p> <ul style="list-style-type: none"> • 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 <p>Acquiring Information</p> <ul style="list-style-type: none"> • Extract, retrieve, and process specific information from French-language resources to complete authentic tasks • Express acquired information in oral, visual, and written forms <p>Experiencing Creative Works</p> <ul style="list-style-type: none"> • Respond to authentic creative works from the Francophone world <p>Understanding Cultural Influences</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Create and Record a Cooking Show • Mask making • Presentation of plays to ACES students • Prepare and participate in a student-led French Chapel for ACES students • Bilingual anti-smoking campaign |

French Curriculum Map Grades 9 – 10

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

| Grade | Essential Questions | Content Themes, Cultural Studies, Language Structures (vocabulary for each theme is assumed) | Learning Outcomes: By the end of grade level, the students will: | Special Authentic Activities |
|-------|---|---|---|---|
| 9 | <ul style="list-style-type: none"> Why learn another language? How will learning a language enhance my life? How might learning a language open “doors of opportunity”? Where does French live in my community? How can I use my existing communication skills to learn a new language? How do I determine the most effective language learning style for me? What strategies and resources will help me learn another language? How can I sound more like a native speaker? How do people communicate without using language? What strategies can I use to communicate more effectively? How fluent do I need to be in speaking and/or writing a new language in order to be able to communicate more effectively? What are the benefits of taking a chance in language? What mistakes are worth making? What is culture? Why study another culture? How are language and culture linked? How can I enhance my connections with people through language? | <p>Salut</p> <ul style="list-style-type: none"> Nouns and articles Number 1 – 60 Adjective agreement Culture – La poignée de main ou la bisse? <p>A la fac</p> <ul style="list-style-type: none"> Verb conjugation – Présent (ER, RE, IR) Forming questions and expressing negation Culture – À l’Université / la Sorbonne Passé composé avec avoir Passé composé avec être <p>La Famille et les copains</p> <ul style="list-style-type: none"> Descriptive adjectives, possessive adjectives Numbers 61 – 100 Prepositions of location Culture – La famille française <p>Au café</p> <ul style="list-style-type: none"> Futur proche Interrogatives Verbs: prendre, boire Partitives Culture – La nourriture français <p>Les loisirs</p> <ul style="list-style-type: none"> Expression avec faire Irregular IR verbs Numbers (101+) Spelling change – ER verbs Culture – Les français et le football / le vélo <p>Exploration of the Francophone world</p> <ul style="list-style-type: none"> Information in presentation will be in the present tense | <p>Communicating</p> <ul style="list-style-type: none"> 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 <p>Acquiring Information</p> <ul style="list-style-type: none"> Extract, retrieve, and process specific information from French-language resources to complete authentic tasks Explain acquired information in oral, visual, and written forms <p>Experiencing Creative Works</p> <ul style="list-style-type: none"> Reflect on and respond to authentic creative works from the Francophone world <p>Understanding Cultural Influences</p> <ul style="list-style-type: none"> 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 | <p>Collaborative play with French 11 or 12</p> <p>“Nutritious snacks” tasting event for the community</p> <p>Create and play French Board Games</p> |
| 10 | <ul style="list-style-type: none"> How can I be stewardly in my use of free time? Which of my personal behaviours are influenced by the media around me? How can I choose work that is consistent with my unique talents and that serves God and the community around me? Which questions do I ask myself before I buy something? How can I be a responsible consumer? How are the culture and geography of Southern France similar to/different from my own culture and geography? If I no longer need something, how can it continue to be used responsibly? How can I leave less of a “carbon footprint”? | <p>Loisirs</p> <ul style="list-style-type: none"> Future simple Inversion with passé Placement/use of adverbs in passé composé Use of natural fluency expressions (fluff: sis donc) <p>Les Medias</p> <ul style="list-style-type: none"> Page 60 verbs (verb +preposition+infinitive) Correct use of verbs in present, past, future, inversion <p>Work</p> <ul style="list-style-type: none"> Building compound sentences Using relative pronouns <p>Object Pronouns</p> <ul style="list-style-type: none"> Le/la/les/lui/leur Placement and use of object pronouns in sentences <p>Novel Study – <i>Crime sur la Cote d’Azur</i></p> <ul style="list-style-type: none"> Setting, plot, comprehension, interpretation | <p>Communicating</p> <ul style="list-style-type: none"> Ask for assistance and detailed information Share opinions, 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 <p>Acquiring Information</p> <ul style="list-style-type: none"> Extract, retrieve, and process information from French-language resources to complete authentic tasks Explain acquired information in oral, visual, and written forms <p>Experiencing Creative Works</p> <ul style="list-style-type: none"> Discuss and respond to authentic creative works from the Francophone world <p>Understanding Cultural Influences</p> <ul style="list-style-type: none"> 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 | <p>Live French TV</p> <p>Mediterranean lunch</p> <p>Manual labour service activity on campus</p> <p>Making a useable/decorative article out of recycled materials</p> |

French Curriculum Map Grade 11

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

| Grade | Essential Questions | Content Themes, Cultural Studies, Language Structures (vocabulary for each theme is assumed) | Learning Outcomes: By the end of grade level, the students will: | Special Authentic Activities |
|--|--|---|--|---|
| 11 | <ul style="list-style-type: none"> How has South Africa's history shaped South Africans today? What are some creative ways in which I/we can serve South Africa? How has my childhood shaped me as a person? How can I/we determine the motive behind an advertisement, in order to correctly respond? How can we find balance/relief in our daily lives? How can we find constructive and imaginative ways to deal with negative stress? What kinds of celebrations are God-honouring while bringing creativity, joy and thankfulness to the participants? How does building relationships influence the quality of my life and the quality of the community life around me? How does French literature teach us this? | <p>Ethnic Foods</p> <ul style="list-style-type: none"> Intro to imparfait Participle passé used as adjectif 2 object pronouns in one sentence <p>Childhood</p> <ul style="list-style-type: none"> Imparfait Plus que parfait Correct context use of past tenses <p>Advertising</p> <ul style="list-style-type: none"> Si clause pres./future Participe present <p>IF</p> <ul style="list-style-type: none"> Conditionnel Si clause imparfait/cond. Object pronoun placement with imperative <p>Festivals</p> <ul style="list-style-type: none"> Passé compose of reflexive verbs Canadian/francophone festivals <p>Novel Study: <i>Les étrangers de la Baie James</i></p> <ul style="list-style-type: none"> Plot, setting, characters, cultural issues, stereotyping | <p>Communicating</p> <ul style="list-style-type: none"> 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 <p>Acquiring Information</p> <ul style="list-style-type: none"> Retrieve, research, and use relevant information from French-language resources to complete authentic tasks Summarize acquired information in oral, visual, and written forms <p>Experiencing Creative Works</p> <ul style="list-style-type: none"> Compare, contrast and respond to authentic creative works from the Francophone world <p>Understanding Cultural Influences</p> <ul style="list-style-type: none"> 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 | <p>Description/menu/oral presentation/make regional dish/make poster/write recipe</p> <p>Class debate on influence of advertising</p> <p>Presentation of a festival</p> <p>Conducting a game with class</p> |
| FACT 11 French and Christian Theology | <ul style="list-style-type: none"> What values of South African society can we learn to incorporate into ours to live a more stewardly life? How do I relate the course theme to the French speaking country I have chosen to study and teach? Does this country have a liberator? Who? From what? What has changed? Have I achieved the goal I set for myself in this course? Can I communicate efficiently in a French speaking environment for two days using French 11 language? | <p>Cry the Beloved County</p> <ul style="list-style-type: none"> Intro to imparfait Particpe passé used as adjective Book of Exodus Plus que parfait Multiple object pronouns Culture – South Africa <p>Unit on French Speaking Country</p> <ul style="list-style-type: none"> Conditionnel Participe Présent Si- clauses Passé compose of reflexive verbs Culture – a French speaking country with the course theme as focus <p>Gospel of John</p> <p>End of Course Camp – 2 days</p> | <p>Communicating</p> <ul style="list-style-type: none"> 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 <p>Acquiring Information</p> <ul style="list-style-type: none"> Retrieve, research, and use relevant information from French-language resources to complete authentic tasks Summarize acquired information in oral, visual, and written forms <p>Experiencing Creative Works</p> <ul style="list-style-type: none"> Compare, contrast and respond to authentic creative works from the Francophone world <p>Understanding Cultural Influences</p> <ul style="list-style-type: none"> 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 | <p>Research on issue of choice regarding South Africa</p> <p>Preparing an ethnic/regional dish of South Africa</p> <p>African beading and African textile dying with Senior textiles class</p> <p>Developing and teaching a unit on a French speaking culture</p> <p>End of Course 2-day camp</p> |

French Curriculum Map Grade 12

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

| Grade | Essential Questions | Content Themes, Cultural Studies, Language Structures (vocabulary for each theme is assumed) | Learning Outcomes: By the end of grade level, the students will: | Special Authentic Activities |
|-------|--|---|---|---|
| 12 | <ul style="list-style-type: none"> • What is it like to function in a French learning environment? • How does that improve my French? • How do I prepare regularly and responsibly for the French 12 Provincial exam? • How do film and literary arts communicate culture and values? • What do I consider when preparing myself for adult life in the global community? • How does my knowledge of French enhance that preparation? • Is art essential to human beings? • What is so important about French art? • What characterizes a creative mid that will influence and lead culture? | <p>Writing – various topics of interest</p> <ul style="list-style-type: none"> • Self-editing • Peer editing • Self-evaluation using Ministry rubric <p>Novel Study – plot, theme, messages, characters, cultural elements; choice of:</p> <ul style="list-style-type: none"> • Candide • Le phantom de l’opera • L’Enfant do Noel • Le Petit Prince <p>Film study – plot, theme, messages, characters, cultural elements; choice of:</p> <ul style="list-style-type: none"> • Cyrano de Bergerac • Jean de Florette • Manon de Sources • Les Miserables • Amelie • Ensemble C’est tout <p>Adolescence</p> <ul style="list-style-type: none"> • Subjonctif present <p>The Arts</p> <ul style="list-style-type: none"> • Passe simple • Marrassive using past enses • Object pronouns <p>Community</p> <ul style="list-style-type: none"> • Field trip • Guest speaker • Organize an activity for elementary school students • Organize an activity for the school celebration week <p>The Future of our Planet</p> | <p>Communicating</p> <ul style="list-style-type: none"> • 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 expressions, and idiom in past, present, and future • Interact spontaneously in a variety of meaningful, real-life situations <p>Acquiring Information</p> <ul style="list-style-type: none"> • Retrieve, research, and analyse information from French-language resources to complete authentic tasks • Synthesize acquired information in oral, visual, and written forms <p>Experiencing Creative Works</p> <ul style="list-style-type: none"> • Analyse and respond to authentic creative works from the Francophone world <p>Understanding Cultural Influences</p> <ul style="list-style-type: none"> • Discuss contemporary issues in the Francophone world • Explain how people are influenced by cultural experiences • Adapt language, expressions and behaviours to suit cultural context | <ul style="list-style-type: none"> • Field trip – chocolatier workshop • Francophone guest speaker • Organize an activity for elementary school students • Organize an activity for the school celebration week • Garden plot of herbs on campus |