# Core French Level 2 : Learning Outcomes and Indicators

| Dimension | Goal |
|---|---|
| *Culture* (C) | Students will recognize the value of French language learning and francophone cultures through participation in a variety of activities. |
| *Communication Skills* (CS) | Students will understand and create different kinds of messages in French in various experiential situations for a variety of purposes. |
| *Language Knowledge* (LK) | Students will apply knowledge of linguistic elements of the French language accurately for specific communication needs. |
| *General Language Strategies* (GL) | Students will apply language learning skills and strategies as a vehicle for personal, cognitive and social development. |

| Goal: | Communication Skills (CS)    Language Knowledge (LK) |
|---|---|
| **Learning Outcomes**<br>*Compulsory : What students should know, understand and be able to do.* | **Indicators**<br><br>*Examples of possible student demonstrations.* |
| *The student will be able to :*<br><br>2.CS.1 Demonstrate understanding of basic oral French messages in a short concrete sentence, a familiar question, statement, request, instruction or accolade.<br><br>[L] [RP] [S} | *The student :*<br><br>2.CS.1 (a) Shares information about feelings, needs, and personal data with an English response, a drawing, gestures, or a French word routinely used in class.<br><br>2.CS.1 (b) Identifies the day, month and date on a calendar in a statement such as *Aujourd'hui c'est le mercredi cinq octobre.*<br><br>2.CS.1 (c) Responds to the questions *Qu'est-ce que c'est? Qui est-ce?* (e.g., with gestures, drawings, known French words, or using English).<br><br>2.CS.1 (d) Responds to a sentence ending in *s'il vous plaît* (e.g., with an action, gesture or with a simple *oui/non* response).<br><br>2.CS.1 (e) Responds to accolades such as *Très bien! Excellent!* (*e.g.*, with a gesture, facial expression, or with a word such as *merci*).<br><br>2.CS.1 (f) Responds to instructions for several classroom routines, such as *Écoutez!* (stopping the activity) or *Répétez!* (repeating the word or phrase).<br><br>2.CS.1 (g) Matches a spoken French word with an action or a gesture. |
| **Key :**    **2.CS.1(a)**  **2** Level  **CS** Dimension  **1** Learning Outcome  **(a)** Indicator<br>Listening [L] Speaking [S] Reading [RD] Writing [W] Viewing [V]  Representing [RP]<br>*Note: Learning Outcomes preceded by an asterisk are also applicable in interactive situations.* | |

| Goal: | General Language Strategies  (GL) |
|---|---|
| **Learning Outcomes**<br>*Compulsory : What students should know, understand and be able to do.* | **Indicators**<br><br>*Examples of possible student demonstrations.* |

| *The student will be able to :* | *The student :* |
|---|---|
| 2.GL.1 Use listening or viewing strategies in highly structured situations. [L] [V] [RP]<br><br>● preparation for listening or viewing<br><br><br>● participation in listening or viewing experience<br><br><br>● identification of context clues<br><br><br>● visualization of the message<br><br><br>● *interpretation of the oral message<br><br>● *reflection on the listening experience | **Before listening or viewing:**<br>2.GL.1 (a) Prepares for the presentation (e.g., pays attention to a signal, looks at the speaker, is quiet and attentive).<br>2.GL.1 (b) Makes connections to own experiences in English (e.g., when shown a picture, photograph or book cover).<br>2.GL.1. (c) Anticipates the content of the listening experience by making predictions in English.<br>**During listening or viewing:**<br>2.Gl.1  (d) Guesses at the meaning of an unknown word or phrase with support.<br>2.GL.1 (e) Tolerates ambiguity by focusing on a familiar word.<br>2.GL.1 (f) Associates a gesture, action, or facial image with a message.<br>2.GL.1 (g) Associates intonation and expression with a message.<br>2.GL.1 (h) Finds a cognate in a sentence (e.g. *animal* for animal, or *bleu* for blue).<br>2.GL.1 (i) Draws a representation of a mental image about the message.<br>2.GL.1 (j) Tells about a mental image in English.<br>**After listening or viewing:**<br>2.GL.1 (k) Identifies, with some teacher support, the content of the listening experience (e.g., drawing pictures or using puppets).<br>2.GL.1 (l)  Identifies, in English with teacher support,  the strategies used to interpret the message, such as watching speaker's face and gestures, using context clues, listening to the speaker's intonation and expression. |

| **Key :** | **2.GL.1(a)**  **2** Level   **GL** Dimension  **1** Learning Outcome   **(a)** Indicator |
|---|---|
| | Listening [L] Speaking [S] Reading [RD] Writing [W] Viewing [V]  Representing [RP] |
| | *Note: Learning Outcomes preceded by an asterisk are also applicable in interactive situations. |

| Goal: | Communication Skills (CS)    Language Knowledge (LK)* |
|---|---|
| **Learning Outcomes**<br>*Compulsory : What students should know, understand and be able to do.* | **Indicators**<br><br>*Examples of possible student demonstrations.* |
| *The student will be able to :*<br><br>2.CS.2 Provide personal information through oral expression supported by extensive prompting. [S] [L]<br><br>• identification of actions, activities, people, places and objects<br><br>• *expression of basic needs using simple courtesies<br><br>• *response to simple questions in context<br>• *indication of preferences<br><br>• *description of the weather<br>• *description of basic feelings | *The student :*<br><br>2.CS.2 (a) Makes a simple modeled sentence related to the vocabulary of a theme (e.g., *C'est un lion. Voici un crayon. J'ai un chien).*<br><br>2.CS.2 (b) Describes people or oneself doing actions using a model (e.g., *Elle saute. Il court. Je marche.*).<br><br>2.CS.2 (c) Uses learned politeness phrases for various situations (e.g., *S'il vous plaît. Merci! Excusez-moi!*).<br><br>2.CS.2 (d) Gives a short modeled response to questions (e.g., *Qu'est-ce que c'est? C'est un chien. Qui est-ce? C'est maman. Quel temps fait-il? Il fait beau.*).<br><br>2.CS.2 (e) Indicates preferences and non-preferences in a simple sentence, based on models (e.g., *J'aime… Je déteste…*).<br><br>2.CS.2 (f) Describes weather with memorized global expressions (e.g., *Il fait froid. Il fait chaud. Il fait soleil. Il vente. Il pleut. Il neige. C'est nuageux.*).<br><br>2.CS.2 (g) Expresses feelings by using expressions (e.g., *Je suis content(e). Je suis triste.*).<br><br>2.CS.2 (h) Participates in an oral language game with a previously learned word or phrase. |
| **Key :**    **2.CS.2(a)  2** Level  **CS** Dimension  **2** Learning Outcome  **(a)** Indicator<br>Listening [L] Speaking [S] Reading [RD] Writing [W] Viewing [V]  Representing [RP]<br>*Note: Learning Outcomes preceded by an asterisk are also applicable in interactive situations.* ||

| Goal: | General Language Strategies (GL) |
|---|---|
| **Learning Outcomes**<br>*Compulsory : What students should know, understand and be able to do.* | **Indicators**<br><br>*Examples of possible student demonstrations.* |
| *The student will be able to :*<br><br>2.GL.2: Use speaking strategies in highly structured situations. [L] [V] [S]<br>• accession of models<br>• consultation of concrete reference materials | *The student :*<br><br><br>2.GL.2 (a) Imitates the teacher's gestures and expressions.<br>2.GL.2 (b) Finds words in environmental print (e.g., on charts, in books, posters, and pictures posted on classroom walls).<br>2.GL.2 (c) Practises new phrases in a large group setting.<br>2.GL.2 (d) Makes a gesture to accompany a word.<br><br>2.GL.2 (e) Self-evaluates participation in oral language games with the use of satisfaction indicators (e.g., *ça va bien, ça va mal, ça va comme ci, comme ça*, or with an icon). |

| **Key :** | **2.GL.2 (a)**   **2** Level   **GL** Dimension   **2** Learning Outcome   **(a)** Indicator |
|---|---|
| | Listening [L] Speaking [S] Reading [RD] Writing [W] Viewing [V] Representing [RP] |
| | * Note: Learning Outcomes preceded by an asterisk are also applicable in interactive situations. |

| Goal: | Communication Skills (CS)    Language Knowledge (:LK) |
|---|---|
| **Learning Outcomes**<br>*Compulsory : What students should know, understand and be able to do.* | **Indicators**<br><br>*Examples of possible student demonstrations.* |

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| *The student will be able to :*<br><br><br>2.CS.3 Demonstrate understanding of key words in a simple, concrete sentence supported by an illustration or photo. [RD] [RP] | *The student :*<br><br><br>2.CS.3 (a) Locates key words and cognates with support (e.g., on a chart, bulletin board, or interactive whiteboard).<br>2.CS.3 (b) Sorts key words on cards according to criteria with support (e.g., animals, school objects, foods).<br>2.CS.3 (c) Responds to a shared reading experience (e.g., with drawings, physical actions, matching pictures to words, or by saying an English word). |

| **Key :** | **2.CS.3 (a)**   **2** Level   **CS** Dimension   **3** Learning Outcome   **(a)** Indicator |
|---|---|
| | Listening [L] Speaking [S] Reading [RD] Writing [W] Viewing [V]  Representing [RP] |
| | *Note: Learning Outcomes preceded by an asterisk are also applicable in interactive situations. |

| Goal: | General Language Strategies (GL) |
|---|---|
| **Learning Outcomes**<br>*Compulsory : What students should know, understand and be able to do.* | **Indicators**<br><br>*Examples of possible student demonstrations.* |

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| *The student will be able to :*<br><br>2.GL.3 Use reading strategies for sentences in modeled situations.<br><br>[L] [V] [RD]<br><br>• preparation for a reading experience<br><br><br><br><br>• identification of context clues during a reading experience<br><br><br>• identification of environmental print to interpret words<br><br><br>• verification of predictions<br><br><br><br>• reflection on the reading experience | *The student :*<br><br><br><br>**Before shared reading:**<br>2.GL.3 (a) Makes connections to own experiences in English.<br>2.GL.3 (b) Predicts content in English or by using a familiar French word.<br><br>**During shared reading:**<br>2.GL.3 (c) Looks at illustrations as a context clue.<br>2.GL.3 (d) Recognizes key words such as names and familiar expressions.<br>2.GL.3 (e) Follows word to print correspondence as the teacher reads a line from a familiar song or poem.<br>2.GL.3 (f) Examines word walls, labeled objects or illustrated charts to find meaning.<br>**After shared reading:**<br>2.GL.3 (g) Verifies predictions by saying *oui* or *non*.<br>2.GL.3 (h) Discusses in English what the reading experience was about.<br>2.GL.3 (i) Asks questions in English about story elements needing clarification.<br>2.GL.3 (j) Discusses in English a strategy used to understand the story such as focusing on a familiar word. |

| **Key :** | **2.GL.3 (a)**   **2** Level   **GL** Dimension   **3** Learning Outcome   **(a)** Indicator |
|---|---|
| | Listening [L] Speaking [S] Reading [RD] Writing [W] Viewing [V] Representing [RP] |
| | *Note: Learning Outcomes preceded by an asterisk are also applicable in interactive situations. |

| Goal: | Communication Skills (CS)    Language Knowledge (LK) |
|---|---|
| **Learning Outcomes**<br>*Compulsory : What students should know, understand and be able to do.* | **Indicators**<br><br>*Examples of possible student demonstrations.* |
| *The student will be able to :*<br><br>2.CS.4 Produce a simple French sentence from a model. [W] | *The student :*<br><br>2.CS.4 (a) Writes a simple, concrete sentence by substituting words (e.g., *C'est un <u>lion</u>.* becomes *C'est un <u>tigre.</u>*)<br><br><br>2.CS.4 (b) Labels pictures and illustrations with a simple sentence. |
| **Key :** | **2.CS.4 (a)   2** Level   **CS** Dimension   **4** Learning Outcome   **(a)** Indicator<br>Listening [L] Speaking [S] Reading [RD] Writing [W] Viewing [V]  Representing [RP]<br>\*Note: Learning Outcomes preceded by an asterisk are also applicable in interactive situations. |

| Goal: | General Language Strategies (GL) |
|---|---|
| **Learning Outcomes**<br>*Compulsory : What students should know, understand and be able to do.* | **Indicators**<br><br>*Examples of possible student demonstrations.* |
| *The student will be able to :*<br><br>2.GL.4 Use writing strategies for sentences in modeled learning situations.<br><br>• participation in a modeled writing experience<br><br>• dependence on concrete reference materials<br><br>• use of a writing template<br><br><br>• *reflection on the writing experience | *The student :*<br><br><br><br>2.GL.4 (a) Interacts with the teacher as the teacher writes a sentence.<br><br>2.GL.4 (b) Examines references (e.g., picture dictionaries, word lists, word walls, charts or bulletin boards).<br><br>2.GL.4 (c) Writes a short text, filling in a repetitive template.<br><br>2GL.4 (d) Writes a short repetitive text, following a template (e.g., *C'est maman. C'est papa. C'est moi.*).<br><br>2.GL.4 (e) Contributes a page of repetitive text for a class book based on a theme.<br><br>2.GL.4 (f) Self-evaluates writing using representative icons or phrases (e.g., ☺ ☺ ☹ or *ça va bien, ça va comme ci, comme ça, ça va mal.*). |
| **Key :** | **2.GL.4 (a)** **2** Level **GL** Dimension **4** Learning Outcome **(a)** Indicator<br>Listening [L] Speaking [S] Reading [RD] Writing [W] Viewing [V] Representing [RP]<br>*Note: Learning Outcomes preceded by an asterisk are also applicable in interactive situations. |

| Goal: | Language Knowledge   (LK) |
|---|---|
| **Learning Outcomes**<br>*Compulsory : What students should know, understand and be able to do.* | **Indicators**<br><br>*Examples of possible student demonstrations.* |

| *The student will be able to :*<br><br>2.LK.1 Demonstrate acquisition of  French language concepts. [S] [RD] [RP]<br><br>• numbers 1-20<br><br><br><br>• common question beginnings<br><br>• common articles and their placement<br><br><br>• singular pronouns, their use and placement<br><br><br>• knowledge of  key vocabulary words and phrases linked to themes | *The student:*<br><br><br><br>2.LK.1 (a) Counts to 20. ☞<br><br>2.LK.1 (b) Names numbers 1-20 in French. ☞<br><br>2.LK.1 (c) Names the  number of objects in a set of up to 20 objects. ☞<br><br><br>2.LK.1 (d) Responds to *qui, qu'est-ce que, est-ce que* questions using learned expressions.<br><br>2.LK1 (e) Identifies and places  *un/une* and *le/ la* orally in front of common nouns.<br><br><br>2.LK.1 (f) Identifies and places singular pronouns orally before verbs in a sentence (e.g., *je, tu, il, elle, on*).<br><br>2.LK.1 (g) Uses key words from the following themes in a simple sentence, such as *Je mange une pomme.*<br>    • Calendar and Weather ☞<br>    • Family Members ☞<br>    • Backpack and School Supplies ☞<br>    • Zoo or Wild Animals ☞<br>    • Seasonal Clothing ☞<br>    • Healthy Snack Food ☞<br>    • Recreational Activities ☞<br>    • Alternate Transportation ☞ |

| **Key :**     **2.LK.1 (a)**   **2** Level   **LK** Dimension   **1** Learning Outcome   **(a)** Indicator |
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|     Listening [L] Speaking [S] Reading [RD] Writing [W] Viewing [V]  Representing [RP] |
|     *Note: Learning Outcomes preceded by an asterisk are also applicable in interactive situations.* |

| Goal: | Culture (C) |
|---|---|
| **Learning Outcomes** *Compulsory : What students should know, understand and be able to do.* | **Indicators** *Examples of possible student demonstrations.* |
| *The student will be able to :* 2.C.1 Identify elements of francophone, First Nations, and Métis family cultures. [S] [RP] . | *The student :* 2.C.1 (a) Represents francophone cultures by saying a rhyme or singing a song such as a familiar French song commonly sung to children in francophone families (e.g., *Fais dodo, Frère Jacques, Alouette, Sur le pont d'Avignon*) or a *comptine* (e.g., *Un et un, deux* or *J'ai dix petits doigts*). ☞ 2.C.1 (b) Describes some aspects of francophone families, such as names of family members (e.g., *maman* for *mère, papa* for *père, papi* for *grand-père, mami* for *grand-mère*) as well as aspects of First Nations families (e.g., *moshom* and *kokum*). ☞ 2.C.1 (c) Names some francophone foods or snacks and tells when they are eaten (e.g., *la tourtière* after midnight during the Christmas season, *la poutine* for a meal or a snack, *la brioche* for breakfast). ☞ 2.C.1 (d) Names food containers common to francophone cultures (e.g., *le panier à provisions* (shopping basket), *le panier à salade* (salad basket), *le sac à provisions* (shopping bag), as well as containers common to traditional First Nations cultures such as *le pare-flèche* (parfleche), *le panier au saule rouge* (red willow basket), *le panier à l'écorce de bouleau* (birchbark basket). ☞ 2.C.1 (e) Examines clothing items common to francophone cultures (e.g., *le béret, une robe haute-couture, un t-shirt baba-cool* (France : t-shirt with imprinted images and slogans), *la ceinture fléchée* (common to both Métis and francophone cultures)). ☞ 2.C.1 (f) Uses knowledge of francophone cultures to participate in cultural activities, such as games, singing, and rhymes. 2.C.1 (g) Self-evaluates participation in cultural activities through the use of satisfaction indicators (e.g., *ça va bien, ça va mal, ça va comme-ci, comme-ça,* or with an icon). |
| **Key :** | **2.C.1 (a) 2** Level **C** Dimension **1** Learning Outcome **(a)** Indicator Listening [L] Speaking [S] Reading [RD] Writing [W] Viewing [V] Representing [RP] *Note: Learning Outcomes preceded by an asterisk are also applicable in interactive situations. |