

Core French Level 1 : Learning Outcomes and Indicators

| Dimension | Goal |
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| 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) | |
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| Learning Outcomes <i>Compulsory : What students should know, understand and be able to do.</i> | Indicators <i>Examples of possible student demonstrations.</i> |
| <p><i>The student will :</i></p> <p>1.CS.1 *Demonstrate understanding of a limited number of oral key words, familiar phrases, questions, and basic classroom instructions in French. [L] [RP]</p> | <p><i>The student :</i></p> <p>1.CS.1(a) Responds to a greeting or farewell by nodding, with a gesture, or by answering in English.</p> <p>1.CS.1(b) Responds to <i>Quel âge as-tu ?</i> by showing fingers, writing a number, saying a French number or by answering in English.</p> <p>1.CS.1 (c) Locates the day of the week on a calendar.</p> <p>1.CS.1 (d) Points to calendar date numbers 1-10.</p> <p>1.CS.1 (e) Says name when asked <i>Comment t'appelles-tu?</i></p> <p>1.CS.1 (f) Responds to <i>Comment ça va?</i> by pointing to an emotion icon, illustration or photo, answering in English, or making a gesture to indicate feelings.</p> <p>1.CS.1(g) Responds to <i>Quel temps fait-il?</i> (e.g., by pointing to a weather icon or picture).</p> <p>1.CS.1(h) Matches spoken words for colours, food, pets, transportation, body parts, or clothing (e.g. by drawing a picture, pointing to an icon, illustration, photo).</p> <p>1.CS.1 (i) Responds to class instructions (e.g., <i>Levez-vous. Asseyez-vous. Sortez vos crayons. Venez-ici.</i>) by completing the requested action.</p> <p>1.CS.1 (j) Uses gestures to accompany words in songs, rhymes, games, and oral phrases.</p> |
| <p>Key :</p> <p>1.CS.1(a) 1 Level CS Dimension 1 Learning Outcome (a) Indicator</p> <p>Listening [L] Speaking [S] Reading [RD] Writing [W] Viewing [V] Representing [RP]</p> <p>*Note: Learning Outcomes preceded by an asterisk are also applicable in interactive situations.</p> | |

| Goal: General Language Strategies (GL) | |
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| Learning Outcomes <i>Compulsory : What students should know, understand and be able to do.</i> | Indicators <i>Examples of possible student demonstrations.</i> |
| <p><i>The student will be able to :</i></p> <p>1.GL.1 Use visual and auditory clues with prompting for the interpretation of a listening or viewing experience. [L] [RP] [V]</p> | <p><i>The student :</i></p> <p>Before listening or viewing:</p> <p>1.GL.1 (a) Responds to a teacher signal to begin listening (e.g., stopping activity and looking at the teacher).</p> <p>1.GL.1 (b) Makes teacher prompted connections to own experiences (e.g., responds to images, illustrations, topic in English).</p> <p>1.GL.1. (c) Anticipates, with teacher prompting, the content of the listening experience in English.</p> <p>During listening or viewing:</p> <p>1.GL.1 (d) Shows interest in the listening experience (e.g., looks at the speaker, the book, illustration, photo, screen or board, leans forward to show interest, or sits quietly).</p> <p>1.GL.1 (e) Repeats familiar or repetitive phrases with the speaker.</p> <p>1.GL.1 (f) Points to or manipulates real objects or illustrations when requested by the teacher.</p> <p>1.GL.1 (g) Points to or manipulates digital objects on an interactive whiteboard when requested by the teacher.</p> <p>After listening or viewing:</p> <p>1.GL.1 (h) Identifies the content of the listening experience with teacher prompting (e.g., pointing to an illustration, using a gesture, drawing pictures, using puppets or in English).</p> |
| <p>Key : 1.GL.1(a) 1 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.</p> | |

| Goal: Communication Skills (CS) Language Knowledge (LK) | |
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| Learning Outcomes <i>Compulsory : What students should know, understand and be able to do.</i> | Indicators <i>Examples of possible student demonstrations.</i> |
| <p><i>The student will be able to :</i></p> <p>1.CS.2 Provide limited personal information through French oral expression supported by constant prompting. [S]</p> <ul style="list-style-type: none"> • identification of familiar objects, animals and people in his or her environment • *response to a familiar question with a previously learned response • identification of feelings and preferences using high frequency phrases or a courtesy response • *use of culturally appropriate expressions for greetings and farewells | <p><i>The student :</i></p> <p>1.CS.2 (a) Names and correctly pronounces the French word for some familiar classroom objects, dates, animals, and people for theme-related words.</p> <p>1.CS.2 (b) Names the correct colours (e.g., familiar objects or animals).</p> <p>1.CS.2 (c) Responds to a question with a short oral sentence (e.g., <i>Comment t'appelles-tu? Je m'appelle Sarah; Quel âge as-tu? J'ai six ans</i>).</p> <p>1.CS.2 (d) Indicates thanks by saying <i>merci</i> and you're welcome by saying <i>de rien</i>.</p> <p>1.CS.2 (e) Expresses feelings with a short oral sentence (e.g., <i>Ça va bien. Ça va mal. Ça va comme ci, comm -ça</i>)</p> <p>1.CS.2 (f) Explains preferences with short oral sentences such as <i>J'aime le chocolat</i>.</p> <p>1.CS.2 (g) Uses the culturally correct form of greetings and farewells such as <i>Salut!</i> for both greetings and farewells, as well as <i>bonjour</i> for a greeting, and <i>au revoir</i> for a farewell.</p> <p>1.CS.2 (h) Uses a previously learned word or phrase to participate in an oral language game with others.</p> |
| <p>Key : 1.CS.2 (a) 1 Level CS Dimension 2 Learning Outcome (a) Indicator</p> <p>Listening [L] Speaking [S] Reading [RD] Writing [W] Viewing [V] Representing [RP]</p> <p>*Note: Learning Outcomes preceded by an asterisk are also applicable in interactive situations.</p> | |

| Goal: General Language Strategies (GL) | |
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| Learning Outcomes <i>Compulsory : What students should know, understand and be able to do.</i> | Indicators <i>Examples of possible student demonstrations.</i> |
| <p><i>The student will be able to :</i></p> <p>1.GL.2 : Use speaking strategies in modeled learning situations.</p> <p>[RP] [L] [S]</p> | <p><i>The student :</i></p> <p>1.GL.2 (a) Repeats new words and phrases.</p> <p>1.GL.2 (b) Repeats parts of songs or messages.</p> <p>1.GL.2 (c) Makes gestures accompanying new words and expressions as modeled by the teacher.</p> <p>1.GL.2 (d) Participates in games, songs and chants using modeled language and gestures.</p> <p>1.GL.2 (e) Self-evaluates participation in oral activities (e.g., with a thumbs-up or thumbs-down gesture or with icons).</p> |
| <p>Key : 1.GL.2 (a) 1 Level GL Dimension 2 Learning Outcome (a) Indicator</p> <p>Listening [L] Speaking [S] Reading [RD] Writing [W] Viewing [V] Representing [RP]</p> <p>*Note: Learning Outcomes preceded by an asterisk are also applicable in interactive situations.</p> | |

| Goal: Communication Skills (CS) Language Knowledge (LK) | |
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| Learning Outcomes <i>Compulsory : What students should know, understand and be able to do.</i> | Indicators <i>Examples of possible student demonstrations.</i> |
| <p><i>The student will be able to :</i></p> <p>1.CS.3 Reproduce, with extensive prompting and support, a single French key word in print. [W]</p> | <p><i>The student :</i></p> <p>1.CS.3 (a) Labels illustrations, photos or icons by copying single words (verbs, common adjectives, nouns plus articles) from a word wall, poster, or chart (e.g., colours, animals, classroom objects, self, actions).</p> <p>1.CS.3 (b) Makes labeled illustrations for inclusion in a class book or slideshow (e.g., copying a word from an illustrated list, a book, a sheet, a picture dictionary).</p> <p>1.CS.3 (c) Labels graphics on an interactive whiteboard.</p> |
| <p>Key : 1.CS.4 (a) 1 Level CS Dimension 4 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.</p> | |

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| Goal: | Language Knowledge (LK) |
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| <p>Learning Outcomes <i>Compulsory : What students should know, understand and be able to do.</i></p> | <p>Indicators</p> <p><i>Examples of possible student demonstrations.</i></p> |
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| <p><i>The student will be able to :</i></p> <p>1.LK.1 Demonstrate acquisition of French language concepts. [S] [L] [RD] [RP]</p> <ul style="list-style-type: none"> • numbers 1-10 • the difference between an oral question and a statement • knowledge of key theme-related words | <p><i>The student :</i></p> <p>1.L.K1 (a) Counts to ten. ☞</p> <p>1.LK.1 (b) Names the number of objects in a set of up to 10 objects. ☞</p> <p>1.LK.1 (c) Identifies any of the numbers from 1 to 10. ☞</p> <p>1.L.K1 (d) Makes different responses to intonated questions and statements (e.g., a response of <i>Ça va bien!</i> to <i>Ça va bien?</i> but no response to <i>Ça va bien!</i>).</p> <p>1.LK.1 (e) Locates pictures of key words from the following themes when spoken aloud, such as basic action verbs and nouns + articles:</p> <ul style="list-style-type: none"> • Calendar, Colours, and Shapes ☞ • Greetings ☞ • Classroom Routines and Objects ☞ • Winter Clothing ☞ • Pets ☞ • Food ☞ • Body ☞ • Transportation ☞ |
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Key : **1.LK.1(a)** **1** Level **LK** 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: Culture | |
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| Learning Outcomes <i>Compulsory : What students should know, understand and be able to do.</i> | Indicators <i>Examples of possible student demonstrations.</i> |
| <p><i>The student will be able to :</i></p> <p>1.C.1 Identify limited aspects of francophone, First Nations, and Métis cultures with prompting.</p> <p>[S] [RP]</p> | <p><i>The student :</i></p> <p>1.C.1 (a) Represents francophone cultures (e.g., by saying a comptine or chant or by singing a song previously introduced in class). ☞</p> <p>1.C.1 (b) Employs French forms of address such as <i>Monsieur, Madame</i> appropriately to males or females.</p> <p>1.C.1 (c) Locates cultural artifacts in the classroom, such as books, posters and flags. ☞</p> <p>1.C.1 (d) Sings the Happy Birthday song as <i>Bonne fête</i> (for younger students), <i>Bon anniversaire</i>, or <i>Gens du pays</i> (for older students). ☞</p> <p>1.C.1 (e) Names <i>lundi</i> as the first day of the week on a French calendar. ☞</p> <p>1.C.1 (f) Names traditional transportation common to First Nations and Métis cultures, such as <i>la charrette de la Rivière Rouge</i> (Red River Cart), <i>le travois</i> (horse- or dog-drawn skis), <i>le traineau</i> (sled). ☞</p> <p>1.C.1 (f) Names items of traditional First Nations, or Métis winter clothing such as <i>l'anorak</i> (hooded waterproof parka), <i>l'atiqik</i> (goose down parka), <i>la robe de bison</i> (bison robe). ☞</p> <p>1.C.1 (g) Uses knowledge of francophone cultures to participate in cultural activities, such as games, singing, rhymes, and chants.</p> <p>1.C.1 (h) Self-evaluates participation in cultural activities (e.g., with a thumbs-up or thumbs-down gesture, or with icons).</p> |
| Key : | <p>1.C.1(a) 1 Level C Dimension 1 Learning Outcome (a) Indicator</p> <p>Listening [L] Speaking [S] Reading [R] Writing [W] Viewing [V] Representing [RP]</p> <p>Note: Learning Outcomes preceded by an asterisk are also applicable in interactive situations.</p> |

