

Core French Level 5 : 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 <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>5.CS.1 Demonstrate understanding of oral French messages in a variety of simple multi-sentence statements, requests, instructions and questions.</p> <p>[L] [S] [RP]</p>	<p><i>The student :</i></p> <p>5.CS.1 (a) Collects information from an oral presentation (e.g., by checking off items in a graphic organizer or by selecting visual representations of items).</p> <p>5.CS.1 (b) Makes comparisons and contrasts of items based on the information given in an oral presentation (e.g., varying schedules, clothing, animals, menus, vacations).</p> <p>5.CS.1 (c) Selects detail from an oral or visual presentation, such as in the selection of items from an orally presented restaurant menu or the time of day.</p> <p>5.CS.1 (d) Retrieves a specific detail from a simple conversation, such as a destination:</p> <ul style="list-style-type: none"> - <i>Comment ça va?</i> - <i>Ça va bien.</i> - <i>Où vas-tu?</i> - <i>Je vais <u>au parc</u>.</i> - <i>Au revoir!</i> - <i>À demain.</i> <p>5.CS.1 (e) Represents understanding of French (e.g., by drawing, physical movements, gestures, demonstrations, charts, graphs, or concept maps).</p> <p>5.CS.1 (f) Responds to questions beginning with <i>est-ce que, qu'est-ce que, qui, où, quand</i> (e.g., by pointing to objects or people, selecting or making illustrations, giving <i>oui/non</i> answers, giving single word answers in French).</p> <p>5.CS.1 (g) Follows directions in a procedure (e.g., constructing a poster, making a recipe, playing a game, or modeling clothes).</p> <p>5.CS.1 (h) Matches spoken French words, phrases and sentences with actions or gestures.</p>

Key :

5.CS.1(a) 5 Level CS 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 : General Language Strategies (GL)

<p>Learning Outcomes <i>Compulsory : What students should know, understand and be able to do.</i></p>	<p align="center">Indicators <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p>5.GL.1 Use listening or viewing strategies in guided situations. [L] [V] [RP]</p> <ul style="list-style-type: none"> • activation and use of prior knowledge for the listening or viewing experience • participation in the listening or viewing experience • location of context clues to decipher the oral message in a listening or viewing experience • visualization of the content in the oral message • reflection on the listening or viewing experience 	<p><i>The student :</i></p> <p>Before listening or viewing:</p> <p>5.GL.1 (a) Describes contextual clues (e.g., those found in a picture, a title, a photograph, a drawing, a sidebar, or a familiar oral French word).</p> <p>5.GL.1 (b) Predicts the content of the oral presentation (e.g., by matching key words to pictures or by using a simple French sentence: <i>C'est un festival.</i>).</p> <p>5.GL.1 (c) Describes connections to own experience in English on what he or she knows about the subject (e.g., as announced in the title or as shown on the cover).</p> <p>During listening or viewing:</p> <p>5.GL.1 (d) Shares the general sense of various segments of the oral message.</p> <p>5.GL.1 (e) Identifies key words and cognates (e.g., those that indicate people, animals, places, actions, clothing, time, dates and weather).</p> <p>5.GL.1 (f) Focuses on known words and phrases to show tolerance of ambiguity.</p> <p>5.GL.1 (g) Selects details in a short message.</p> <p>5.GL.1 (h) Interprets verbal and non-verbal language (e.g., gestures, facial images, intonation and expression) to get the main idea of a message.</p> <p>5.GL.1 (i) Uses context clues to determine the meaning of unknown words and phrases.</p> <p>5.GL.1 (j) Tells about a mental image of the message using a short French sentence such as, <i>C'est un animal en danger.</i></p> <p>After listening or viewing:</p> <p>5.GL.1 (k) Verifies predictions.</p> <p>5.GL.1 (l) Identifies the main idea of a listening experience (e.g., by saying a familiar word or phrase, or by drawing a picture).</p> <p>5.GL.1 (m) Identifies, in English, the strategies used to interpret the message.</p> <p>5.GL.1 (n) Asks questions in English about content that was not understood.</p> <p>5.GL.1 (o) Self-evaluates (e.g., using a rubric, a rating scale, or personal satisfaction indicators such as <i>pas trop bien, assez bien, bien, très bien, excellent</i>).</p>

Key : **5.GL.1 (a)** 5 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)

<p>Learning Outcomes <i>Compulsory : What students should know, understand and be able to do.</i></p>	<p align="center">Indicators <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p>5.CS.2 *Exchange a variety of information on familiar topics through oral expression supported by occasional prompting: [S]</p> <ul style="list-style-type: none"> • description of people, places, animals and food with multiple characteristics • the time of day • use of questions • politeness terms when agreeing or disagreeing with others • encouragement of others • use of instructions for a procedure • expression of preferences, non-preferences, desires and requests 	<p><i>The student :</i></p> <p>5.CS.2 (a) Tells a partner about an experience (e.g., a vacation or a celebration).</p> <p>5.CS.2 (b) Tells an important detail of what an item is like, based on a sentence model (e.g., <i>Cet animal sauvage est dangereux. La robe rouge est fantastique!</i>).</p> <p>5.CS.2 (c) Asks and answers questions based on a sentence model (e.g., <i>Où est-ce que tu vas? Je vais à Prince Albert. Qu'est-ce que tu aimes? J'aime la plage.</i>).</p> <p>5.CS.2 (d) Uses expressions to communicate politeness, encouragement, agreement or disagreement e.g.,</p> <ul style="list-style-type: none"> • <i>d'accord, bonne idée, bonne suggestion</i> when agreeing with someone; • <i>peut-être, je ne suis pas d'accord</i>, when disagreeing with someone; • <i>Félicitations!, Bravo! Super! Fantastique!</i> when a partner or team member has done well; • <i>Allez! Vas-y! Vite! C'est ton tour! C'est un point pour nous!</i> when playing team games. <p>5.CS.2 (e) Gives simple instructions or commands for:</p> <ul style="list-style-type: none"> • actions in a game (e.g., <i>Saute! Cours!</i>); • directions on a runway (e.g., <i>Continuez tout droit. Tournez!</i>); • completion of a task such as finding a page in a catalogue or website (e.g., <i>Trouve la page 10. Va au site-web www.....</i>). <p>5.CS.2 (f) Indicates a desire, a preference or a request for information regarding:</p> <ul style="list-style-type: none"> • sports, foods or activities in positive and negative sentences (e.g., <i>J'aime jouer au basketball. Je n'aime pas jouer au hockey</i>); • destinations (e.g., <i>Je veux aller à Montréal.</i>); • food items on a menu (e.g., <i>Je veux... je préfère...</i>); • degrees of preference (e.g., <i>J'adore... J'aime ...Je n'aime pas...Je déteste...</i>).

	5.CS.2 (g) Uses previously learned sentences and questions to participate in or lead an oral language activity with others.
<p>5.CS.2 (a) 5 Level CS 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.</p>	

Goal : General Language Strategies (GL)	
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>5.GL.2 Use speaking strategies in guided situations. [S] [L] [V] [RP]</p> <ul style="list-style-type: none"> • planning of an oral presentation or conversation • interaction with others to supply and request information • presentation to a classroom or small group audience • reflection on the presentation or conversation 	<p><i>The student :</i></p> <p>Before speaking:</p> <p>5.GL.2 (a) Examines a model of a written script before a conversation with a partner.</p> <p>5.GL.2 (b) Selects presentation guidelines from a brainstorming activity with teacher assistance (e.g., <i>Parle fort. Parle en français. Regarde les personnes. Fais un dessin. Commence avec le titre. Partage trois idées.</i>).</p> <p>5.GL.2 (c) Explains the reason for the presentation in English (e.g., informing, entertaining, or explaining a procedure).</p> <p>5.GL.2 (d) Justifies reasons, in English, for props that can be used during the presentation, (e.g., posters, pictures, puppets, notes and other supports).</p> <p>5.GL.2 (e) Incorporates feedback gathered during practices of a presentation (e.g., <i>Parle fort. Regarde les personnes. Ne lis pas.</i>) in order to improve speaking.</p> <p>During speaking :</p> <p>5.GL.2 (f) Tries out new words and phrases such as in activities led by the teacher or when participating in activities with other students.</p> <p>5.GL.2 (g) Self-corrects pronunciation with feedback from the teacher and other students.</p> <p>5.GL.2 (h) Relies on memory aids when speaking (e.g., pictures, bulletin board materials and bilingual dictionaries).</p> <p>5.GL.2 (i) Uses gestures to reinforce points in the presentation or conversation.</p> <p>5.GL.2 (j) Presents the information using a previously developed model.</p> <p>After speaking:</p> <p>5.GL.2 (k) Self-evaluates using the criteria generated during a brainstorming activity.</p> <p>5.GL.2 (l) Sets goals for the next oral presentation or conversation.</p>
Key :	<p>5.GL.2 (a) 5 Level GL Domain 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)

<p>Learning Outcomes <i>Compulsory : What students should know, understand and be able to do.</i></p>	<p align="center">Indicators <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p>5.CS.3 Demonstrate understanding of the main idea and many isolated details of French expository, procedural or persuasive texts on familiar topics. [RD] [RP]</p>	<p><i>The student :</i></p> <p>5.CS.3 (a) Identifies the main idea of a 6-8 sentence using:</p> <ul style="list-style-type: none"> • underlined or highlighted key phrases; • matched words to visual representations; • sketches or cartoons; • single French words or familiar French expressions. <p>5.CS.3 (b) Identifies isolated details in a 6-8 sentence text with:</p> <ul style="list-style-type: none"> • answers to familiar questions about a short text with a known French word or sentence e.g., <ul style="list-style-type: none"> - <i>Qu'est-ce que c'est?</i> - <i>C'est un éléphant.</i> - <i>Qu'est-ce qu'il mange?</i> - <i>Il mange de l'herbe.</i> - <i>Où est-ce qu'il habite?</i> - <i>Il habite en Afrique.</i> • sentence strips that retell the sequential order in a text; • information on a chart or graphic organizer.
<p>Key : 5.CS.3 (a) 5 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.</p>	

Goal : General Language Strategies (GL)	
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>5.GL.3 Use reading strategies for familiar French texts in guided situations.</p> <p>[V] [RD][RP]</p> <ul style="list-style-type: none"> • activation and use of prior knowledge before reading • use of context clues to decipher the message during reading • use of reference materials to access meaning • verification of comprehension • use of word families to aid understanding • visualization of the content in the written message • review of the text • identification of content in the written message • identification of comprehension strategies • connection to own 	<p><i>The student :</i></p> <p>Before reading:</p> <p>5.GL.3 (a) Predicts the content of the text such as with:</p> <ul style="list-style-type: none"> • familiar words in the title; • key words matched to pictures in the text or on the cover; • selection of appropriate pictures on a worksheet; • a familiar French word or phrase. <p>5.GL.3 (b) Makes connections to own experiences in English on what he or she knows about the subject as announced in the title.</p> <p>5.GL.3 (c) Asks questions about the text in English.</p> <p>5.GL.3 (d) Suggests, with prompting, a purpose for reading the text.</p> <p>During reading:</p> <p>5.GL.3 (e) Identifies key words and cognates in a text (e.g., those that indicate the people, animals, place, time, weather, clothes and other elements related to the themes).</p> <p>5.GL.3 (f) Identifies parts of illustrations and photos to assist understanding.</p> <p>5.GL.3 (g) Examines charts and posters or visual and personal dictionaries.</p> <p>5.GL.3 (h) Refers back to predictions made before reading to assist understanding.</p> <p>5.GL.3 (i) Locates, with support, smaller words in larger words that can help access meaning (e.g., word families: <i>patin (patinage, patineur) musique (musical, musicien), or animal (animalerie)</i>).</p> <p>5.GL.3 (j) Tells about a mental image using a French word or phrase.</p> <p>5.GL.3 (k) Re-reads the part of the sentence or text that causes difficulty.</p> <p>5.GL.3 (l) Chunks groups of words that convey meaning.</p> <p>After reading:</p> <p>5.GL.3 (m) Verifies predictions made before reading.</p> <p>5.GL.3 (n) Summarizes the content of the written text by saying a familiar key word or expression, by drawing a picture, or by completing a graphic organizer.</p>

<p>experiences</p> <ul style="list-style-type: none"> • reflection on the reading experience 	<p>5.GL.3 (o) Uses information in the text to make connections in English to own experiences.</p> <p>5.GL.3 (p) Tells, in English, about the strategies used to read the written text.</p> <p>5.GL.3 (q) Tells, in English, how strategies can be transferred to reading in English.</p> <p>5.GL.3 (r) Asks questions, in English, about content that was not understood.</p>
<p>Key : 5.GL.3 (a) 5 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.</p>	

Goal : Communication Skills (CS) Language Knowledge (LK)

<p>Learning Outcomes <i>Compulsory : What students should know, understand and be able to do.</i></p>	<p align="center">Indicators <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p>5.CS.4 Produce various types of short texts in French on familiar topics in a structured and modeled fashion. [W]</p> <ul style="list-style-type: none"> • complete sentences or questions • expository texts • persuasive texts • procedural texts 	<p><i>The student :</i></p> <p>5.CS.4 (a) Writes a one-sentence answer or question, such as asking or answering a query about a trip.</p> <p>5.CS.4 (c) Writes a 4-5 sentence description (e.g., describing an animal, an event, a vacation or an item of clothing) with familiar expressions.</p> <p>5.CS.4 (d) Makes a poster with 2-3 familiar sentences encouraging someone to take action, (e.g., buying a product, taking a trip or protecting an endangered animal).</p> <p>5.CS.4 (e) Writes a sequence of 4-5 sentences with familiar expressions or previously written sentences, such as telling how to:</p> <ul style="list-style-type: none"> • model an item of traditional First Nations, or Métis clothing; • design a celebration or pow wow menu; • reach a vacation destination in Canada; • follow the steps in a recipe, such as making <i>la banique</i> (bannock).
<p>Key : 5.CS.4 (a) 5 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>	

Goal : General Language Strategies (GL)	
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>5.GL.4 Implement stages of the writing process in semi-structured situations. [W] [S]</p> <ul style="list-style-type: none"> • *gathering of ideas for writing • outline of a plan • identification of the audience • use of reference materials during the pre-writing and drafting phases • use of a textual model <ul style="list-style-type: none"> • verification of the text for sense and correctness <ul style="list-style-type: none"> • reflection on the writing experience 	<p><i>The student :</i></p> <p>Before writing:</p> <p>5.GL.4 (a) Names ideas based on familiar expressions in French and discusses them with a partner.</p> <p>5.GL.4 (b) Makes a plan for the text, such as using a graphic organizer or concept map.</p> <p>5.GL.4 (c) Suggests the audience for which the text is intended.</p> <p>During writing:</p> <p>5.GL.4 (d) Refers to resources (e.g., a bilingual dictionary, bulletin boards, charts or vocabulary lists) to locate a French word and its meaning.</p> <p>5.GL.4 (e) Drafts a 4-5 sentence expository text describing topics (e.g., oneself, clothing, or a logo).</p> <p>5.GL.4 (f) Drafts a 4-5 sentence procedure on familiar topics (e.g. how to plan a festival, an environmental initiative, or a pow wow).</p> <p>After writing:</p> <p>5.GL.4 (g) Proofreads the text.</p> <p>5.GL.4 (h) Shares the text with a partner for proofreading.</p> <p>5GL.4 (i) Writes a final copy of the text.</p> <p>5.GL.4 (j) Connects the stages of the writing process to produced work samples (e.g., <i>un plan, un brouillon, une correction, une copie finale</i>).</p> <p>5.GL.4 (k) Self-evaluates own writing (e.g., using familiar expressions, a rubric or a rating scale).</p> <p>5.GL.4 (l) Sets goals, in English, for the next writing experience.</p> <p>5.GL.4 (m) Self-evaluates as a member of a collaborative writing group using a rating scale or rubric.</p> <p>4.GL.4 (n) Discusses, in English, the stages of the writing process when writing in French, and any similarities or differences noticed between stages when writing in English or French.</p>
<p>Key : 5.GL.4 (a) 5 Level GL Dimension 4 Learning Outcome (a) Indicator</p> <p style="padding-left: 40px;">Listening [L] Speaking [S] Reading [RD] Writing [W] Viewing [V] Representing [RP]</p> <p style="padding-left: 40px;">*Note: Learning Outcomes preceded by an asterisk are also applicable in interactive situations.</p>	

Goal : Language Knowledge (LK)

<p>Learning Outcomes <i>Compulsory : What students should know, understand and be able to do.</i></p>	<p align="center">Indicators <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p>5.LK.1 Demonstrate acquisition of French language concepts related to themes. [S] [L] [RD] [W]</p> <ul style="list-style-type: none"> • numbers to 100 • a range of regular –er verbs • some irregular verbs • prepositions • partitive articles • adjectives in feminine and masculine forms • singular pronouns • affirmative and negative sentence constructions • singular possessive pronouns • plural form of nouns • imperative tense of common verbs • simple complete sentences and questions 	<p><i>The student :</i></p> <p>5.LK.1 (a) Counts to 100. 👁</p> <p>5.LK.1 (b) Names numbers 1 to 100. 👁</p> <p>5.LK.1 (c) Meets thematic unit language needs with regular –er verbs such as <i>porter, préférer, manger, habiter, aller, continuer, voyager, préparer, marcher, inventer, ramasser, réutiliser</i>, in 1st, 2nd and 3rd person singular.</p> <p>5.LK.1 (d) Meets thematic unit language needs with the verbs such as <i>faire</i> and <i>mettre</i>, in 1st, 2nd and 3rd person singular.</p> <p>5.LK.1 (e) Speaks of going to locations with the prepositions <i>à/au/à la</i>.</p> <p>5.LK.1 (f) Speaks of quantities of foods with the articles <i>de/du/de la/des</i>.</p> <p>5.LK.1 (g) Describes familiar nouns using appropriate feminine or masculine adjectives.</p> <p>5.LK.1 (h) Makes complete sentences using the pronouns : je, tu, il, elle, on.</p> <p>5.LK.1 (i) Constructs negative and affirmative sentences (e.g. <i>J'aime la pizza. Je n'aime pas la pizza</i>).</p> <p>5.LK.1 (j) Indicates possession of an item with singular possessive pronouns, <i>ma/mon, sa/son, ta/ton</i>.</p> <p>5.LK.1 (k) Makes word plurals by adding <i>s</i> or <i>x</i> or by no additions to words ending in <i>s</i> or <i>x</i>.</p> <p>5.LK.1 (l) Gives simple directions with 2nd person singular, such as <i>vas, marche, fais, prépare</i>.</p> <p>5.LK.1 (m) Makes simple sentence construction such as :</p> <ul style="list-style-type: none"> • determinant + noun + verb + complement (La fille court vite. Le garçon aime l'hiver.) • pronoun + verb + complement (Elle court vite. Il est gentil. J'ai une pomme.) • interrogative pronoun + verb + pronoun (Où vas-tu? Qui aimes-tu?)

<ul style="list-style-type: none"> knowledge of key vocabulary words and phrases linked to themes 	<ul style="list-style-type: none"> interrogative pronoun + <i>est-ce que</i> + pronoun + verb (Où est-ce que tu vas?) <p>5.LK.1 (o) Uses key words and phrases related to the following themes in simple sentences based on models:</p> <ul style="list-style-type: none"> Environmental Initiatives ☞ Autobiography ☞ Wacky Week Timetable ☞ Endangered Animals ☞ Fashion Show ☞ Winter Carnival ☞ Canadian Vacations ☞ Celebration Menu ☞
<p>Key : 5.LK.1 (a) 5 Level LK Domain 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 : Culture (C)

Learning Outcomes <i>Compulsory : What students should know, understand and be able to do.</i>	Indicators <i>Examples of possible student demonstrations.</i>
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<p><i>The student will be able to :</i></p> <p>5.C.1 Compare elements of francophone, First Nations, and Métis cultures in Canada. [S] [RP]</p>	<p><i>The student :</i></p> <p>5.C.1 (a) Represents Canadian francophone cultures by reciting a French poem or singing a song which was previously learned in class. ☞</p> <p>5.C.1 (b) Describes a variety of foods common to traditional francophone cultures (e.g., <i>la tarte au sucre</i> (sugar pie), <i>la tourtière</i> (meat pie), <i>la poutine</i> (cheese curds and gravy), <i>le croque-monsieur</i> (grilled cheese sandwich)) in comparison to First Nations, and Métis cultures (e.g., <i>les fruits séchés</i> (dried berries), <i>le charqui</i> (dried meat), <i>la viande crue</i> (raw meat)). ☞</p> <p>5.C.1 (c) Describes various garments common to Canadian francophone festivals (e.g., <i>la ceinture fléchée</i> (voyageur sash), <i>les vêtements traditionnels</i> (traditional clothing), <i>la tuque</i> for mascot Bonhomme Carnaval) in comparison to garments and regalia common to First Nations and Métis cultures (e.g., pow wow dress and ribbon shirts). ☞</p> <p>5.C.1 (d) Names famous Canadian francophones in art, music, dance, sport and environmental issues (e.g., hockey players Martin Brodeur, Jean-Sébastien Didière, and François Beauchemin, singer Céline Dion, environmentalist/ politician Stéphane Dion, environmental group Québec Nature) and acclaimed First Nations and Métis people (e.g., hoop dancer Terrance Littlelent, drumming group Red Bull, artist Allen Sapp). ☞</p> <p>5.C.1 (e) Describes celebrations, festivals and competitions in francophone, First Nations and Métis cultural groups in Canada (e.g., <i>Le Carnaval de Québec</i> (February), <i>La Fête de la St-Jean Baptiste</i> (June 24), <i>La Journée Internationale de la Francophonie</i> (March 20), the Juno Awards for Francophones, National Aboriginal Day (June 21), The Aboriginal People’s Choice Awards and Aboriginal People’s Juno Awards). ☞</p> <p>5.C.1 (f) Describes in English the personal advantages to knowing French in bilingual countries such as Canada. ☞</p> <p>5.C.1 (g) Shares information about product labels, internet sites, magazines, TV or radio programs on francophone cultures in Canada. ☞</p> <p>5.C.1 (h) Discusses authentic French picture books or magazines read in class. ☞</p> <p>5.C.1 (i) Uses knowledge of francophone cultures to participate or lead others in cultural activities (e.g., games, singing, and celebrations). ☞</p> <p>5.C.1 (j) Self-evaluates participation in cultural activities through the use of satisfaction indicators such as <i>pas trop bien</i>, <i>assez bien</i>, <i>bien</i>, <i>très bien</i>, <i>excellent</i> or by using a rubric. ☞</p>
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Key : **5.C.1 (a)** 5 Level C Dimension 1 Learning Outcome (a) Indicator
 Listening [L] Speaking [S] Reading [RD] Writing [W] Viewing [V] Representing [RP]
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