

Core French Level 3 : 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>3.CS.1 Demonstrate understanding of oral French messages in limited questions, statements, courtesy requests, instructions and accolades.</p> <p>[L] [RD]</p>	<p><i>The student :</i></p> <p>3.CS.1 (a) Associates oral words with pictures or gestures to indicate understanding (e.g., points at a picture, makes a gesture, draws a picture or matches words to a picture).</p> <p>3.CS.1 (b) Associates oral words with concrete items (e.g., selects clothing items to put into a suitcase or selects fruit or vegetables to use in a recipe).</p> <p>3.CS.1 (c) Follows directions (e.g., to go to a room in a house or school or to select body parts to create an imaginary animal).</p> <p>3.CS.1 (d) Responds to questions beginning with <i>où</i> (e.g., by pointing to a room in a classroom, house or school or by saying the word in French).</p> <p>3.CS.1 (e) Responds to questions beginning with <i>qui</i> (e.g., by pointing to a person or saying their name).</p> <p>3.CS.1 (f) Responds to <i>Qu'est-ce que c'est/Est-ce que c'est...</i> in English or with a single word in French.</p> <p>3.CS.1 (g) Responds to a request ending with <i>s'il te plaît</i> with a courtesy response such as <i>oui, madame</i>.</p> <p>3.CS.1 (h) Responds to a courtesy request for a food item (e.g., <i>Un sandwich, s'il te plait</i>. or by giving the appropriate item to the person making the request).</p> <p>3.CS.1 (i) Responds appropriately to a wide range of accolades (e.g., <i>Bien! Très bien! Bravo! Excellent! Super! Formidable!</i> with an appropriate gesture, facial expression or <i>merci</i>).</p> <p>3.CS.1 (j) Follows several familiar action-oriented instructions to complete a task, such as <i>Sors ton cahier. Découpe la photo. Colle la photo dans ton cahier.</i></p>

	<p>3.CS.1 (k) Follows instructions (e.g., how to perform a dance or play a game with actions).</p> <p>3.CS.1 (l) Matches a spoken French word or phrase with actions or gestures.</p>
Key :	<p>3.CS.1(a) 3 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)	
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>3.GL.1 Use listening or viewing strategies in structured situations. [L] [V] [RP]</p> <ul style="list-style-type: none"> • activation of prior knowledge for the listening or viewing experience • participation in the listening or viewing experience • use of context clues to decipher the oral message • visualization of the content in the oral message • interpretation of the oral message • *reflection on the listening or viewing experience 	<p><i>The student :</i></p> <p>Before listening or viewing:</p> <p>3.GL.1 (a) Describes, using a familiar French word, what is seen in a picture, or a photograph.</p> <p>3.GL.1 (b) Predicts the content of the oral presentation (e.g., selecting pictures or matching key words to pictures).</p> <p>3.GL.1 (c) Makes connections to own experience in English on what he or she knows about the subject as announced in the title.</p> <p>During listening or viewing:</p> <p>3.GL.1 (d) Identifies key words and cognates (e.g. for words that indicate people, animals, place, time, dates and weather).</p> <p>3.GL.1 (e) Tolerates ambiguity by focusing on known words and phrases.</p> <p>3.GL.1 (f) Interprets gestures, facial images, intonation and expression to understand a message.</p> <p>3.GL.1 (g) Tells about a mental image in English.</p> <p>After listening or viewing:</p> <p>3.GL.1 (h) Verifies predictions made before listening.</p> <p>3.GL.1 (i) Identifies the content of the listening experience (e.g., saying a familiar key word or phrase or drawing a picture).</p> <p>3.GL.1 (j) Identifies, in English, the strategies used to interpret the message.</p> <p>3.GL.1 (k) Asks questions in English about content that was not understood.</p>
<p>Key : 3.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)

<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>3.CS.2 Provide basic information on familiar topics supported by a range of prompting as required. [S] [L]</p> <ul style="list-style-type: none"> • *response to courtesies using other basic courtesy expressions • *description of weather, objects, actions, people or animals • response to a question with a sentence • * a simple instruction • * a simple statement about a topic • *expression of wishes, feelings, preferences, non-preferences with a simple sentence 	<p><i>The student :</i></p> <p>3.CS.2 (a) Replies to a courtesy response such as <i>Merci!</i> with <i>De rien.</i></p> <p>3.CS.2 (b) Replies to questions such as <i>Comment ça va?</i> with an appropriate response as well as adding: <i>Et toi?</i></p> <p>3.CS.2 (c) Replies to an offer with expressions such as <i>Oui, merci beaucoup!</i> or <i>Non, merci! Un crayon, s'il te plait.</i></p> <p>3.CS.2 (d) Replies to farewells with expressions such as <i>salut, au revoir, à bientôt.</i></p> <p>3.CS.2 (e) Describes people, animals, actions or weather in an oral sentence (e.g., <i>Il/Elle a les cheveux blonds. Il/Elle est grand(e). Il fait beau. L'animal a une queue. Je coupe la pomme.</i>).</p> <p>3.CS.2 (f) Answers questions (e.g., <i>Qu'est-ce que c'est? Qui est-ce? Où est maman?</i>) with a correctly structured oral sentence.</p> <p>3.CS.2 (g) Instructs a classmate to perform an action (e.g., <i>Coupe la pomme. Va dans le couloir.</i>).</p> <p>3.CS.2 (h) Makes an oral sentence containing a list of items (e.g., <i>Je mets deux t-shirts, une paire de sandales, une paire de shorts et un maillot de bain dans ma valise. Il y a deux cahiers, trois livres et deux crayons dans mon sac.</i>).</p> <p>3.CS.2 (i) Makes a sentence indicating preferences or non preferences (e.g., <i>J'aime les barres de granola. Je déteste les sandwichs.</i>).</p> <p>3.CS.2 (j) Makes a sentence indicating feelings (e.g., <i>J'ai une pizza...je suis content(e)! J'ai un sandwich....je suis triste! J'ai une salade...je suis surprise!</i>).</p> <p>3.CS.2 (k) Uses a previously learned sentence to participate in an oral language game with others.</p>
<p>Key : 3.CS.2 (a) 3 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)	
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>3.GL.2 * Use speaking strategies in structured situations. [L] [V] [S]</p>	<p><i>The student :</i></p> <p>3.GL.2 (a) Plans what to say in a conversation, such as by writing several sentences or by discussing with a partner.</p> <p>3.GL.2 (b) Makes attempts to say new words and phrases orally.</p> <p>3.GL.2 (c) Refers to charts, pictures and bulletin boards as memory supports while speaking.</p> <p>3.GL.2 (d) Refers to models while speaking (e.g., delivery of a weather report, or explanation of a procedure such as how to make a snack).</p> <p>3.GL.2 (e) Refers to diagrams to give instructions on performing a series of actions.</p> <p>3.GL.2 (f) Practises simple requests and expression of feelings with a partner.</p> <p>3.GL.2 (g) Makes gestures to accompany sentences.</p> <p>3.GL.2 (h) Self-evaluates participation in oral activities through the use of satisfaction indicators (e.g., <i>ça va très bien, ça va bien, ça va assez bien, ça va comme-ci comme-ça, ça va mal</i>).</p>
Key :	<p>3.GL.2 (a) 3 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.</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> 3.CS.3 Demonstrate understanding of key words and content in a series of simple, repetitive sentences supported by illustrations or photos. [RD] [RP]</p>	<p><i>The student :</i></p> <p>3.GL.3 (a) Locates key words and cognates in a group of repetitive sentences accompanied by illustrations.</p> <p>3.GL.3 (b) Matches key words and cognates to illustrations (e.g. <i>C'est l'été. Je porte les <u>sandales</u>. Je porte les <u>shorts</u>. Je porte un <u>t-shirt</u>.</i>).</p> <p>3.CS.3 (c) Sorts key words according to several criteria, e.g.,</p> <ul style="list-style-type: none"> ○ rooms of the house/rooms of the school ○ healthy/non-healthy foods ○ winter/summer clothing <p>3.CS.3 (d) States the content in a series of repetitive sentences such as by stating a single French word or in English.</p> <p>3.CS.3 (e) Responds to questions about a shared reading experience (e.g., with actions, gestures, known French words, or English words).</p>
<p>Key : 3.CS.3 (a) 3 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)

<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>3.GL.3 Use reading strategies for short, repetitive texts in highly structured situations. [L] [V] [RD]</p> <ul style="list-style-type: none"> • prediction of the content of a text • activation of prior knowledge for a reading experience • use of context clues to decipher the message during a reading experience • use of key words and cognates • use of reference materials to interpret words • visualization of the content in the written message • interpretation of the written message • reflection on the reading experience 	<p><i>The student :</i></p> <p>Before shared reading:</p> <p>3.GL.3 (a) Predicts the content of the text (e.g., by matching a key word to a picture or by using a familiar French word with prompting).</p> <p>3.GL.3 (b) Makes connections to own experience in English on what he or she knows about the subject as announced in the title.</p> <p>During shared reading:</p> <p>3.GL.3 (c) Identifies key words and cognates (e.g., the people, animals, place, time and weather).</p> <p>3.GL.3 (d) Identifies and uses parts of illustrations and photos to aid understanding.</p> <p>3.GL.3 (e) Examines charts, posters or visual and personal dictionaries to access meaning.</p> <p>3.GL.3 (f) Reads along with the teacher as the text is re-read.</p> <p>3.GL.3 (g) Tells about a mental image using a French word or phrase.</p> <p>After shared reading:</p> <p>3.GL.3 (h) Verifies predictions made before reading.</p> <p>3.GL.3 (i) Identifies the content of the written text (e.g., saying a familiar key word or phrase or drawing a picture).</p> <p>3.GL.3 (j) Indicates level of comprehension of the text such as by pointing to traffic light colours.</p> <p>3.GL.3 (k) Asks questions in English, with prompting, about content that was not understood.</p>
<p>Key : 3.GL.3 (a) 3 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 Language Knowledge

<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> 3.CS.4 Produce a simple and repetitive text on a familiar topic based on a model. [W]</p>	<p><i>The student :</i> 3.CS.4 (a) Writes a sentence by substituting one word in a modeled sentence. 3.CS.4 (b) Writes a repetitive 4-5 sentence modeled text such as one that describes the selection of foods needed for a healthy lunch (e.g., <i>Voici mon lunch. J'ai une <u>banane</u>. J'ai un <u>sandwich</u>. J'ai du <u>lait</u>. J'ai des <u>carottes</u>. C'est bon!</i>). 3.CS.4 (c) Makes a poster of items needed for a trip to a certain destination, accompanied by two sentences (e.g., <i>J'ai des shorts dans ma valise. J'ai un t-shirt dans ma valise. J'ai des espadrilles dans ma valise.</i>).</p>
<p align="center"> 3.CS.4 (a) 3 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)

<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>3.GL.4 Follow modeled steps of a shortened writing process in highly structured situations. [W] {S} [RD]</p> <ul style="list-style-type: none"> • *observation of a modeled writing experience • use of reference materials to locate unknown or previously learned words • *development of ideas for writing • production of a short text with a model • reflection on the writing experience 	<p><i>The student :</i></p> <p>3.GL.4 (a) Offers familiar expressions or single-word ideas as the teacher models the writing of a short text.</p> <p>3.GL.4 (b) Refers to word lists such as a personal dictionary.</p> <p>3.GL.4 (c) Refers to references (e.g., bulletin boards, charts and visual or online dictionaries).</p> <p>3.GL.4 (d) Discusses with a teacher or a partner single word ideas to put into the text.</p> <p>3.GL.4 (e) Substitutes words in a modeled text.</p> <p>3.GL.4 (f) Self-evaluates writing through the use of familiar satisfaction indicators (e.g., <i>ça va bien, ça va très bien, ça va comme-ci, comme-ça, ça va mal</i>).</p>
<p>Key : 3.GL.4 (a) 3 Level GL 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 : 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>3.LK.1 Demonstrate acquisition of French language concepts related to themes.</p> <p>[S] [RD] [RP]</p> <ul style="list-style-type: none"> • numbers 1-50 • various question types • possessive pronouns for personal items • possession • adjectives indicating attributes of self and others • a variety of instructions or commands. • knowledge of key vocabulary words and phrases linked to themes. 	<p><i>The student :</i></p> <p>3.LK.1 (a) Counts to 50. ☞</p> <p>3.LK.1 (b) Names numbers 1-51 in French. ☞</p> <p>3.LK.1 (c) Explains the difference, in English, between questions beginning with <i>où, qui, que</i>.</p> <p>3.LK.1 (d) Refers to objects that belong to himself or herself using a possessive pronoun (e.g., <i>ma valise, ma boîte à lunch, ma chambre, ma maison, mon animal</i>).</p> <p>3.LK.1 (e) Uses the verb <i>avoir</i> to show possession of an object, such as <i>J'ai une pomme</i>.</p> <p>3.LK.1 (f) Uses the verb <i>être</i> to show personal attributes (e.g., <i>je suis grand, elle est petite</i>).</p> <p>3.LK.1 (g) Uses the verbs <i>chercher, mettre, aller</i> to indicate instructions.</p> <p>3.LK.1 (h) Demonstrates an understanding of key thematic words and phrases in a simple oral sentence:</p> <ul style="list-style-type: none"> ○ Numbers ☞ ○ Weather Report ☞ ○ Rooms in a House ☞ ○ People in the School ☞ ○ Imaginary Animals ☞ ○ Vacation Clothing ☞ ○ Trash-less Lunches ☞ ○ Folk and Traditional Dances ☞ ○ Short Trip Destinations ☞
<p>Key : 3.LK.1(a) 3 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.</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>
<p><i>The student will be able to :</i></p> <p>3.C.1 Compare basic elements of francophone, First Nations, and Métis family cultures in communities. [S] [RP]</p>	<p><i>The student :</i></p> <p>3.C.1 (a) Represents French culture (e.g., by reciting a <i>comptine</i> or by singing a song). ☞</p> <p>3.C.1 (b) Identifies typical francophone foods in a lunch (e.g., <i>les croissants, le fromage</i>, in comparison to foods in First Nations and Métis cultures (e.g., <i>les baies</i> (berries) and <i>la banique</i> (bannock)). ☞</p> <p>3.C.1 (c) Examines elements of French culture in the classroom and school, such as posters and books. ☞</p> <p>3.C.1 (d) Describes housing types in various francophone communities (e.g., <i>une maison à deux étages, une villa, un immobilier, une maison mobile, un bungalow, un hôtel de glace</i>) in comparison to the various kinds of traditional housing in First Nations and Métis cultures (<i>un tipi, une cabane</i>). ☞</p> <p>3.C.1 (e) Examines meals in different francophone communities (e.g., <i>déjeuner/petit déjeuner</i> and <i>diner/souper</i>). ☞</p> <p>3.C.1 (f) Describes mythic or imaginary animals such as the sea monster <i>Memphré</i> in <i>Québécois</i> culture in comparison to animals such as <i>Coyote</i> in many First Nations cultures. ☞</p> <p>3.C.1 (g) Discusses authentic French picture books read by the teacher. ☞</p> <p>3.C.1 (h) Uses knowledge of francophone cultures to participate in cultural activities (e.g., games, singing, and chants).</p> <p>3.C.1 (i) Self-evaluates participation in cultural activities through the use of satisfaction indicators (e.g., <i>ça va très bien, ça va bien, ça va assez bien, ça va comme ci comme ça, ça va mal</i>).</p>
Key :	<p>3.C.1(a) 3 Level C 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>