



Saskatchewan  
Ministry of  
Education

# Core French Level 6

September, 2010



2010



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## Learning Outcomes and Indicators

### Key

Learning Outcome and Indicator Codes	Abbreviation of Processes
<b>6.CS.1(a)</b>	<b>[R]</b> Reading
<b>6</b> Level	<b>[W]</b> Writing
<b>CS</b> Goals	<b>[L]</b> Listening
<b>1</b> Learning Outcome	<b>[S]</b> Speaking
<b>(a)</b> Indicator	<b>[V]</b> Viewing
	<b>[RP]</b> Representing

### Specific Terms used in the Learning Outcomes and Indicators

including	delimits the content, the context, or the strategy to be evaluated, without excluding other possible learning
such as	presents a suggestion of content without excluding other possibilities
e.g.	presents a list of precise examples concerning a concept or a strategy, without excluding other possibilities

### Goals

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

## Learning Outcomes and Indicators (continued)

Goal : Communication Skills (CS)																	
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><b>6.CS.1</b> Demonstrate understanding of the main idea of oral French multi-sentence presentations on a variety of familiar topics in structured situations.</p> <p>[L] [V] [S] [RP]</p>	<p><i>The student :</i></p> <p>6.CS.1 (a) Selects the main idea and key information in a presentation, such as by checking off words and phrases in a list or a graphic organizer.</p> <p>6.CS.1 (b) Compares and contrasts items in a graphic organizer based on the information given in an oral presentation, such as three different travel destinations:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><b><i>le lieu</i></b></th> <th style="text-align: left; padding: 5px;"><b><i>une activité</i></b></th> <th style="text-align: left; padding: 5px;"><b><i>un site touristique</i></b></th> <th style="text-align: left; padding: 5px;"><b><i>la culture</i></b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><i>la Louisiane</i></td> <td style="padding: 5px;"><i>explorer les bayous en bateau ✓</i></td> <td style="padding: 5px;"><i>le Mardi gras</i></td> <td style="padding: 5px;"><i>la langue française ✓</i></td> </tr> <tr> <td style="padding: 5px;"><i>la France</i></td> <td style="padding: 5px;"><i>aller en bateau-mouche sur la Seine ✓</i></td> <td style="padding: 5px;"><i>la Tour Eiffel à Paris</i></td> <td style="padding: 5px;"><i>la langue française ✓</i></td> </tr> <tr> <td style="padding: 5px;"><i>le Maroc</i></td> <td style="padding: 5px;"><i>faire une promenade en chameau dans le désert du Sahara</i></td> <td style="padding: 5px;"><i>le marché de Marakesh</i></td> <td style="padding: 5px;"><i>la langue française ✓</i></td> </tr> </tbody> </table> <p>6.CS.1 (c) Retrieves details from a video or live conversation between two people.</p> <p>6.CS.1 (d) Represents understanding of a presentation (e.g., by drawing, physical movements, or gestures).</p> <p>6.CS.1 (e) Responds to questions beginning with <i>est-ce que, qu'est-ce que, qui, où, or quand</i> with a complete modeled sentence (e.g., <i>Qui sont les deux personnes? Les deux personnes sont <u>Max</u> et <u>Lin</u>.</i> becomes <i>Les deux personnes sont <u>Luc</u> et <u>Sara</u>.</i></p> <p>6.CS.1 (f) Matches spoken words, phrases or sentences in French with actions or gestures.</p>	<b><i>le lieu</i></b>	<b><i>une activité</i></b>	<b><i>un site touristique</i></b>	<b><i>la culture</i></b>	<i>la Louisiane</i>	<i>explorer les bayous en bateau ✓</i>	<i>le Mardi gras</i>	<i>la langue française ✓</i>	<i>la France</i>	<i>aller en bateau-mouche sur la Seine ✓</i>	<i>la Tour Eiffel à Paris</i>	<i>la langue française ✓</i>	<i>le Maroc</i>	<i>faire une promenade en chameau dans le désert du Sahara</i>	<i>le marché de Marakesh</i>	<i>la langue française ✓</i>
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**Goal : General Language Strategies (GL) Communication Skills (CS)**

<p><b>Learning Outcomes</b>  <i>Compulsory : What students should know, understand and be able to do.</i></p>	<p align="center"><b>Indicators</b>  <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p><b>6.GL.1</b> Use listening or viewing strategies in semi-guided situations, such as:</p> <ul style="list-style-type: none"> <li>• asking and answering questions</li> <li>• making predictions</li> <li>• verifying comprehension</li> <li>• making connections</li> <li>• visualizing</li> <li>• summarizing</li> <li>• synthesizing</li> <li>• analyzing and evaluating</li> </ul> <p>[L] [V] [RP]</p>	<p><i>The student:</i></p> <p><b>Before listening or viewing:</b></p> <p>6.GL.1 (a) Anticipates, with support, the information a presentation might contain, such as <i>Ils jouent au soccer.</i></p> <p>6.GL.1 (b) Activates, with support, prior knowledge about a familiar topic, with a French sentence such as <i>Il y a deux équipes dans une partie de soccer.</i></p> <p>6.GL.1 (c) Establishes personal connections to own experiences with a topic, in a sentence such as <i>Je joue au soccer</i>, when discussing a sports theme.</p> <p>6.GL.1 (d) Identifies pre-listening skills also used in ELA (e.g., <i>Je fais une prédiction. Je fais un lien. Je partage une expérience.</i>).</p> <p><b>During listening or viewing:</b></p> <p>6.GL.1 (e) Selects cognates, familiar words, key thematic words and previously learned expressions for understanding.</p> <p>6.GL.1 (f) Interprets spoken language with auditory clues (e.g., sighs, inflections, intonation, and background sounds) and visual clues (e.g., facial expressions, actions, gestures, and textual clues).</p> <p>6.GL.1 (g) Identifies pertinent details in longer conversations or presentations such as with note-taking in a graphic organizer or advance organizer.</p> <p><b>After listening or viewing:</b></p> <p>6.GL.1 (h) Explains a personal visualization about a listening or viewing experience with a French sentence, such as <i>Je vois une image dans ma tête: ils jouent au soccer.</i></p> <p>6.GL.1 (i) Asks the speaker to repeat an expression slowly with a phrase, such as <i>Répétez lentement, s'il vous plait!</i></p> <p>6.GL.1 (j) Identifies a strategy that was used to facilitate comprehension of the listening or viewing experience with a French sentence, such as <i>J'utilise des mots-amis</i> (familiar terminology for use of cognates or <i>congénères</i>).</p> <p>6.GL.1 (k) Verifies an hypothesis made about the content of the viewing or listening experience with a French sentence (e.g., <i>Oui, ils jouent aux cartes. Non, ils ne jouent pas aux cartes.</i>).</p> <p>6.GL.1 (l) Represents the main idea of a listening experience (e.g., with illustrations and drawings of mental images).</p> <p>6.GL.1 (m) Summarizes a listening experience with the choice of French sentences from a list.</p> <p>6.GL.1 (n) Asks questions about words, expressions or content, using a French question such as <i>Qu'est-ce que c'est? Qu'est-ce que ça veut dire?</i></p> <p>6.GL.1 (o) Self-evaluates own understanding of the listening or viewing experience, such as with a rubric or a rating scale.</p>

**Goal : Communication Skills (CS)**

<p><b>Learning Outcomes</b>  <i>Compulsory : What students should know, understand and be able to do.</i></p>	<p align="center"><b>Indicators</b>  <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p><b>6.CS.2</b> Discuss a variety of information on familiar topics through modeled oral expression in highly structured situations. [S]</p>	<p><i>The student :</i></p> <p>6.CS.2 (a) Shares information about an experience (e.g., travel, photo album, or sport) following a model.</p> <p>6.CS.2 (b) Answers questions (e.g., <i>qu'est-ce que, est-ce que, combien, qui, où, quand</i>) based on details of what an object, a person, a place, or a situation is like.</p> <p>6.CS.2 (c) Engages in a two-way conversation where multiple questions are asked and answered in a face-to-face situation or with technology (e.g., webcams or videophones).</p> <p>6.CS.2 (d) Uses politeness and encouragement expressions in a conversation (e.g., <i>excusez-moi, pardon, courage, à bientôt, je suis désolé(e), comment, pourquoi, génial, merci, or bonne idée</i>).</p> <p>6.CS.2 (e) Role-plays an incident following a model (e.g., solving a mystery, meeting someone from another region, playing a sport).</p> <p>6.CS.2 (f) Role-plays a short conflict resolution scenario between two people with modeled expressions, for example:</p> <ul style="list-style-type: none"> <li>• <i>Tu as perdu mon stylo encore! Je suis fâché! ...Je m'excuse! Voici un autre stylo.</i></li> <li>• <i>J'ai très faim! S'il te plait, donne-moi ton orange! ... Non, c'est mon orange. Mais voici un morceau....Merci!</i></li> <li>• <i>Je ne peux pas trouver la réponse. Je suis trop fatiguée...Courage! On peut chercher la réponse ensemble.</i></li> <li>• <i>Je ne veux pas travailler... J'ai une idée. Prenons une pause. ...Merci! C'est une bonne idée!</i></li> <li>• <i>Je ne veux pas faire cette présentation! Je n'aime pas parler devant la classe...Courage! Tu peux essayer seulement une phrase.</i></li> <li>• <i>Je veux écouter ma musique, pas ta musique...On peut prendre des tours...Génial!</i></li> </ul>

**Goal : General Language Strategies (GL) Communication Skills (CS)**

<p><b>Learning Outcomes</b>  <i>Compulsory : What students should know, understand and be able to do.</i></p>	<p align="center"><b>Indicators</b>  <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p><b>6.GL.2</b> Use speaking strategies in semi-guided situations, such as:</p> <ul style="list-style-type: none"> <li>• Model language</li> <li>• sharing</li> <li>• guided practice</li> <li>• independent practice</li> </ul> <p>[S] [RP] [R]</p>	<p><i>The student :</i></p> <p><b>Before speaking:</b></p> <p>6.GL.2 (a) Finds, with teacher support, different ways of conveying a message (e.g., with gestures, visuals, and familiar expressions).</p> <p>6.GL.2 (b) Develops fluency and accuracy with oral repetitions of an expression or sentence.</p> <p>6.GL.2 (c) Develops, with teacher support, own scripts from a combination of two models.</p> <p>6.GL.2 (d) Selects own presentation guidelines from a class-created list (e.g., <i>Parle fort! Regarde l'auditoire! Fais des gestes!</i>).</p> <p><b>During speaking:</b></p> <p>6.GL.2 (e) Participates in oral activities with the class (e.g., surveys, games, songs).</p> <p>6.GL.2 (f) Relays parts of the spoken message with natural gestures.</p> <p>6.GL.2 (g) Relies on memory aids as required (e.g., visuals, posters, displays, notebook, index cards, or notes).</p> <p>6.GL.2 (h) Shows emotion during a role play on conflict resolution (e.g., facial expressions, voice change, or body language).</p> <p>6.GL.2 (i) Integrates corrective feedback from the teacher or other students with repetition of a word, sentence, or phrase.</p> <p><b>After speaking:</b></p> <p>6.GL.2 (j) Self-evaluates group or partner exchanges, prepared dialogues, or presentations with a checklist or rubric.</p> <p>6.GL.2 (k) Sets a goal for the next speaking experience, based on performance feedback.</p>

## Goal : Communication Skills (CS)

### 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 :*

**6.CS.3** Demonstrate understanding of the main idea and general details in illustrated 70 - 100 word expository, procedural, persuasive and narrative texts.

[R]

*The student :*

6.CS.3 (a) Identifies the main idea of a 70 - 100 word illustrated text, such as :

*Chère Mme Plouffe,*

*J'ai un ami très difficile. À midi, nous jouons les jeux-vidéo. Mais, mon ami prend les contrôles en premier. Je n'aime pas cela. Je veux être le premier aussi. Il est très impoli et il ne partage pas. Il prend les contrôles de mes mains. Il dit souvent des choses méchantes. Je deviens très frustré! Est-ce que vous pouvez suggérer une solution?*

*Éric*

**L'idée principale :** *L'ami d'Éric ne partage pas les contrôles du jeu.*

*L'ami d'Éric est difficile.*

*Éric et son ami ont un conflit.*

6.CS.3 (b) Identifies general details in a 70 - 100 word illustrated text, such as:

*Sabrina a perdu son ballon de basketball. Il est 16h00. Sabrina entre dans l'école. Elle cherche son ballon de basketball. Elle pense que le ballon est dans son casier. Elle va dans le corridor. La porte de sa salle de classe est ouverte. Elle va dans la salle de classe. Sabrina ouvre son casier, mais son ballon n'est pas là. Elle regarde dans le casier de son amie, mais son ballon n'est pas là. Elle regarde dans la boîte des objets perdus. Le voilà! Sabrina quitte l'école avec son ballon de basketball.*

**Détails :** *Sabrina, ballon de basketball, perdu, salle de classe, casier, boîte des objets perdus.*

6.CS.3 (c) Identifies the main idea and two details in another student's writing (e.g., in a blog or webpage, or written document posted in the classroom).

### Ma recette de crêpes

*En premier, j'achète les ingrédients :*

*de la farine, des œufs, du beurre, des fruits au choix, du sucre, du sel, de la crème à fouetter, du jus d'orange, et du lait.*

*Deuxièmement, je coupe les fraises et les bananes, j'ajoute du jus d'orange aux fruits et je mets les fruits de côté. Ensuite, je prépare la crème fouettée.*

*Pour préparer les crêpes, je mélange les œufs, le sucre, et le beurre*

*Troisièmement, je mélange les ingrédients secs. Je verse un peu dans une poêle réchauffée. Je tourne la crêpe avec une spatule.*

*Enfin, je roule la crêpe. Je mets les fruits et la crème fouettée sur la crêpe. C'est délicieux!*

**L'idée principale :** *C'est une recette pour les crêpes.*

**Détails :** *Deux des ingrédients sont le beurre et la farine.*



**Goal : General Language Strategies (GL) Communication Skills (CS)**

<p><b>Learning Outcomes</b>  <i>Compulsory : What students should know, understand and be able to do.</i></p>	<p align="center"><b>Indicators</b>  <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p><b>6.GL.3</b> Use reading strategies in guided situations.            (see 6.GL.1 for strategies)            [R] [W] [RP]</p>	<p><i>The student :</i></p> <p><b>Before reading:</b></p> <p>6.GL.3 (a) Predicts, with teacher support, the information in a written text.</p> <p>6.GL.3 (b) Activates, with teacher support, prior knowledge about a familiar topic in a written text using a French sentence.</p> <p>6.GL.3 (c) Establishes connections to own experiences with the topic, in a French sentence.</p> <p>6.GL.3 (d) Identifies pre-reading strategies used in ELA or other subjects (e.g., <i>Je fais une prédiction. Je fais un lien. Je partage une expérience.</i>).</p> <p><b>During reading:</b></p> <p>6.GL.3 (e) Selects cognates, familiar words, key thematic words and previously learned expressions in the text to facilitate understanding.</p> <p>6.GL.3 (f) Skips unfamiliar or difficult words in the text.</p> <p>6.GL.3 (g) Searches for context clues in the text (e.g., titles, sidebars, pictures, or photos).</p> <p>6.GL.3 (h) Distinguishes between pertinent and non-pertinent words in the text.</p> <p>6.GL.3 (i) Explains a visualization about a reading experience with a French sentence, such as <i>Je vois une image dans ma tête. Ils jouent au soccer.</i></p> <p><b>After reading:</b></p> <p>6.GL.3 (j) Verifies a prediction made about the content of a text with a French sentence, such as <i>Oui, il y a un conflit entre ces personnes.</i></p> <p>6.GL.3 (k) Identifies a strategy that was used to facilitate comprehension of the reading experience with a French sentence, such as <i>J'utilise des mots-amis.</i></p> <p>6.GL.3 (l) Answers a question about the general details of a text, such as:</p> <ul style="list-style-type: none"> <li>• <b>Qu'est-ce que c'est?</b></li> <li>• <i>C'est mon album de photos.</i></li> <li>• <b>Qui est-ce?</b></li> <li>• <i>C'est mon amie Jeanne et moi.</i></li> <li>• <b>Que faites-vous?</b></li> <li>• <i>Nous sommes à la plage et on s'amuse.</i></li> </ul> <p>6.GL.3 (m) Represents understanding or response to a written text (e.g., with illustrations, graphic representations, and mental images).</p> <p>6.GL.3 (n) Summarizes a written text with a French sentence, such as <i>C'est une description d'une personne.</i></p> <p>6.GL.3 (o) Asks questions about words, expressions or content with a French question, such as <i>Qu'est-ce que c'est?</i></p> <p>6.GL.3 (p) Self-evaluates own understanding of a written text, such as with a rubric or a rating scale.</p>

**Goal : Communication Skills (CS)**

**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 :*

**6.CS.4** Produce a 50 - 60 word expository, narrative, or procedural paragraph or short script in French based on a combination of models.

[W]

*The student :*

6.CS.4 (a) Writes a 50 - 60 word description, such as:

**Description de M. Leblanc**

*Voici Monsieur Leblanc. Il a de longs cheveux noirs, et les yeux bruns. Il a des tâches sur les mains. Il porte des lunettes noires. Il a une grosse tête avec une grande bouche et un petit nez. Il porte un chapeau noir et un long manteau noir. Monsieur Leblanc a l'air sinistre.*

6.CS.4 (b) Writes a text (e.g., a newspaper ad, website, poster, photostory, post, or illustrated blog) 50 - 60 words in length, such as:

**Deux personnes disparues!**

*Attention! On cherche deux personnes disparues! Les deux femmes ont de longs cheveux blonds. Une des femmes a une petite tête et un long cou. Elle a les mains avec des longs doigts et beaucoup de bagues. L'autre femme est grande et elle porte une tuque et un manteau de ski. Si vous voyez ces personnes, composez le 797-2000 tout de suite!*

6.CS.4 (c) Writes a 50 - 60 word narrative or script in the present tense, such as:

**Un alibi pour un mystère à l'école**

*Voici mon alibi. Il est environ 16h00. Je retourne à l'école. Je cherche mon balado et mon manteau. Je passe par ma salle de classe. Mon professeur est dans la salle de classe. Nous parlons ensemble. Je cherche dans mon casier. Je trouve mes affaires. Je quitte l'école à environ 16h15.*

**Scénario pour résoudre un conflit**

*Personne A : Nous jouons au basketball à midi.*

*Personne B : Ah non! Jouons au soccer!*

*Personne C : Moi, j'aime les deux.*

*Personne B : Mais le basketball n'est pas intéressant.*

*Personne A : Tu n'aimes pas nos idées!*

*Personne C : Faisons un compromis.*

*Personne D : Jouons au basketball à midi et au soccer pendant la récréation.*

*Tout le monde : Youpi! Ça va!*

**Goal : General Language Strategies (GL) Communication Skills (CS)**

<p><b>Learning Outcomes</b>  <i>Compulsory : What students should know, understand and be able to do.</i></p>	<p align="center"><b>Indicators</b>  <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p><b>6.GL.4</b> Implement stages of the writing process in guided situations, including: idea generation, drafting, editing, and publishing.                      [W] [R] [S] [RP]</p>	<p><i>The student :</i></p> <p><b>Before writing:</b></p> <p>6.GL.4 (a) Generates writing ideas in French based on familiar expressions with support, such as <i>Mon sport favori → le basketball → le ballon → le panier → les joueurs → lancer.</i></p> <p>6.GL.4 (b) Plans text with teacher support, such as with the use of a graphic organizer.</p> <p>6.GL.4 (c) Suggests, with teacher support, the audiences for which a text is intended.</p> <p><b>During writing:</b></p> <p>6.GL.4 (d) Locates an equivalent word or expression in reference materials (e.g., personal or visual dictionary, or glossary).</p> <p>6.GL.4 (e) Drafts a 50 - 60 word expository, narrative or procedural text based on two models.</p> <p><b>After writing:</b></p> <p>6.GL.4 (f) Proofreads the text for accuracy.</p> <p>6.GL.4 (g) Provides feedback on another student’s writing in a peer conference.</p> <p>6.GL.4 (h) Implements changes to the text for later production of a final copy after a teacher conference.</p> <p>6.GL.4 (i) Connects stages of the writing process to teacher-modeled writing.</p> <p>6.GL.4 (j) Evaluates own written work based on the descriptors in a simple rubric or checklist.</p> <p>6.GL.4 (k) Sets goals for the next writing experience based on the descriptors in an English rubric or a French checklist.</p> <p>6.GL.4 (l) Selects written texts for inclusion in a portfolio.</p>

**Goal : Language Knowledge (LK)**

<p><b>Learning Outcomes</b>  <i>Compulsory : What students should know, understand and be able to do.</i></p>	<p align="center"><b>Indicators</b>  <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p><b>6.LK.1</b> Demonstrate acquisition of French language concepts related to themes, including:</p> <ul style="list-style-type: none"> <li>• numbers to 1 000</li> <li>• ordinal numbers</li> <li>• theme-related present tense regular –er verbs, singular and plural forms</li> <li>• theme-related present tense irregular –er verbs, singular and plural forms</li> <li>• placement and agreement of common adjectives</li> <li>• prepositions (<i>à la, au, aux, du, de la</i>) with the verbs <i>jouer</i> and <i>faire</i>.</li> </ul> <p>[S] [L] [R] [W]</p>	<p><i>The student :</i></p> <p>6.LK.1 (a) Identifies individual numbers in French to 1 000.</p> <p>6.LK.1 (b) Indicates the occurrence of an event with the use of ordinal numbers (e.g., <i>premièrement, deuxièmement, troisièmement, quatrièmement, finalement</i>).</p> <p>6.LK.1 (c) Meets thematic unit needs with regular –er verbs, singular and plural forms in the present tense.</p> <p>6.LK.1 (d) Meets thematic unit needs with irregular –er verbs, singular and plural forms in the present tense.</p> <p>6.LK.1 (e) Differentiates between the use of singular and plural pronouns in a sentence, including <i>je, tu, il, elle, on, nous, vous, ils, and elles</i>.</p> <p>6.LK.1 (f) Differentiates between the use of singular and plural possessive pronouns in a sentence, including <i>mon/ma/mes, ton/ta/tes, son/sa/ses, votre/vos, notre/nos, and leur/leurs</i>.</p> <p>6.LK.1 (g) Uses the correct placement and agreement of common adjectives in a French sentence (e.g., <i>Elle est une <b>jolie</b> fille; C'est une <b>nouvelle</b> maison; Il y a un <b>petit</b> problème; C'est un <b>bon</b> film; J'ai un <b>chandail rouge</b>; Il y a une <b>table ronde</b> dans la salle de classe</i>).</p> <p>6.LK.1 (h) Uses the correct preposition with the verbs <i>jouer</i> and <i>faire</i> in a sentence, such as:</p> <ul style="list-style-type: none"> <li>• <i>Je joue au basketball.</i></li> <li>• <i>Je fais de la natation.</i></li> </ul> <p>6.LK.1 (i) Uses key words in sentences related to 4 of the following themes:</p> <ul style="list-style-type: none"> <li>• Travel to a Francophone Country or Region – <i>Voyager dans un pays ou une région Francophone;</i></li> <li>• My Digital Photo Album – <i>Mon album de photos;</i></li> <li>• Solving a Mystery - <i>Résoudre un mystère;</i></li> <li>• Cooking Show (foods from French-speaking countries, First Nations &amp; Métis) – <i>L'émission des chefs;</i></li> <li>• My Favourite Sport – <i>Mon sport préféré;</i></li> <li>• Conflict Resolution – <i>La résolution des conflits.</i></li> </ul>

**Goal : Culture (C) Communication Skills (CS)**

<p><b>Learning Outcomes</b>  <i>Compulsory : What students should know, understand and be able to do.</i></p>	<p align="center"><b>Indicators</b>  <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p><b>6.C.1</b> Relate the influence and contributions of French, First Nations, and Métis languages and cultures to place names, and lifestyles.                      [S] [L] [R] [W] [V] [RP]</p>	<p><i>The student :</i></p> <p>6.C.1 (a) Investigates First Nations and French place names in Canadian provinces and cities and their linguistic derivations:  <b>Canada</b> (<i>kanata</i>, Huron for village),  <b>Saskatchewan</b> (<i>kisiskatchewan sipi</i>, Cree for swift-flowing river),  <b>Saskatoon</b> (<i>mis-sask-qua-too-min</i>, Cree for purple berry),  <b>Ile-à-la-Crosse</b>, SK (French for Lacrosse island),  <b>Fort à la Corne</b>, SK (for Louis Chapt, Chevalier de la Corne, brother-in law to the La Vérendrye brothers and founder of the fort),  <b>Qu’Appelle/Katepwa</b> (<i>qui appelle</i>, French for who calls, as in the Cree legend, or <i>kâ tēpwēt</i> for river that calls),  <b>Winnipeg</b>, MB (<i>win-nipi</i>, Cree for muddy water),  <b>Québec</b>, QC (<i>kebec</i>, Algonquin for narrow passage or strait),  <b>Gaspé</b>, QC (Mi’kmaq for end or extremity of territory),  <b>Rimouski</b>, QC, (Mi’kmaq or Maliseet for land of moose),  <b>Chicoutimi</b>, QC, (<i>shkoutimeo</i>, Montagnais for the end of deep waters),  <b>Rivière du Loup</b>, QC (Wolf River, named in French for the Mahingan Wolf Nation),  <b>Hochelaga</b> (Iroquois for big rapids or beaver dam, original name of Montreal), or  <b>Montréal</b>, QC (French for Mount Royal).</p> <p>6.C.1 (b) Examines cultural influences in Francophone regions (<i>la francophonie</i>) bordering the Atlantic coasts (e.g., <i>St. Pierre et Miquelon</i>, <i>Sénégal</i>, Belgium (<i>la Belgique</i>), Algeria (<i>l’Algérie</i>), Morocco (<i>le Maroc</i>), Democratic Republic of Congo (<i>la République démocratique du Congo</i>), New Brunswick (<i>le Nouveau-Brunswick</i>), Nova Scotia (<i>la Nouvelle Écosse</i>), Quebec (<i>le Québec</i>), Louisiana (<i>la Louisiane</i>), Guadeloupe (<i>la Guadeloupe</i>), Martinique (<i>la Martinique</i>), St. Martin (<i>l’île St. Martin</i>), Haiti (<i>la République de Haïti</i>), French Guiana (<i>la Guyane française</i>)).</p> <p>6.C.1 (c) Examines examples of conflict resolution in Francophone, First Nations or Métis cultures (e.g., as described by Alexander Mackenzie regarding conflict resolution games, or by Isidore Campbell, English River Reserve who described the case of the Dene or the Cree resolving a conflict by playing lacrosse to resolve hostilities between groups).</p> <p>6.C.1 (d) Shares information about Francophone cultures in French (e.g., lifestyles, sports, food, entertainment, relationships, travel, and media).</p> <p>6.C.1 (e) Integrates knowledge of Francophone cultures for the production of cultural activities in French (e.g., games, singing, food preparation, or skits).</p> <p>6.C.1 (f) Self-evaluates participation in cultural activities on a rating scale or rubric.</p>