

Core French Level 4 : 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>4.CS.1 Demonstrate understanding of oral French messages in a variety of single sentence statements, questions, courtesy requests, and instructions.</p> <p>[L] [RD]</p>	<p>The student :</p> <p>4.CS.1 (a) Matches French words to illustrations, photos, or concrete objects.</p> <p>4.CS.1 (b) Reproduces visual representations of items discussed in an oral representation (e.g., a plan of a school, a mask or any other concrete object).</p> <p>4.CS.1 (c) Listens to simple conversations to retrieve two details.</p> <p>4.CS.1 (d) Draws pictures to represent understanding of an oral story.</p> <p>4.CS.1 (e) Uses French words and expressions to indicate understanding, (e.g., <i>d'accord, oui, ça va</i>).</p> <p>4.CS.1 (f) Responds to questions beginning with <i>est-ce que, qu'est-ce que, qui</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, or answering in English).</p> <p>4.CS.1 (g) Follows directions to a location (e.g., to an area of the classroom, a room in the school, an area in the school yard or a place in the community).</p> <p>4.CS.1 (h) Follows directions in a procedure (e.g., preparing a recipe for pizza, dancing, applying face paint or playing a game).</p> <p>4.CS.1 (i) Complies with a courtesy request to complete an action, such as <i>Range ton cahier, s'il te plait</i>.</p> <p>4.CS.1 (j) Matches a spoken French word or sentence to actions or gestures.</p>

Key :	4.CS.1(a) 4 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.
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Goal : General Learning 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>4.GL.1 Use listening or viewing strategies in semi-structured situations.</p> <p>[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 • reflection on the listening or viewing experience 	<p><i>The student :</i></p> <p>Before listening:</p> <p>4.GL.1 (a) Describes what is seen in a picture, a title, or a photograph (e.g. by selecting pictures, by speaking in English, or by saying a single French word).</p> <p>4.GL.1 (b) Predicts the content of the oral presentation (e.g., by selecting pictures, by speaking in English, or by saying a single French word).</p> <p>4.GL.1 (c) Makes connections to own experience on what he or she knows about the subject as announced in the title, by speaking in English.</p> <p>During listening:</p> <p>4.GL.1 (d) Identifies key words (e.g., those that indicate people, food, animals, place, dates, time and weather).</p> <p>4.GL.1 (e) Names gestures, facial expressions, intonation and voice expression used to understand a message.</p> <p>4.GL.1 (f) Uses context clues to guess at the meaning of unknown words or expressions.</p> <p>4.GL.1 (g) Tells about a mental image using a familiar French word.</p> <p>After listening:</p> <p>4.GL.1 (h) Verifies predictions.</p> <p>4.GL.1 (i) Identifies the main idea of the listening experience (e.g., by saying a familiar key word or phrase or by drawing a picture).</p> <p>4.GL.1 (j) Identifies, in English, the strategies used to interpret the message.</p> <p>4.GL.1 (k) Asks questions, in English, about content that was not understood.</p> <p>4.GL.1 (l) Self-evaluates using a rating scale or familiar expressions.</p>
<p>Key : 4.GL.1(a) 4 Level GL Dimension 1 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 : Communication Skills (CS) Language Knowledge (LK)

<p align="center">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>
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<p><i>The student will be able to :</i></p> <p>4.CS.2 Provide a variety of information through oral expression supported by occasional prompting. [S] [L]</p> <ul style="list-style-type: none"> • conversations that provide information • descriptions • politeness terms • encouragement of others • directions • instructions on completing a procedure • preferences, non-preferences and desires 	<p><i>The student :</i></p> <p>4.CS.2 (a) Greets others using common expressions (e.g., <i>Bonjour. Salut. Comment ça va? Allo! (au téléphone).</i>)</p> <p>4.CS.2 (b) Bids farewell to others using common expressions (e.g., <i>Au revoir. Salut! À demain. À bientôt.</i>)</p> <p>4.CS.2 (c) Asks or answers questions using a modeled French sentence (e.g., <i>Où est-ce que tu vas? Je vais au magasin. Qu'est-ce que tu aimes? J'aime la pizza. Qu'est-ce que tu vois? Je vois mon amie.</i>)</p> <p>4.CS.2 (d) Tells three important details about an event, object, location or a person, based on a sentence model.</p> <p>4.CS.2 (e) Employs terms of politeness (e.g., <i>désolé, pardon, excuse-moi.</i>)</p> <p>4.CS.2 (f) Congratulates others using common expressions (e.g., <i>Félicitations!, Bravo! and Super!</i>).</p> <p>4.CS.1 (g) Uses terms of encouragement (e.g., <i>Allez! Vas-y! Vite! C'est ton tour! Très bien!</i>) when playing team games.</p> <p>4.CS.2 (h) Tells others how to reach a certain place in the school or community, using directions (e.g., <i>à gauche, à droite, tout droit.</i>)</p> <p>4.CS.2 (i) Gives simple directions (e.g., making a pizza, making a mask, playing a game, or performing a dance step).</p> <p>4.CS.2 (j) Indicates preferences for foods in positive and negative sentences (e.g., <i>J'aime la pizza au fromage. Je n'aime pas la pizza hawaïenne.</i>)</p> <p>4.CS.2 (k) Expresses desires, such as <i>Je veux une pizza aux pepperonis.</i></p> <p>4.CS.2 (l) Uses previously learned sentences to participate in an oral language game.</p>
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Key : 4.CS.2(a) 4 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.

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>4.GL.2 Use speaking strategies in semi-structured situations. [L] [V] [RP]</p> <ul style="list-style-type: none"> • planning of an oral presentation • use of reference materials • presentation for a classroom audience • use of feedback • reflection on the presentation or conversation 	<p><i>The student :</i></p> <p>Before speaking:</p> <p>4.GL.2 (a) Brainstorms with support, basic criteria needed for a successful presentation, (e.g., using previously learned French expressions or in English).</p> <p>4.GL.2 (b) Chooses props that can be used during a presentation, (e.g., posters, pictures, puppets and other supports).</p> <p>4.GL.2 (c) Plans what to say during a conversation or presentation.</p> <p>During speaking:</p> <p>4.GL.2 (d) Practices new words and phrases by participating in activities with others.</p> <p>4.GL.2 (e) Presents a topic using visual supports (e.g., charts, pictures, bulletin board materials and visual or personal dictionaries).</p> <p>4.GL.2 (f) Presents information using previously learned French vocabulary and expressions.</p> <p>4.GL.2 (g) Self-corrects pronunciation with feedback from the teacher or others.</p> <p>4.GL.2 (h) Incorporates feedback from others (e.g., <i>Parle fort. Regarde les personnes. Utilise ton poster.</i>).</p> <p>4.GL.2 (i) Uses gestures to convey meaning.</p> <p>After speaking:</p> <p>4.GL.2 (j) Self-evaluates using presentation criteria generated during brainstorming activities or satisfaction indicators (e.g., <i>ça va mal, ça va assez bien, ça va bien, ça va très bien</i>).</p> <p>4.GL.2 (k) Sets goals for the next presentation or conversation, using the criteria generated.</p> <p>4.GL.2 (l) Describes how the criteria for successful French presentations can be applied to other subject areas.</p>
<p>Key : 4.GL.2 (a) 4 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)	
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>4.CS.3 Demonstrate understanding of the main idea and some detail of a simple French expository or procedural text on a familiar topic. [RD] [RP]</p>	<p><i>The student :</i></p> <p>4.CS.3 (a) Identifies the main idea of a 4-5 sentence illustrated text with:</p> <ul style="list-style-type: none"> • a key word; • the matching of a word to a visual representation; • a picture; • a gesture; • the use of a previously learned French word; • a reply in English. <p>4.CS.3 (b) Answers familiar questions about the detail in a 4-5 sentence illustrated text with a known French word or sentence e.g.,</p> <ul style="list-style-type: none"> • <i>Qu'est-ce que c'est? C'est une pizza aux pepperonis.</i> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • <i>Qu'est-ce que c'est? Une pizza aux pepperonis.</i>
<p>Key : 4.CS.3(a) 4 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>4.GL.3 Use reading strategies for short texts in semi-structured situations.</p> <p>[L] [V] [RD]</p> <ul style="list-style-type: none"> • activation of prior knowledge before reading • reliance on context clues • use of reference materials to access meaning; • verification of comprehension; • 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>4.GL.3 (a) Predicts the content of the text (e.g., by matching a key word to a picture on a book cover or in the text, by selecting a picture on a worksheet or by selecting a key word in the title).</p> <p>4.GL.3 (b) Makes connections to own experiences on what he or she knows about the subject as announced in the title (e.g., by selecting pictures, by speaking in English, or with a French word or expression).</p> <p>4.GL.3 (c) Suggests the purpose for reading (e.g., by finding information about a topic or learning how to do a procedure, by speaking in English, or by saying a French word).</p> <p>During shared reading:</p> <p>4.GL.3 (d) Identifies key words and cognates (e.g., people, animals, place, time and weather).</p> <p>4.GL.3 (e) Identifies and uses parts of illustrations and photos to assist understanding.</p> <p>4.GL.3 (f) Examines charts and posters or visual and personal dictionaries to assist understanding.</p> <p>4.GL.3 (g) Refers to predictions made before reading to assist understanding.</p> <p>4.GL.3 (h) Tells about a mental image in English or with a French word or phrase.</p> <p>After shared reading:</p> <p>4.GL.3 (i) Verifies predictions.</p> <p>4.GL.3 (j) Identifies the content of the written text (e.g., with a familiar key word or expression or by drawing a picture).</p> <p>4.GL.3 (k) Shares, in English, the strategies used to read the written text and tells how they are used when reading in English.</p> <p>4.GL.3 (l) Asks questions, in English about content that was not understood.</p>
<p>Key : 4.GL.3(a) 4 Level GL Dimension 3 Learning Outcome (a) Indicator</p>	

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>Indicators <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p>4.CS.4 Produce a short and simple French text on a familiar topic based on a model. [W]</p> <ul style="list-style-type: none"> • expository text • procedural text 	<p><i>The student :</i></p> <p>4.CS.4 (a) Writes a sentence using a sentence starter (e.g., <i>J'aime...Je préfère...</i>).</p> <p>4.CS.4 (b) Writes a descriptive modeled text of four sentences to describe a friend (e.g., <i>Voici mon ami, Eric. Il est grand. Il est sympathique. Il a dix ans.</i>).</p> <p>4.CS.4 (c) Writes a four-step modeled recipe such as on how to make a pizza.</p> <p>4.CS.4 (d) Writes a short modeled expository or procedural text with a partner or a group.</p>
<p>Key : 4.CS.4(a) 4 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>Indicators <i>Examples of possible student demonstrations.</i></p>
<p><i>The student will be able to :</i></p> <p>4.GL.4 Implement steps of a shortened writing process in structured situations. [W] [RD]</p> <ul style="list-style-type: none"> • *generation of ideas for writing • use of reference materials • use of a textual writing model • verification of text for correctness • *reflection on the writing experience 	<p><i>The student :</i></p> <p>Before writing:</p> <p>4.GL.4 (a) Names single word ideas for writing in French and shares them with a partner.</p> <p>During writing:</p> <p>4.GL.4 (b) Refers to a personal or visual dictionary for previously learned words.</p> <p>4.GL.4 (c) Refers to environmental print (e.g., bulletin boards, dictionaries, word lists or charts) when searching for a French word.</p> <p>4.GL.4 (d) Writes a four to five sentence text following a stylized model or template.</p> <p>After writing:</p> <p>4.GL.4 (e) Checks text for spelling (e.g., using a word chart, a dictionary, or a word list).</p> <p>4.GL.4 (f) Self-evaluates written work with personal satisfaction indicators (e.g., <i>ça va mal, ça va assez bien, ça va bien, ça va très bien</i>).</p> <p>4.GL.4 (g) Discusses, in English, the stages of the writing process and how some of them were used to write in French.</p>
<p>Key : 4.GL.4 (a) 4 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 (GL) Language Knowledge (LK)

<p align="center">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>4.LK.1 Demonstrate acquisition of French language concepts related to themes.</p> <ul style="list-style-type: none"> • numbers 1-69 • statements and imperative sentences • a range of -er verbs and selected -re and -ir verbs • adjectives • prepositions of location • differences between various question types • knowledge of key vocabulary words and phrases linked to themes. 	<p><i>The student :</i></p> <p>4.LK.1 (a) Counts to 69. ☞</p> <p>4.LK.1 (b) Names numbers 1-69. ☞</p> <p>4.LK.1 (c) Makes a simple complete sentence, both orally and in writing.</p> <p>4.LK.1 (d) Makes a sentence using the imperative form of the verbs <i>aller, tourner, continuer, arrêter, tracer, dessiner, mettre, lire.</i></p> <p>4. LK.1 (e) Uses thematically related – er verbs in a sentence as well as the following verbs : <i>prendre, vouloir</i> in 1st , 2nd and 3rd person singular.</p> <p>4. LK.1 (f) Meets thematic unit language needs with the verbs <i>prendre</i> and <i>perdre</i>, in 1st , 2nd and 3rd person singular.</p> <p>4.LK.1 (g) Describes people and animals with gender appropriate adjectives.</p> <p>4.LK.1 (h) Shows locations for <i>dans, au milieu, en arrière, en avant, à gauche, à droite.</i></p> <p>4.LK.1 (i) Differentiates between questions beginning with <i>où, qui, est-ce que, qu'est-ce que.</i></p> <p>4.LK.1(j) Demonstrates an understanding of key words and phrases related to the following themes by using them in a simple oral or written sentence based on models:</p> <ul style="list-style-type: none"> • A Treasure Hunt in My Community ☞ • Friends ☞ • Rooms in the School ☞ • Animal Logos ☞ • Costumes and Masks ☞ • Pizza ☞ • Action Sequences ☞ • Vacation Activities in Saskatchewan ☞
<p>Key : 4.LK.1(a) 4 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>4.C.1 Compare elements of francophone, First Nations and Métis cultures in Saskatchewan. [S]</p>	<p><i>The student :</i></p> <p>4.C.1 (a) Represents francophone cultures (e.g., by singing a song, or reciting a poem previously learned in class). ☞</p> <p>4.C.1 (b) Describes francophone foods such as the various bread types found locally (e.g., <i>les gallettes, la baguette, les croissants, les crêpes, la brioche</i> (sweet bun)), in comparison to First Nations and Métis breads such as <i>la bannique</i> (bannock). ☞</p> <p>4.C.1 (c) Describes elements of francophone cultures in the classroom, school and province of Saskatchewan (e.g., books, maps, flags, posters, signage, radio and television stations or programs, and internet sites). ☞</p> <p>4.C.1 (d) Locates on a map various francophone communities in Saskatchewan (e.g., Bellevue, Debden, Gravelbourg, Montmartre, North Battleford, Ponteix, Prince Albert, St. Brieux, Zenon Park Willowbunch) as well as cultural and historical sites (e.g., Wanuskewin, Batoche and Gravelbourg’s Co-Cathedral). ☞</p> <p>4.C.1 (e) Names provincial francophone people in music, drama, art, sport and literature (e.g., Jocelyn Frenette (Saskatchewan Roughriders), Joe Fafard (sculptor), <i>La Troupe du Jour</i> (professional theatre company), Carmen Campagne (children’s singer-songwriter), singers Mitch Daigneault, Joël Fafard, and Michel Marchildon), and First Nations and Métis writers and artists (e.g., Allen Sapp, David Bouchard, and Jim Poitras)). ☞</p> <p>4.C.1 (f) Describes mythic animals across francophone cultures (e.g., <i>le loup garou, le corbeau, and le hibou</i>) and mythic animals in First Nations and Métis cultures (e.g., Coyote, Bison, Bear, Wolverine, Eagle, Beaver, Fox, Turtle, Muskrat, and Otter). ☞</p> <p>4.C.1 (g) Describes francophone and First Nations and Métis festivals and events in Saskatchewan (e.g., “Back to Batoche Days”, <i>Le festival d’hiver de Gravelbourg</i> and the First Nations Summer and Winter Games). ☞</p> <p>4.C.1 (h) Describes action sequences in francophone cultures (e.g., <i>Le Cirque du Soleil</i> performances, and <i>la bastringue</i>) and dances in First Nations and Métis cultures (e.g., <i>la gigue</i> (Métis jigging), traditional First Nations Grass or Hoop Dance). ☞</p> <p>4.C.1 (i) Discusses authentic French picture books read by the teacher. ☞</p> <p>4.C.1 (j) Uses knowledge of francophone cultures to participate in cultural activities (e.g., as games, singing, and celebrations).</p> <p>4.C.1 (k) Self-evaluates participation in cultural activities through the use of</p>
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	satisfaction indicators (e.g., <i>pas trop bien, assez bien, bien, très bien, excellent</i> , or by using a checklist). ☞
Key :	4.C.1(a) 4 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.