Grade Four French Unit Planner

Field of Experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Big Idea/ Question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Outcomes | Summative Criteria | Formative criteria (select) | Tasks/ Activities (indicators) |
| **Culture** |  |  |  |
| C.1 | Compare cultural elements | Francophone  First Nation  Métis |  |
| **Language Knowledge** |  |  |  |
| LK.1 | Acquisition of French language concepts | Numbers to 69  Regular –ER verbs    Selected IR and RE verbs  Prepositions of location  m/f adjectives  Subjective pronouns 1st 2nd 3rd person singular  Simple complete sentences    Imperative sentences  Different question types  Key thematic vocabulary |  |
| **Communication Skills** |  |  |  |
| CS.1 | Understand oral messages | Single sentence statements  Courtesy Requests  Instructions  Questions |  |
| CS.2 | Orally exchange information (supported by occasional prompting) | Converse to provide information (greetings, farewells, ask/answer modeled questions)  Describe with 3 important details (people, places, animals, food)  Use polite terms  Encourage others in efforts  Provide directions  Instruct a procedure  Express preference, non-preference, desire |  |
| CS.3 | Understanding of main idea | Expository  Procedural |  |
|  | Supporting detail | Expository  Procedural |  |
| CS.4 | Produce texts in French – written based on a model | Complete a sentence starter  Expository texts  Procedural texts |  |
| **General Language Strategies** |  |  |  |
| GL.1 | Use listening/ viewing strategies (semi-structured) | Activate and use prior knowledge  Participate in experiences  Locate context clues in the oral message  Decipher the oral message  Visualize the content of the oral message  Reflect on the experience |  |
| GL.2 | Use speaking strategies (supported by occasional prompting) | Plan oral presentation/ conversation  Use reference materials  Use feedback to improve  Present to class/small group  Reflect on presentation/conversation |  |
| GL.3 | Use reading strategies ( short texts, semi-structured) | Activate and use prior knowledge  Rely on context clues  Use reference materials  Verify comprehension  Visualize content in written message  Interpret written message    Reflect on reading experience |  |
| GL.4 | Implement steps of shortened writing process (structured) | Generate ideas  Use reference materials  Use textual model  Verify text for correctness  Reflect on writing experience |  |

Enduring Understanding Essential Questions