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| **Competencies (4)** | **Learning Outcomes** | **Performance Indicators** | **Learning Essentials** |
| -To communicate with ease and precision-To ask and answer questions-To take turns speaking and listening in partners-To understand and communicate in simple sentences on subjects about themselves, others, animals, objects and other themes-To show respect for others-To start to use, with support, strategies to correct his/her statements | **1) Students will communicate orally in French in a variety of authentic situations.** | -To speak aloud using complete sentences (already practiced orally) without many pauses and with good pronunciation of familiar words-To ask and answer questions (already practiced orally) -To actively listen for understanding and to follow the directions, the models given, and the conversations of others -To present or share information according to their experiences using simple sentences (already practiced orally)-To speak showing respect for the diversity of cultures in the classroom, the community and in N.S.-To correct their statements in re-listening to the model, then re-using the correct statement orally | -To build an internal grammar to understand and use complete sentences-During authentic communication activities, to start to produce statement to be understood-To use strategies for clarifying their oral production during interactions-To know how to get involved orally in French, in the daily progress of the class, that which will facilitate learning of the language and building internal grammar-To reuse the language structures learned orally in various contexts such as in review activities |
| -To read with ease and precision-To participate in the reading steps-To identify key information from a simple text, visual or audio, about people, animals, objects or other themes-To show respect for others-To start to use, with support, reading and comprehension strategies-To start to use, with support, strategies to self-correct | **2) Students will read, listen and visualize a range of texts in French in a variety of authentic situations.**  | -To read aloud, without many pauses, simple texts, bringing attention to the rate of flow, intonation, punctuation and pronunciation -To make connections between the sounds and the spelling of words in reading the message of the day, simple texts, student writing and other simple texts-To ask and respond to questions orally during the pre-reading, reading and post-reading activities-To identify the key idea of a simple text in using textual clues, words similar to those in English, and prior knowledge-To read, listen and visualize texts that include sentences/ representations showing respect for the diversity of cultures in the classroom, the community and in N.S.-To make personal connections with the texts-To reread the reading model to develop corrective skills and to observe proper grammar in the written form | -To learn to correctly pronounce letter combinations, in turn for reading words and sentences-To develop a knowledge of silent letters for pronouncing words correctly -To use strategies for making connections between their reading and their personal experiences  |
| -To write with ease and precision-To offer ideas during the writing steps-To write and create simple texts about people, animals, objects and other themes-To show respect for others-To start to use strategies for writing and editing texts-To share and read aloud their text to other students | **3) Students will write a range of texts in French in a variety of authentic situations.** | -To write short, simple texts with a beginning, middle and end adapted from a model proposed by the collective class composition-To spell correctly familiar words and to use correct punctuation adapted from a model proposed by the collective class composition-To ask and answer questions orally during pre-writing, writing and post-writing activities-To produce short authentic texts by following a writing model composed with simple sentences already learned orally-To produce texts in following a writing model which includes sentences which show respect for the diversity of cultures in the classroom, the community and in N.S.-To start to use writing and revision strategies -To publish their final text on a bulletin board, on the Internet, in a portfolio  | -To start to understand how to communicate his/her ideas during the writing activities-To understand how to well organize a text-To start to develop good habits to apply writing conventions to their texts |

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| **Competencies (5)** | **Learning Outcomes** | **Performance Indicators** | **Learning Essentials** |
| -To communicate with ease and precision-To ask and answer questions-To speak and listen in turn in pairs and small groups-To understand and communicate in simple sentences about themselves, others, animals, objects and other themes-To show respect for others-To use, with support, strategies to correct his/her statements | **1) Students will communicate orally in French in a variety of authentic situations.** | -To speak aloud using complete sentences without many pauses and with good pronunciation of familiar words-To ask and answer questions already learned in class-To actively listen for understanding and to follow the directions, the models given, and the conversations of others -To present or share information according to their experiences and what surrounds them with sentences already learned orally and to start to use connector words such as ‘and’ and ‘but’ and ‘also’-To express their ideas and that of others using the simple structures already learned orally-To speak showing respect for the diversity of cultures in the classroom, the community and in N.S.-To correct their statements in re-listening to the model, then re-using the correct statement orally | -To continue to build and enrich an internal grammar for understanding and using statements more and more complex-During authentic communication activities, to produce complete sentences more and more complex to be understood-To use strategies for clarifying their oral production during interactions-To know how to get involved orally in French, in the daily progress of the class, that which will facilitate learning of the language and building internal grammar-To reuse the language structures learned orally in various contexts such as in review activities-To start to make connections between the language structures learned orally in order to create new structures independently  |
| -To read with ease and precision-To participate in the reading steps-To identify the general idea from a simple text, visual or audio, about people, animals, objects or other themes-To show respect for others-To use, with support, reading and comprehension strategies-To use, with support, strategies to self-correct | **2) Students will read, listen and visualize a range of texts in French in a variety of authentic situations.**  | -To read aloud, without many pauses, simple texts, having a language level more and more complex, bringing attention to the rate of flow, intonation, punctuation and pronunciation -To make connections between the sounds and the spelling of words in reading the message of the day, simple texts, the writing of their peers-to ask and respond to questions orally during the pre-reading, reading and post-reading activities to show comprehension of the simple texts which have a language level more and more complex-To identify the general idea of a simple text, having a language level more and more complex, in using textual clues, words similar to those in English, and prior knowledge-To read, listen and visualize texts that include sentences/ representations showing respect for the diversity of cultures in the classroom, the community and in N.S.-To make personal connections with the texts-To reread the reading model to develop corrective skills and to observe proper grammar in the written form | -To learn to correctly pronounce letter combinations, in turn for reading words and sentences more and more complex-To develop a more profound knowledge of silent letters for pronouncing words correctly -To use strategies for making connections between their reading and their personal experiences  |
| -To write with ease and precision-To offer ideas during the writing steps-To write and create simple texts about people, animals, objects and other themes that are a part of the their environment-To show respect for others-To use, with support, strategies for writing and editing texts-To share or read aloud their text to others | **3) Students will write a range of texts in French in a variety of authentic situations.** | -To write short, simple texts, with a language level more and more complex including a beginning, middle and end adapted from a model proposed by the collective class composition-To spell correctly familiar words and to use correct punctuation following a writing model having a language level more complex-To ask and answer questions orally during pre-writing, writing and post-writing activities for writing more and more complex texts-To produce short authentic texts by following a writing model composed with simple sentences already learned orally and employing connector words such as ‘because,’ ‘but,’ ‘and,’ and ‘also’-To produce texts in following a writing model which includes sentences which show respect for the diversity of cultures in the classroom, the community and in N.S.-To use writing and revision strategies more and more independently -To publish their final text on a bulletin board, on the Internet, in a portfolio or elsewhere | -To know how to communicate his/her ideas during the writing activities-To understand how to well organize a text which is more and more complex-To develop more good habits to apply writing conventions to their texts |

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| **Competencies (6)** | **Learning Outcomes** | **Performance Indicators** | **Learning Essentials** |
| -To communicate with ease and precision-To ask and answer questions-To speak and listen in turn in pairs and small groups-To take risks, starting to communicate orally with others spontaneously-To understand and communicate concrete information using a variety of language structures in more and more complex sentences about themselves, others, animals, objects and other themes-To show respect for others-To use strategies to correct his/her statements | **1) Students will communicate orally in French in a variety of authentic situations.** | -To speak aloud using complete sentences with very few pauses and with good pronunciation of familiar words-To ask and answer questions already learned in class-to express themselves, beginning to have spontaneity, in oral interactions with others-To actively listen for understanding and to follow the directions, the models given, and the conversations of others -To present or share information according to their experiences and what surrounds them with sentences already learned orally and to employ more often connector words in different language structures-To express and justify their ideas and that of others using a variety of language structures already learned orally-To speak showing respect for the diversity of cultures in the classroom, the community and in N.S.-To correct their statements in re-listening to the model, then re-using the correct statement orally | -To continue to build and enrich an internal grammar for understanding and using statements more and more complex-During authentic communication activities, to produce complete sentences more and more complex to be understood-To use strategies for clarifying their oral production during interactions-To know how to get involved orally in French, in the daily progress of the class, that which will facilitate learning of the language and building internal grammar-To reuse the language structures learned orally in various contexts such as in review activities-To make connections between the language structures learned orally in order to create new structures independently  |
| -To read with ease and precision-To participate in the reading steps-To identify important information from a simple text, visual or audio, about people, animals, objects or other themes-To show respect for others-To use reading and comprehension strategies-To use strategies to self-correct | **2) Students will read, listen and visualize a range of texts in French in a variety of authentic situations.**  | -To read aloud, with few pauses, simple texts, having a language level more and more complex, bringing attention to the rate of flow, intonation, punctuation and pronunciation -To make connections between the sounds and the spelling of words in reading the message of the day, simple texts, the writing of their peers-to ask and respond to questions orally during the pre-reading, reading and post-reading activities to show comprehension of the simple texts which have a more complex language level -To identify important information of a simple text, having a more complex language level, in using textual clues, words similar to those in English, and prior knowledge-To read, listen and visualize texts that include sentences/ representations showing respect for the diversity of cultures in the classroom, the community and in N.S.-To make personal connections with the texts-To re-read the reading model to develop corrective skills and to observe proper grammar in the written form | -To learn to correctly pronounce letter combinations, in turn for reading words and sentences more complex-To continue to develop a more profound knowledge of silent letters for pronouncing words correctly -To use strategies for making connections between their reading and their personal experiences  |
| -To write with ease and precision-To offer ideas during the writing steps-To write and create simple texts using a language level more and more complex about people, animals, objects and other themes that are a part of the their environment-To show respect for others-To use strategies for writing and editing texts-To share and read aloud their text to others | **3) Students will write a range of texts in French in a variety of authentic situations.** | -To write short, simple texts, with a language level more complex including a beginning, middle and end adapted from a model proposed by the collective class composition-To spell correctly familiar words and to use correct punctuation following a writing model having a language level more complex-To ask and answer questions orally during pre-writing, writing and post-writing activities for writing more and more complex texts-To produce short authentic texts by following a writing model more and more complex, already learned orally, and employing connector words such as ‘because,’ ‘but,’ ‘and,’ ‘so,’ and ‘also’-To produce texts in following a writing model which includes sentences which show respect for the diversity of cultures in the classroom, the community and in N.S.-To use writing and revision strategies more independently -To publish their final text on a bulletin board, on the Internet, in a portfolio or elsewhere | -To know how to communicate their ideas (more complex) during the writing activities-To understand how to well organize a text which is more complex-To develop more good habits to apply writing conventions to their texts-To start to elaborate sentences in their text independently  |