# **French Level 1 Course Outline**

# Guide to aid teacher planning only – designed to be printed or viewed in A3 landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices and could be used to create a year-long programme of learning. It will give teachers ideas of how the new Achievement Standards might work to assess the curriculum at a particular level.

For language subjects, all the Big Ideas and Significant Learning are woven throughout all aspects of a programme and are inextricable from that learning. No element of the Learning Matrix is taught in isolation from the rest.

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| **Significant learning** | **Learning activities and assessment opportunities**Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration** Total of 32 weeks |
| **Across all levels, students will:**be exposed to, practise, and enjoy experimenting with a wide range of spoken, written, and visual French language build a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk taking, and learning from mistakesshow increasing recognition of connections and contrasts between French and their first language(s) and develop the ability to navigate between them explore how language and culture affect, and work together in, communicationgrow intercultural awareness by exploring their own and French-speaking cultures and questioning assumptions and stereotypes**At Curriculum Level 6, students will:**engage with, and make meaning of, a variety of short text types in everyday contextsexplore language commonly used to express personal information and ideas related to everyday situations develop communicative skills to present simple information and interact with others in a range of predictable contexts develop a foundational awareness of and use the key building blocks and patterns of the language, including past, present, and future tenses acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar languagerecognise values and practices related to French-speaking cultures in everyday contexts | Me and my people*Who am I and who are the people around me?** Students present themselves, their family, and friends in class (poster, PPT, video) and engage with the presentations of others.
* Students converse about family life or friends.
* Research self-introduction and politeness conventions in Aotearoa New Zealand, in the students’ own culture, and French-speaking countries.
* Create a poster about their immediate and extended family, or whānau/hapū/iwi.
* Language skill development – vocabulary family, adjectives, comparative, and superlative, possessive adjectives, *tutoyer* and *vouvoyer*, expression of opinion, justification.

*This topic may contribute evidence towards the assessment of FR 1.1 Interact in French about everyday topics**This topic may develop skills relevant to the assessment of FR 1.2 Use French to communicate on an everyday topic, FR 1.3 Show understanding of written French related to everyday contexts, and FR 1.4 Show understanding of spoken French related to everyday contexts* | 4 weeks |
| My habits and routines*How do I engage with the people around me?** Describe and compare daily routines at home and at school: students engage with written and spoken descriptions.
* Inquire about others’ duties at home (including comparing French-speaking cultures and own); role-play discussions.
* Discuss ways to earn money (pocket money, jobs) in one’s culture and the culture of others.
* Writing practice with digital resources (eg crazy house rules; presentation of an ideal day).
* Research: School day in French-speaking countries (timetable, term organisation) and practise use of different tools and resources to interpret unfamiliar text.
* Dictionary use activities; investigation of the uses and drawbacks of online translators.
* Students investigate and practise different methods for learning new vocabulary.
* Language skill development: vocabulary (duties, time telling), reflexive verbs, modal verbs, expressions of frequency, expression of opinion, and justification.
* Description of past routine events (imperfect).

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| My social life*What do I do together with my people?** Compare social gatherings in French speaking cultures, Aotearoa New Zealand, and students’ own culture(s).
* Students collaboratively plan a party or an outing with friends or family (eg movies, dance, church event, sports match).
* Investigate use of digital devices for social arrangements (texting, emojis etc) in Aotearoa New Zealand, students’ own language(s), and the French-speaking world.
* Identify and understand patterns in language (eg revise avoir forms to build the future simple).
* Language skill development: vocabulary for social activities, leisure, entertainment, near future (futur proche).
* Accept and decline suggestions, modal verbs in the conditional (vouloir, pouvoir).
* Written description of a meaningful event/social gathering.

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| My place in the world*What does my world and the worlds of others look like?** Engage with descriptions of diverse living situations in Aotearoa New Zealand, students’ own culture(s) and in the French-speaking world (villages, cities, regions, countries) and compare to one’s own living situation.
* Inquire about geographical aspects linked to the northern and southern hemisphere (climate, weather, geography) in contrast with Aotearoa New Zealand and students’ own culture(s).
* Give and understand directions and instructions for getting around town/school/the house.
* Conversation around the pros and cons of living in different locations.
* Language skill development: vocabulary of geography, weather, numbers, relative pronouns, imperative verbs, direct object pronouns, y and en.

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| My home*Where do I and others live? What will my world look like in the future?** Engage with texts that describe a variety of living spaces and significant structures.
* Describe and compare houses/apartments in Aotearoa New Zealand, students’ own culture(s), and in French-speaking countries.
* Explore important buildings or places in the French-speaking world (eg Millau Viaduct in southern France, Taputapuātea marae on the island of Raiatea in French Polynesia).
* Digital competence (research skills, navigate French-speaking websites).
* Converse about what an ideal bedroom would look like and what to do to make it better.
* Presentation of a building or place which is important to the student (eg marae, church/mosque/temple, home, stadium, museum etc).
* Language skill development: vocabulary (rooms in the house, colours, prepositions of location, furniture), aller/devoir/pouvoir + infinitive.

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| My past discoveries*What did I discover in the world around me?** Engage with spoken and written texts which reference past activities (eg holidays, leisure time, memorable events) to further develop listening and reading comprehension skills (reading/listening for gist and detail, prediction of content etc).
* Grammar-focussed activities to understand language patterns (eg rules for passé composé with avoir versus être) and compare use of tenses with languages students are familiar with.
* Students construct texts about past activities using existing vocabulary (eg daily routine, school, family activities).
* Language skill development: Passé composé with avoir and être and simple connectives (mais, pourtant, parce que) to develop narration.

*This topic may contribute evidence towards the assessment of FR 1.1 Interact in French about everyday topics**This topic may develop skills relevant to the assessment of FR 1.2 Use French to communicate on an everyday topic, FR 1.3 Show understanding of written French related to everyday contexts, and FR 1.4 Show understanding of spoken French related to everyday contexts***Work covered across all topics thus far contributes to the summative assessment of FR 1.2 Use French to communicate on an everyday topic** | 4 weeks |
|  | My wellbeing *How can I look after myself and others?** Read and listen to communication about what constitutes a healthy lifestyle (eating, sport).
* Discuss ways to stay well (mindfulness, yoga, sport, ‘Te whare tapa whā’ holistic approach).
* Collaborate on a guide for healthy living: Instruct others on what to do and to eat.
* Decoding skill development: using structural elements such as headings, sub-headings, introductions, and conclusions, cognates, familiar prefixes, and suffixes etc to extract meaning from unknown or more difficult written passages.
* Comparative research on youth health issues in the French-speaking world and in Aotearoa New Zealand.
* Language skill development – vocabulary (body parts, activities, food, sport).

*This topic may contribute evidence towards the assessment of FR 1.1 Interact in French about everyday topics**This topic may develop skills relevant to the assessment of FR 1.4 Show understanding of spoken French related to everyday contexts***The skills developed across all topics contributes to the summative assessment of** **FR 1.3 Show understanding of written French related to everyday contexts** | 4 weeks |
|  | My celebrations*What do I and others celebrate, and how?** Engage with simple written and spoken texts describing festivals and celebrations in French-speaking countries and people’s experiences of how they celebrate or celebrated a particular occasion.
* Craft a poster, podcast, video etc about a special event in the French-speaking world.
* Discuss and make simple comparisons of religious and cultural events and celebrations in French-speaking countries, in Aotearoa New Zealand and students’ own culture(s).
* Language skill development: vocabulary celebrations, habitual past tense (imparfait), comparative structures.

**Evidence collected thus far contributes to the summative assessment of FR 1.1 Interact in French about everyday topics****The skills developed across all topics contributes to the summative assessment of FR 1.4 Show understanding of spoken French related to everyday contexts** | 4 weeks |