# **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 Standards might work to assess the curriculum at a particular level.

Context

For language subjects, all the Big Ideas and Significant Learning are woven throughout all aspects of a programmeand are inextricable from that learning. No element of the Learning Matrix is taught in isolation from the rest. Therefore, individual pieces of Significant Learning are not listed alongside specific learning activities or assessment opportunities.

This Course Outline encompasses a year-long teaching programme and is designed to provide students with multiple encounters with texts drawn from written, oral, and visual sources and multiple opportunities to develop their skills as creators of written, oral, and visual texts that meet the language expectations of *The New Zealand Curriculum* Level 6. It also places a focus on the development of students’ intercultural competencies and their awareness of the connection between language, culture, and identity and their understanding of strategies to aid language acquisition.

Note: The suggested order of units in this Course Outline is an example of how a year-long French course can be constructed. Teachers could customise this Course Outline to suit the needs of their contexts.

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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.All learning activities throughout the year develop understanding of the language required for assessment of all Achievement Standards. | **Duration** Total of 32 weeks |
| For language subjects, all the Big Ideas and Significant Learning are woven throughout all aspects of a programmeand are inextricable from that learning. No element of the Learning Matrix is taught in isolation from the rest. Therefore, individual pieces of Significant Learning are not listed alongside specific learning activities or assessment opportunities.**Across all levels, students will:**Engage with others respectfully when communicating and exchanging information, ideas, and opinions Be exposed to, practise, and enjoy experimenting with a wide range of spoken, written, and visual communication in French Build a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk-taking, and learning from mistakes Show increasing awareness of differences and connections 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 communication Grow intercultural awareness by exploring French cultures and communities, and questioning assumptions and stereotypes.**At Curriculum Level 6, students will:**Communicate in French in everyday contexts Engage with, and make meaning of, a variety of short texts Explore language used to express personal information, ideas, and opinions Develop communicative skills to share simple information, ideas, and opinions with others in a range of predictable situations Develop a foundational awareness of and use key linguistic building blocks and patterns of language Acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar language Recognise values and practices of French-speaking cultures and the values and practices of their own cultures and communities. | Me and my people*Who am I and who are the people around me?***Suggested language learning:*** Explore use of vocabulary around family including adjectives (comparative, and superlative), possessive adjectives (tutoyer and vouvoyer), expression of opinion, justification.
* Students do a presentation about themselves, their family, and friends in class (poster, PPT, video) and engage with the presentations of others. Students converse about family life or friends.
* Create a poster about their immediate and extended family, or whānau/hapū/iwi.

**Suggested intercultural learning which can be done in English (this is not to be assessed):*** Research self-introduction and politeness conventions in Aotearoa New Zealand, in the students’ own culture, and French-speaking countries.
* Learn about some well-known French people, possibly with a connection to Aotearoa New Zealand, for example, Suzanne Aubert (missionary).
 | 4 weeks |
| My habits and routines*How do I engage with the people around me?***Suggested language learning:*** Explore use of vocabulary in relation to daily routines (duties, time telling), using reflexive verbs, modal verbs, expressions of frequency, expression of opinion, and justification.
* Description of past routine events (imperfect).
* Dictionary use activities, investigation of the uses and drawbacks of online translators.
* Students investigate and practise different methods for learning new vocabulary.
* Practise use of different tools and resources to interpret unfamiliar text.
* Describe and compare daily routines at home and at school: students engage with written and spoken descriptions.
* Role-play discussions to inquire about others’ duties at home (including comparing French-speaking cultures and own).
* Writing practice with digital resources (for example house rules, presentation of an ideal day).

**Suggested intercultural learning which can be done in English (this is not to be assessed):*** Compare schools in Aotearoa New Zealand and French-speaking communities and cultures (for example, timetable, term organisation, subjects). Compare hobbies and sports (for example, water sports in New Zealand and Tahiti, soccer in France, hockey in Canada).
* Discuss ways to earn money (pocket money, jobs) in one’s own culture and the culture of others.

**At the end of this unit, students could attempt one of the assessment opportunities in 1.2 Assessment Activity B, Connecting with others, for practice.** | 4 weeks |
| My social life*What do I do together with my people?***Suggested language learning:*** Explore use of vocabulary for social activities, leisure, entertainment, near future (futur proche).
* Accept and decline suggestions, modal verbs in the conditional (vouloir, pouvoir).
* Identify and understand patterns in language (for example revise avoir forms to build the futur simple).
* Students collaboratively plan a party or an outing with friends or family (for example movie, dance, church event, sports match).
* Written description of a meaningful event or social gathering.

**Suggested intercultural learning which can be done in English (this is not to be assessed):*** Compare social gatherings in French speaking cultures, Aotearoa New Zealand, and students’ own culture(s).
* Investigate use of digital devices for social arrangements (texting, emojis etc) in Aotearoa New Zealand, students’ own language(s), and the French-speaking world.

**At the end of this unit, students could attempt to record Interaction opportunity #2: The last day of term in 1.1 Assessment Activity C, People and plans.** | 4 weeks |
| Exploring familiar places Students will explore ways to communicate information, ideas, and opinions about going to places, for example directions, locations, and how to get to places in town and/or Aotearoa New Zealand.**Suggested language learning**:* Explore use of vocabulary in relation to places, for example geography, weather, numbers, relative pronouns, imperative verbs, direct object pronouns, y and en.
* Give and understand directions and instructions for getting around town/school/the house.
* Conversation around the pros and cons of living in different locations.

**Suggested intercultural learning which can be done in English (this is not to be assessed):*** 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) (French and New Zealand Alps, Pacific Ocean, and Atlantic Ocean)

**At the end of this unit, students could attempt to record Interaction opportunity #3: Organising a trip in 1.1 Assessment Activity C, People and plans.** | 4 weeks |
| My home*Where do I and others live? What will my world look like in the future?***Suggested language learning:*** Explore use of vocabulary (rooms in the house, colours, prepositions of location, furniture), aller/devoir/pouvoir + infinitive.
* 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.
* 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 (for example marae, church/mosque/temple, home, stadium, museum etc).

**Suggested intercultural learning which can be done in English (this is not to be assessed):*** Explore important buildings or places in the French-speaking world (for example Millau Viaduct in southern France, Taputapuātea marae on the island of Raiatea in French Polynesia).
* Digital competence (research skills, navigate French-speaking websites).

**At the end of this unit, students could attempt to record Interaction opportunity #1: Whānau and friends in 1.1 Assessment Activity C, People and plans.**  **Select the best two recordings from 1.1 Assessment Activity C for final submission.** | 4 weeks |
| My past discoveries*What did I discover in the world around me?***Suggested language skill learning:*** Practise use of Passé composé with avoir and être and simple connectives (mais, pourtant, parce que) to develop narration.
* Grammar-focussed activities to understand language patterns (for example 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 (for example daily routine, school, family activities).
* Engage with spoken and written texts which reference past activities (for example holidays, leisure time, memorable events) to further develop listening and reading comprehension skills (reading/listening for gist and detail, prediction of content etc).

**Suggested intercultural learning which can be done in English (this is not to be assessed)*** Compare holidays in New Zealand (staying with family, camping, beach) and France (travelling to other European countries, visiting family in North Africa)
 | 4 weeks |
|  | Hauora – a concept of holistic wellbeing *How can I look after myself and others?* Exploring and discussing wellbeing in everyday contexts as a lens to explore the importance of hauora.**Suggested language learning:*** Explore use of vocabulary (body parts, activities, food, sport), structures around giving advice and instructions.
* Decoding skill development: using structural elements such as headings, sub-headings, introductions, conclusions, cognates, familiar prefixes, suffixes etc to extract meaning from unknown or more difficult written passages.
* Explore ways to stay well (mindfulness, yoga, sport, ‘Te whare tapa whā’ holistic approach). For example, relate back to taha tinana (body), taha hinengaro (mental/emotional), taha whānau (social).
* Read, view, listen to information, ideas, and opinions about sports and hobbies (for example, who can participate, location, practice/match times, frequency, benefits). Describe people you enjoy spending time with reasons relating to taha whānau (social).
* Read and listen to communication about what constitutes a healthy lifestyle (eating, sport).
* Collaborate on a guide for healthy living: Instruct others on what to do and to eat.

**Suggested intercultural learning which can be done in English (this is not to be assessed):*** Comparative research on youth health issues in the French-speaking world and in New Zealand.
* Reflect on eating habits in French communities or cultures and in New Zealand (for example, diet (staple/traditional), healthy choices, fresh food, seasonal food, māra kai (gardening for food)).
* Explore karakia kai – acknowledgement of food from a range of sources (for example, the sky, land, forest, sea), and connect to balanced diet.
* Compare French and Māori restaurants, and other types of eating places (for example school canteens, family restaurants).
* Explore the concept of the health benefits of connecting with nature (for example, rongoā (traditional Māori healing) in Māori culture, traditional kanak medicine in New Caledonia)

**Students can attempt one of the three opportunities in 1.2 Assessment Activity A, Aku tino — Things of importance to me, for final submission.** | 4 weeks |
|  | Whakanui – Celebrations (in the context of everyday life) *What do I and others celebrate, and how?* Exploration of whakanui as a lens that can be used to learn about personal celebrations and identity. Celebrations in everyday contexts may include birthdays, end of term celebration, shared lunch etc.**Suggested language learning:*** Explore and practise use of vocabulary celebrations, habitual past tense (imparfait), comparative structures.
* 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.

**Suggested intercultural learning which can be done in English (this is not to be assessed):*** Discuss and make simple comparisons of religious and cultural events and celebrations in French-speaking countries, in New Zealand and students’ own culture(s), for example, celebration of Christmas/Kirihimete in summer and Noël in winter. Opportunities for class celebrations or a school trip such as visiting a local marae during Matariki or making crêpes in class to celebrate the Chandeleur.

**All learning activities in this unit and throughout the year develop understanding of the language required for external assessment.** | 4 weeks |