

French Curriculum for Multi-Grade Schools in Canada A 3-Year Cycle Beginner - Intermediate

Pathways To French 2012 2nd Edition

PATHWAYS TO FRENCH

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A 3-Year Cycle Beginner - Intermediate

Office of Education Seventh-day Adventist Church in Canada

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PROGRAM GOAL

The program has been created to help teachers who teach French as a Second Language in a multi-grade class, and who are not bilingual. The goal is to help teachers foster in their students those skills, abilities, and attitudes required for the development of communicative competence in the French language. Communicative competence can be defined as the ability to comprehend, and to negotiate and convey meaning in an effective, creative, and culturally appropriate manner. All the material presented in this program aims to stimulate in students the desire to continue to enhance their ability to use French. It aims to nurture these aspirations by providing a solid foundation on which students can build throughout life.

Program Objectives

- > to develop in students a positive attitude and acceptance of personal responsibility for learning
- > to foster in students a variety of strategies that will enable them to comprehend written and spoken French
- > to enable students to complete authentic tasks and projects involving communication in French
- > to stimulate insights into English and French cultural similarities and differences as reflected in the languages
- > to increase students' general knowledge by using French as a vehicle for learning across the curriculum
- > to enhance students' general learning and thinking skills

COMMUNICATIVE AND EXPERIENTIAL CONTENT

- Singing a song
- Learning vocabulary
- Reading about ...
- Learning through oral and written comprehension about ...
- Practicing oral and written skills through different activities

TEACHING AND LEARNING METHODS

- Researching, Note Taking, Cooperative Group Work, Critical Thinking, Activities taking into consideration the Learning Styles and the Multiple Intelligence Theories.
- Comprehension Strategies (Cognitive, Socio-affective, Meta-cognitive), Production Strategies (Cognitive, Socio-affective, Meta-cognitive and Memory strategies)

INSTRUCTIONS

Time Requirements	Pre-Activity	Activity	Post-Activity
Initially the teacher should allow at least 20 to 30	Teacher identifies new vocabulary	• Students share with group	• Students sing song without the soloist
minutes for this exercise. Subsequent to this, the	Students listen to song on CD	• Students sing song for first time.	• Students continue to master the song.
class should sing the song for about 5 to 10 minutes	Students make lists of familiar words	• Teacher explains the song.	• Students role play the song.
per class period.	• Students share list with partner	Students are given song's lyrics	

Part 1 - Song

- While listening to the song on the CD, individual students will write a list of the words that they are able to identify and or understand.
 - o Teacher see the printed version of the song at the end of particular theme.
 - o Identify the new vocabulary available in the song.
- Students will share with a partner their words and edit their lists.
- Student pairs will then share with two other students (groups of four)
 - o Students will write their combined word list in a column.
 - o Students will listen to the CD again and check off the words from their list as they hear them.
 - O Students may pick out flash cards that show the words they are identifying.
 - o Students may take turns adding to a growing list on the board.
 - O At this point you may wish to have the student try to sing with the song.

- The teacher may wish to use the English version of the song at this time to explain the meaning to the students. (As the teacher becomes more fluent, he/she may wish to rely on his/her own expertise.)
- As the students become familiar with the lyrics, the teacher may feel free to allow the students access to the French text for the song.
- When the majority of the students have become familiar with the melody and lyrics, the song may be tried without the soloist Track 2 (Usually all songs without soloists are on track 2.)
- Play the song over as many times as necessary with the lyrics to the point of mastery, so that students are able to sing or recognize the words from song.
- After the song has been learned, the teacher may ask the students to add gestures or movement to add interest, thus demonstrating their knowledge and understanding of the lyrics.
- As the words to the song become a part of the student's vocabulary, as an extra activity the students may get together in pairs and rewrite all or part of the song, using other vocabulary words from the theme not already used.
 - o Rhyming should not be an issue as the point is to have the students manipulate the vocabulary and create new sentences from the model as given in the song.

INSTRUCTIONS

Part 2 - Assignments

Time Requirements	Pre-activity	Activity	Post-Activity
Initially, the teacher should not attempt to complete the story portion of the theme in one sitting.	Teacher listens to story on CD	Students listen to story again.	Teacher initiates a Question & Answer session based on the story.
Plan on doing the story over several days. Progress slowly so that all	 Teacher introduces story & plays CD for students. 	 Teacher asks questions to determine level of understanding. 	The dialogue is introduced.
students will first get the global view. (Note: It is important that the French class be fun, not drudgery.)	• Students make lists of familiar or words recognized in story.	• New vocabulary added by the teacher using flash cards.	Students are assigned to groups depending on the number requirements of the text.
As understanding becomes evident, move on to a	• Teacher plays CD again	• Students receive copies of the text.	• Students role play the dialogue.
more detailed understanding, asking questions as you proceed. Approach the assignment	• Students share & edit word lists with partners and small groups & then the class.	• Students read silently, then orally, while the CD plays	Students will review the story on the CD.
portion of the procedure cautiously. You may have to give some students more time to complete them or make other		Repeat number 10 as needed till comprehension is determined.	Students will receive the written assignment.
allowances so that the students can be successful.			

- It is important for the teacher to have listened to the story and read over the English version (unless fluent in French) in order to do the following.
- A theme may have one or several stories, but the teacher may still utilize the suggested methodology that follows.

- The teacher will introduce the story and then play the appropriate track number on the CD.
 - Note: Because all the themes do not have the same number of vocabulary lists, the track number for the story shifts depending on the theme. However, it will be after the vocabulary tracks for the flash cards. It is essential that the teacher locate the correct track number in advance of the class.
 - The teacher may ask the students a few leading questions reflecting the story content prior to playing the story in order to give them a hint as to what the story is about.
- Students will make a list of familiar words that they hear in the story. Students may also list words they recognize but not necessarily understand.
 - o Students will share with a partner their words and will edit their lists accordingly.
 - o The student pairs will then share their lists with two other students (groups of four).
 - o The teacher may ask the students to share their words via the board or orally.
- Students will listen to the CD again.
 - o From the present list of words, have the students predict what the story may be about.
 - o The teacher may ask more questions about the text in English or French as fluency permits.
 - o As the level of understanding is ascertained, the teacher may add new words using the flash cards.
- The teacher should pass out copies of the story so that the students have them to read before proceeding to the next exercise.
 - o Students will read silently at first with the CD, and then will attempt to read along orally.
 - o This step may be repeated as needed to help the students become as familiar as possible with the text.
 - o Students may work in pairs to practice reading the text to one another.
- The teacher will initiate a Question and Answer session on the story which will lead toward the True and False questionnaire.
 - o The teacher is encouraged to do so in French as fluency permits.

 An English version of the story is available with the unit, so the teacher may frame questions which may aid the evaluation of students' understanding of the French text.

• Dialogue

- O Students will be paired or grouped together depending on the number of parts in the dialogue, to role-play the dialogue. By this time, the students should be familiar with most of the text.
- o Before assigning the questionnaire, the teacher should play the story on the CD one more time, so as to remind the students of the story content before completing the assignment.
- o The teacher should frame questions in such a way to aid the students in their responses to any oral assignment.
- Assignments pertaining to the story may include: True and False, Matching, Short Answers, Dictation, List, etc.
 - o The teacher will now give the assignment to the students.
 - o The teacher may wish to give the text to the struggling students while they are doing the assignment.
 - The teacher may elect to have all students complete the assignments without the text. Then ask the students to revisit their answers using the text to improve text acquisition. This suggestion may be used for student self-evaluation.
 - o For the dictation, the teacher will pass out the dictation sheets (the story in French with blanks).
 - The teacher with fluency may elect to read the story in French slowly, pausing to give the students time to fill in the blanks.
 - The words may be repeated as needed by the teacher and or the CD.
 - The teacher may elect to set up a listening centre where one or several students may take their dictation or any other recorded oral activity at their own pace.
 - You may need to purchase headsets so the rest of the class can work undisturbed.
 - In the multi-grade classroom, the teacher may set up appointment times for students to use the listening centre throughout the day.

PATHWAYS TO FRENCH THEMES

Themes	Topics	Sub-topics	Suggestions
0. Introduction	Basics	AlphabetSpelling	 Through Song www.niehs.nih.gov/kids/lyrics/alphabet.htm Using the Alphabet letters (magnetic letters, cardboard letters, on cubes, etc.) Spelling The students will spell-out French words (e.g., Proper nouns such as their first and last name)
		Greetings	• See "Greetings" found in the handbook. Use role-playing and dialogue to reinforce these "Greetings".
		Daily Expressions	 Introduce/reinforce various expressions needed for oral communication. Use role-playing and dialogue to reinforce these "Expressions".

Themes	Topics	Sub-topics	Suggestions
1. Heroes & Adventist Heritage	Church life	 Church & SDA terms deacon pastor priest 	 Identify the different church positions (e.g., pastor, elder, deacon, minister, priest etc.) Name some doctrines of the SDA church (the Sabbath, second coming, the resurrection)
		Heritage	SDA church pioneers / Reformer stories / Bible stories
		• Memorization (John 3:16; Exodus 20:8-11; The Lord's Prayer;	• Learn Bible passages such as: John 3: 16; Exodus 20: 8 - 11; The Lord's Prayer; Ecclesiastes 3: 1 - 8

	Heroes and Role models	Ecclesiastes 3:1-8 Music (short songs) Biblical & Adventist heroes Biblical Animals Media (books films, music,	 Learn choruses and hymns Discussion in class Characteristics of a hero Scramble words Scramble Sentences
		newspaper, television) Secular role models and heroes	Discussions about students' role models and heroes
	Missions and Mission fields	Local Outreachfood banksoupkitchens	Activities that the students can do for local outreach
		Medical fieldhospitalsplaceshistory	Visit a hospital or invite someone who is in the field. Prepare an interview.
		Missions (locations)	Mission Sunlight
Themes	Topics	Sub-topics	Suggestions
2. My World and Others	School Life/ Education	School Building	 Identify the various rooms located within the school building. Use directions to locate each room in the school. Take the students on a tour in the building and have them name each room. www.languageguide.org/francais

	Programs (intramurals, plays)	 As an activity have the students describe their school using directions if possible. Have the draw a picture or an architectural plan. Introduce the specific terminology identifying various school programs and activities. (e.g., plays, concerts, intramurals) Add all the vocabulary words associated with these programs. Introduce the specific terminology identifying various school programs and activities. (e.g., plays, concerts, intramurals)
	• Subjects (courses)	Introduce the specific vocabulary associated with the various subjects taught in school. As an activity, students can prepare a weekly schedule. Work can be done individually or in groups.
	Supplies/ objects	 Vocabulary (See Activity Section) http://french.about.com/library/begin/bl_school.htm Scramble the letters of a word on the board and students must unscramble them to discover the right spelling/ the object.
Character traits / Emotions	 Character traits honesty morals ethics 	Describe the character traits of your classmates
	Emotionssadhappy	Identify emotions in different situations
	Likes and dislikes (preferences)	Have the students express their likes and dislikes
	• Needs (I need this or that)	Have the students express their needs.
Professions/ Careers	InstitutionsProfessions / Careers	Have the students express their ideas on professions and careers

		 Technology 	Identify in a computer lab all the functions
		Work places	Have the students talk about different work places
Themes	Topics	Sub-topics	Suggestions
3.Living things & Environ- ment	Life Science (animals)	 Animals aquatic birds farm insects reptiles and amphibians wild zoo 	http://www.happychild.org.uk/freeway/french/vocab/animal s00.htm http://www.languageguide.org/francais/
		Habitats	http://www.songsforteaching.com/frenchsongs.htm http://fslactivities.sd61.bc.ca/frquiz.html
3. Living things & Environment	Life Science (vegetation)	 Vegetation flowers fruits garden herbs trees vegetables 	Scramble sentences with vegetation
	Earth / Space	• Astronomy	
	Science		
			Scramble sentences
			Describe each season
			Describe each season
	Earth / Space Science	treesvegetablesAstronomy	Story of Creation Scramble sentences Describe each season

Themes	Topics	Sub-topics	Suggestions
4. Family and Friends	Relationships	Acquaintancesneighbourspen pal	 Identify neighbours and their family relationships. www.languageguide.org/francais Introduce friends and acquaintances to one another. Write a short note (4-5 sentences) to a pen pal / student / parent / etc.
		Environmenthousetreespets	 Describe both the interior and exterior of a house. Give the home's address – street and number. Identify any outbuildings & security features. Identify furniture found in various rooms of a house. Identify some popular family pets. Name common trees and plants www.languageguide.org/francais
		Family members	 Identify one's immediate family. www.languageguide.org/francais
		Genealogy	Name extended family members to two or more generations (family tree). www.languageguide.org/francais
	Physical characteristics	Body partsColours / ShapesClothing	 Have the students recognize different parts of the body Have the students express their likes and dislikes Have the students express their likes and dislikes
	Interests	• Family activities (go to the beach)	Share the activities they like or dislike

4.	Family and Friends (cont'd)	Interests (cont'd)	 Hobbies camping music (instruments) painting sports (introduction) 	Talk about vacation time.
			 Leisure activities board games reading walking 	Talk about leisure activities
•	Themes	Topics	Sub-topics	Suggestions
5.	Personal Feelings & Growth	Daily Living	 Food (nutrition) Utensils 	 Identify various foods (grains, fruits, nuts, vegetables, junk food (aliment vide / malbouffe), meat or substitutes, beverages, desserts) www.languageguide.org/francais Identify cooking / household appliances Name some cookware items. Identify units of a place setting. List sewing accessories Identify carpentry / mechanical tools Name some gardening implements www.languageguide.org/francais
			 Household Tasks Cooking/cleaning Sewing/ironing 	 Be able to read and use simple recipes Identify morning, noon, and evening meals Identify daily chores around the home Construct / fix some object – birdhouse, etc. www.languageguide.org/francais

	Sports Health Habits	 Woodwork/ mechanical Group & Individual sports Sports objects Sports places / playing area Sportsmanship Team sports Daily Living brushing shower 	 Identify individual and team sports. Identify simple rules & referee gestures. Name the equipment of major importance to each sport. www.lepoindufle.net/p/vocabulaire0.htm Talk about habits. Why are they important?
		 snower Healthful living abstinence exercise rest Toiletries 	What do they think about health habits? What are the habits they have?
Themes	Topics	Sub-topics	Suggestions
6. Yesterday & Social Issues / Culture	Culture	Celebrationsbirthdayholidayshistory of	 Celebrations http://www.languageguide.org/francais/ http://french.about.com/library/vocab/blxmasvocab.htm http://french.about.com/library/bl_fetes.htm
		Clothing (folk)	Do a fashion show www.languageguide.org/francais
		Communitiesgovernmentofficialsmayor	- Communities http://www.languageguide.org/francais/

	 Municipalitie s, provinces Days, Months, and Numbers Foods (meals) 	http://www.languageguide.org/francais/ • French Cuisine: • Google search engine/ French Cuisine/ Country
	Music types / unique instruments	http://www.pouletfrites.com/ACCUEIL-800.htm
Shopping / Business	 Clothing (every day clothing) Currency Furniture Groceries Places of business / Buildings Stores (different types) Technology/med ia (I-pod, 	 Have the students express their likes and dislikes concerning clothing Different countries / different currencies Have the students express their likes and dislikes Have the students express what they will do in each place of business Have the students express what technology represent for them. In a computer lab, they can identify all the vocabulary words
Travel	 computers) Countries Directions (North, South, East, West) 	Have the students express what they know about different countries and cultures

	• Geography o mountains	Have the students describe the place where they live
Travel (cont'd)	Specific directionsTransportation	
	• Travel necessities (passport, toothbrush)	Have the students express what they will take to travel.
		Travel Specific directions Travel directions Transportation Travel necessities (passport,

SPELLING / GREETINGS / DAILY EXPRESSIONS

Year 1 / 2/ 3 Theme 0	Year 1/2/3 Theme 0	Year 1 / 2 / 3 Theme 0
SPELLING /	GREETINGS	DAILY EXPRESSIONS
Alphabet Comment t'appelles-tu? Je m'appelle Il s'appelle Elle s'appelle	Bonjour! (Hello!) Au revoir! (Good-bye!) Comment ça va? (How are you?) Ça va très bien. (I am very well.) Ça va bien. (I am well.) Ça va comme ci comme ça. (I am so, so.) Ça va mal. (I am bad.) Ça va très mal. (I am very bad.) Bon sabbat! (Good Sabbath!) À bientôt! (See you soon!) À tout à l'heure! (See you later!) À demain! (See you tomorrow!) À la semaine prochaine! (See you next week!)	commençons! (let us begin!) présent (e) (present) absent (e) (absent) un moment, s'il vous plaît! (a moment, please.) encore une fois, s'il vous plaît! (once again, please.) répétez, s'il vous plaît! (repeat, please.) répondez à la question, s'il vous plaît! (answer the question, please.) ouvrez vos livres à la page, s'il vous plaît! (open your book, please!) fermez vos cahiers, s'il vous plaît! (close your notebooks, please!) silence, s'il vous plaît! (silence, please.) au travail! (at work.) pardon, je ne comprends pas (excuse me, I do not understand) écrivez! (write!) n'écrivez pas! (do not write.) parlez plus fort! (speak louder.) lisez à haute voix! (read aloud) écoutez! (listen.) c'est votre tour (it is your turn.)

HEROES AND ADVENTIST HERITAGE

Year 1 Theme 1	Year 2 Theme 1	Year 3 Theme 1
CHURCH AND SDA HERITAGE	HEROES AND ROLE MODELS	LOCAL OUTREACH
un ange (an angel) un banc (a bench) une bible (a Bible) un cantique (a hymn) une chorale (a choir) le ciel (the sky) un culte (a worship service) la Deuxième Venue de Jésus (the second coming of Jesus) une étoile (a star) l'école du sabbat (Sabbath School) des funérailles (a funeral) l'histoire des enfants (a children's story) le livre de cantiques (the hymnbook) la lumière (a light) un mariage (a marriage) un moniteur de l'école du sabbat (a Sabbath school teacher – m) une monitrice de l'école du sabbat (a Sabbath school teacher – f) une offrande (an offering) un pasteur (a pastor) un piano (a piano)	un temple (a temple) une tente (a tent) un évangile (a gospel) un savant (a genius) une mer (a sea) une ville (a town, city) un moussaillon (a cabin boy) un soldat (a soldier) un navire (a ship) une prophétie (a prophecy) un poète (a poet) un prophète (a prophet) un docteur (a doctor) une maison d'édition (a publishing house) un co-fondateur/ une co-fondatrice (a co-founder) un prisonnier de guerre (a prisoner of war) un journaliste/une journaliste (a journalist) un éditeur (an editor)	un centre de santé (a health centre) le ministère de la bienfaisance (the community outreach ministry) les lois de la santé (the laws of health) une histoire missionnaire (a missionary story) de la soupe pour les pauvres (a soup kitchen for the poor) de la nourriture pour les sans-abri (feeding the homeless) un repas communautaire (a pot-luck) construire une école (building a school) bâtir la foi (to build up the faith) service à la communauté (community service)

un pionnier (a pioneer) le Sabbat (the Sabbath) la Sainte Cène (the communion service) le soleil (the sun) la terre (the earth) une toilette (a toilet) une église (a church) chanter (to sing) prier (to pray) témoigner (to witness)		
Year 1 Theme 1	Year 2 Theme 1	Year 3 Theme 1
CHURCH AND SDA HERITAGE / MEMORIZATION	BIBLICAL ANIMALS	MISSION AND MISSION FIELDS
Jean 3.16 (John 3:16) Exode 20.8-11 (Exodus 20:8-11) Ecclésiaste 3.1-8 (Ecclesiastes 3:1-8)	un agneau (a lamb) un âne (a donkey) un bœuf (an ox) une colombe (a dove) un corbeau (a raven) une chèvre (a goat) un léviathan (a leviathan) un lion (a lion)	un bateau missionnaire (a mission boat) un avion missionnaire (a missionary plane) un pilote missionnaire (a mission pilot) un champ missionnaire (a mission field) un centre d'évangélisation (an evangelistic center) un hôpital missionnaire (a mission hospital) un voyage missionnaire (a mission trip)
	un loup (a wolf) un poisson (a fish) un serpent (a snake) un mouton (a sheep)	
Year 1 Theme 1	Year 2 Theme 1	Year 3 Theme 1
CHURCH AND SDA HERITAGE / MUSIC	MEDIA	MISSIONS
Short songs	un cinéma (a cinema) un dépliant (a brochure) un journal (a newspaper) un livre (a book)	Locations (Mission Sunlight) répandre l'évangile (spread the Gospel) marcher par la foi (walking in faith) être envoyé(e) en mission (to be sent on a

une radio (a radio) un poste de télévision (a television) témoignage (witnessing) prêcher la Bonne Nouvelle (to preach the Good News) sauver des âmes (to save souls) travailler pour le Seigneur (to work for the Lord) servir les autres (to serve others) un petit groupe (a small group) avoir un esprit missionnaire (to think like a missionary) aimer son prochain (to love your neighbour)

MY WORLD AND OTHERS

Year 2 Theme 2	Year 3 Theme 2
CHARACTER TRAITS / EMOTIONS	INSTITUTIONS
antipathique – antipathique (disliked) doux – douce (sweet) drôle – drôle (funny) fidèle – fidèle (faithful) fort – forte (strong) généreux – généreuse (generous) gentil – gentille (kind) nonnête – honnête (honest) oyal – loyale (trustworthy) malhonnête – malhonnête (dishonest) méchant – méchante (evil) sympathique – sympathique (friendly) simide – timide (shy) courageux – courageuse (courageous)	une banque (f) (a bank) une boutique (f) (a shop) un bureau de poste (m) (a post office) un centre commercial (m) (a shopping centre) un centre communautaire (m) (a community centre) un centre d'achats (m) (a shopping mall) un centre dentaire (m) (a dental office) un centre sportif (m) (a fitness centre) un cinéma (m) (a cinema) une clinique (f) (a clinic) un collège (m) (a college) une école (f) (a school) une église (f) (a church) un hôpital (m) (a hospital) un aréna (m) (an arena) une résidence pour les personnes âgées (f) (a nursing home) un restaurant (m) (a restaurant) un stade (m) (a stadium) un supermarché (m) (a supermarket) un théâtre (m) (a theatre)
	CHARACTER TRAITS / EMOTIONS Intipathique – antipathique (disliked) Dux – douce (sweet) Tôle – drôle (funny) dèle – fidèle (faithful) Dut – forte (strong) Enéreux – généreuse (generous) Entil – gentille (kind) Dunnête – honnête (honest) Dyal – loyale (trustworthy) alhonnête – malhonnête (dishonest) Echant – méchante (evil) Empathique – sympathique (friendly) mide – timide (shy)

Year 2 Theme 2	Year 3 Theme 2
CHARACTER TRAITS / EMOTIONS	PROFESSIONS / CAREERS /
bouleversé – bouleversée (upset) déçu – déçue (disappointed) ému – émue (touched) en colère (angry) fâché – fâchée (furious) fatigué – fatiguée (tired) heureux – heureuse (happy) faloux – jalouse (jealous) malheureux – malheureuse (unhappy) triste – triste (sad)	acteur/actrice (actor/actress) agent de police (police officer) architecte (architect) artiste (artist) astronaute (astronaut) avocat (e) (lawyer) banquier (banker) bibliothécaire (librarian) biologiste (biologist) boulanger/boulangère (baker) caissier/caissière (cashier) chanteur (singer) chimiste (chemist) coiffeur/coiffeuse (hair dresser) danseur/danseuse (dancer) dentiste (dentist) dessinateur/dessinatrice (designer) directeur/directrice (principal) docteur (doctor) électricien/électricienne (electrician) enseignant (e) (teacher) fleuriste (florist) infirmier/ infirmière (nurse) informaticien/informaticienne (computer engineer) ingénieur (e) (engineer) journaliste (journalist) juge (judge) mécanicien/mécanicienne (mechanic)
b d éi fa h ia	CHARACTER TRAITS / EMOTIONS ouleversé – bouleversée (upset) éçu – déçue (disappointed) mu – émue (touched) n colère (angry) áché – fâchée (furious) atigué – fatiguée (tired) eureux – heureuse (happy) aloux – jalouse (jealous) nalheureux – malheureuse (unhappy)

		pilote (pilot) photographe (picture) plombier (plumber) pompier (firefighter) scientifique (scientist) secrétaire (secretary) soldat (soldier) vendeur/ vendeuse (salesperson)
Year 1 Theme 2	Year 2 Theme 2	Year 3 Theme 2
SUBJECTS	CHARACTER TRAITS / EMOTIONS / LIKES AND DISLIKES	TECHNOLOGY
anglais (English) français (French)	J'aime (I like) Je déteste (I dislike)	@: a commercial, (at sign) barre de défilement (scroll bar)
mathématiques (mathematics)	Je préfère (I prefer)	courriel (e-mail)
science et technologie (science and		décomprimer (decompress)
technology)		en ligne (online)
musique (music) arts plastiques (plastics arts)		fichier joint (file link) icône (icon)
biologie (biology)		imprimante (printer)
géographie (geography)		lien/hyperlien (link/hyperlink)
histoire (history)		naviguer (surf)
éthique et culture religieuse (ethics and		numériser (scan)
religious culture)		ordinateur (computer)
instruction morale et religieuse (moral and		page d'accueil (home page)
religious instruction)		page web (web page)
méthodologie (methodology)		photocopieur (photocopier)
physique (physics)		plan du site (site plan)
chimie (chemistry)		redémarrer (reboot)
sciences physiques (physical science) comptabilité (accounting)		sauvegarder (safeguard) site internet (website)
éducation physique (physical education)		souris (mouse)
physique (physical caucation)		télécharger (download)

Year 1 Theme 2	Year 2 Theme 2	Year 3 Theme 2
SUPPLIES	CHARACTER TRAITS / EMOTIONS / NEEDS	WORK PLACES
un crayon (a pencil)	J'ai besoin d'un crayon. (I need a pencil.)	une banque (f) (a bank)
un stylo (a pen)	J'ai besoin de manger. (I need to eat.)	une boucherie (f) (a butcher shop)
une gomme (an eraser)	J'ai besoin de toi. (I need you.)	une boulangerie (f) (a bakery)
un cahier (a notebook)		un bureau (m) (an office)
un livre (a book)		un bureau de tabac (m) (a smoke shop)
une règle (a ruler)		un centre d'achats (m) (a shopping mall)
une calculatrice (a calculator)		un dépanneur (m) (a corner store)
un classeur (a filing cabinet)		une épicerie (f) (grocery store)
des crayons feutres (markers)		une ferme (f) (a farm)
des crayons de couleurs (pencil crayons)		un garage (m) (a garage)
des crayons de cire (crayons)		une librairie (f) (a library)
des feuilles (leaves)		une pâtisserie (f) (a pastry shop)
un sac à dos (a school bag)		une pharmacie (f) (a pharmacy)
un étui à crayons (pencil case)		un restaurant (m) (a restaurant)
une craie (chalk)		un supermarché (m) (a supermarket)
une table (a table)		une usine (f) (a plant)
un élève (a student)		
un pupitre (a desk)		
une brosse (a paintbrush)		

LIVING THINGS AND ENVIRONMENT

Year 1 Theme 3	Year 2 Theme 3	Year 3 Theme 3
LIFE SCIENCE / ANIMALS/	LIFE SCIENCE / VEGETATION /	EARTH / SPACE SCIENCE /
AQUATIC	FLOWERS	ASTRONOMY
une anémone (an anemone)	une rose (a rose)	un arc-en-ciel (a rainbow)
une baleine (a whale)	un œillet (a carnation)	un astéroïde (an asteroid)
un baliste (a triggerfish)	une marguerite (a daisy)	une chute (a waterfall)
un cheval de mer (a seahorse)	une tulipe (a tulip)	une comète (a comet)
un corail (coral)	une pensée (a pansy)	un continent (a continent)
un dauphin (a dolphin)	un pissenlit (a dandelion)	un désert (a desert)
une éponge (a sponge)	une jonquille (a daffodil)	une étoile (a star)
une étoile de mer (a starfish)	un lys (a lily)	une falaise (a cliff)
un homard (a lobster)	un pétunia (a petunia)	une forêt (a forest)
une huître (an oyster)	un chrysanthème (a chrysanthemum)	une grotte (a cave)
une pieuvre (an octopus)	un trèfle (a clover)	une île (an island)
un poisson demoiselle (damsel fish)	un tournesol (a sunflower)	un lac (a lake)
un poisson papillon (a butterfly fish)	un coquelicot (a poppy)	la lune (the moon)
un poisson ange (an angel fish)	un bégonia (a begonia)	une montagne (a mountain)
un poisson écureuil (a squirrel fish)	une pivoine (a peony)	un nuage (a cloud)
un requin (a shark)	un dahlia (a dahlia)	un océan (an ocean)
un saumon (a salmon)	une violette (a violet)	une plage (a beach)
un thon (a tuna)	une primerose (a hollyhock)	les planètes (the planets)
	une impatiente (an impatient)	une rivière (a river)
	une orchidée (an orchid)	le soleil (the sun)
		un volcan (a volcano)

Year 1 Theme 3	Year 2 Theme 3	Year 3 Theme 3
LIFE SCIENCE / ANIMALS/ BIRDS	LIFE SCIENCE / VEGETATION / HERBS	EARTH / SPACE SCIENCE / CREATION
une bernache (a goose)	de l'ail (garlic)	la lumière (the light)
une canarie (a canary)	de l'anis (anise)	le ciel / le firmament / l'air (the sky / the earth
une colombe (a dove)	du basilic (basil)	/ the air)
un corbeau (a crow)	de la coriandre (cilantro)	la terre / les fruits / les légumes / la végétation
un geai bleu (a blue jay)	des feuilles de laurier (bay leaves)	(the earth / the fruits / the vegetables / the
un perroquet (a parrot)	de la menthe (mint)	vegetation)
une perruche de terre (a budgie)	de la moutarde (mustard)	le soleil / la lune / les étoiles / les astres (the
	de l'oignon (onion)	sun / the moon / the stars / the celestial bodies)
	de l'origan (oregano)	les poissons / les oiseaux (the fish / the birds)
	du persil (parsley)	les animaux / Adam et Ève (the animals /
	du poivre (pepper)	Adam and Eve)
	du romarin (rosemary)	le sabbat / le jour de repos (the Sabbath / day
	du safran (saffron)	of rest)
	de la sauge (sage)	le jour (the day)
	du sel (salt)	le soir (the evening)
	du thym (thyme)	la nuit (the night)
		la semaine (the week)
		le jardin d'Éden (the Garden of Eden)
		l'arbre de vie (the Tree of Life)
		l'arbre de la connaissance du bien et du mal
		(the Tree of Knowledge of Good and of Evil)
Year 1 Theme 3	Year 2 Theme 3	Year 3 Theme 3
LIFE SCIENCE / ANIMALS/ FARM	LIFE SCIENCE / VEGETATION /	EARTH / SPACE SCIENCE / ROCKS
ANIMALS	FRUITS	AND MINERALS
un agneau (a lamb)	une banane (a banana)	de l'aluminium (aluminum)
un bœuf (an ox)	une pomme (an apple)	de l'argent (silver)
un bouc (a goat)	une orange (an orange)	du bronze (bronze)
une brebis (an ewe)	une mangue (a mango)	un caillou (a small stone)
un canard (a duck)	un avocat (an avocado)	du fer (iron)

un chat / une chatte (a cat)	une fraise (a strawberry)	du granite (granite)
un cheval (a horse)	une cerise (a cherry)	du marbre (marble)
un chien / une chienne (a dog)	un bleuet (a blueberry)	de l'or (gold)
un cochon (a pig)	une framboise (a raspberry)	de la pierre (a stone)
un coq (a rooster)	un kiwi (a kiwi)	du roc (a rock)
un mouton (a sheep)	un ananas (a pineapple)	de la roche (a boulder)
une poule (a hen)	un citron (a lemon)	, , ,
un poulet (a chicken)	un pamplemousse (a grapefruit)	
un poussin (a chick)	un raisin (a grape)	
un taureau (a bull)	une pêche (a peach)	
une vache (a cow)	une mandarine (a mandarin)	
	une tomate (a tomato)	
	une nectarine (a nectarine)	
	un abricot (an apricot)	
	un melon (a melon)	
Year 1 Theme 3	Year 2 Theme 3	Year 3 Theme 3
LIFE SCIENCE / ANIMAL S/INSECTS	LIFE SCIENCE / VEGETATION /	EARTH / SPACE SCIENCE /
LIFE SCIENCE / ANIMALS/ INSECTS	TREES	SEASONS
un papillon (a butterfly)	TREES un érable (a maple tree)	SEASONS 1'automne (the autumn)
un papillon (a butterfly) un moustique (a mosquito)	TREES un érable (a maple tree) un chêne (an oak tree)	SEASONS 1'automne (the autumn) le printemps (the spring)
un papillon (a butterfly) un moustique (a mosquito) une libellule (a dragonfly)	TREES un érable (a maple tree) un chêne (an oak tree) un sapin (a fir tree)	SEASONS l'automne (the autumn) le printemps (the spring) l'été (the summer)
un papillon (a butterfly) un moustique (a mosquito) une libellule (a dragonfly) une abeille (a bee)	TREES un érable (a maple tree) un chêne (an oak tree) un sapin (a fir tree) un cèdre (a cedar tree)	SEASONS 1'automne (the autumn) le printemps (the spring)
un papillon (a butterfly) un moustique (a mosquito) une libellule (a dragonfly) une abeille (a bee) une guêpe (a wasp)	TREES un érable (a maple tree) un chêne (an oak tree) un sapin (a fir tree) un cèdre (a cedar tree) un cerisier (a cherry tree)	SEASONS l'automne (the autumn) le printemps (the spring) l'été (the summer)
un papillon (a butterfly) un moustique (a mosquito) une libellule (a dragonfly) une abeille (a bee)	TREES un érable (a maple tree) un chêne (an oak tree) un sapin (a fir tree) un cèdre (a cedar tree) un cerisier (a cherry tree) un pin (a pine tree)	SEASONS l'automne (the autumn) le printemps (the spring) l'été (the summer)
un papillon (a butterfly) un moustique (a mosquito) une libellule (a dragonfly) une abeille (a bee) une guêpe (a wasp)	TREES un érable (a maple tree) un chêne (an oak tree) un sapin (a fir tree) un cèdre (a cedar tree) un cerisier (a cherry tree) un pin (a pine tree) un saule (a willow tree)	SEASONS l'automne (the autumn) le printemps (the spring) l'été (the summer)
un papillon (a butterfly) un moustique (a mosquito) une libellule (a dragonfly) une abeille (a bee) une guêpe (a wasp)	TREES un érable (a maple tree) un chêne (an oak tree) un sapin (a fir tree) un cèdre (a cedar tree) un cerisier (a cherry tree) un pin (a pine tree)	SEASONS l'automne (the autumn) le printemps (the spring) l'été (the summer) l'hiver (the winter)
un papillon (a butterfly) un moustique (a mosquito) une libellule (a dragonfly) une abeille (a bee) une guêpe (a wasp)	TREES un érable (a maple tree) un chêne (an oak tree) un sapin (a fir tree) un cèdre (a cedar tree) un cerisier (a cherry tree) un pin (a pine tree) un saule (a willow tree)	SEASONS l'automne (the autumn) le printemps (the spring) l'été (the summer)
un papillon (a butterfly) un moustique (a mosquito) une libellule (a dragonfly) une abeille (a bee) une guêpe (a wasp) une mouche (a fly)	TREES un érable (a maple tree) un chêne (an oak tree) un sapin (a fir tree) un cèdre (a cedar tree) un cerisier (a cherry tree) un pin (a pine tree) un saule (a willow tree) un bouleau (a birch tree)	SEASONS l'automne (the autumn) le printemps (the spring) l'été (the summer) l'hiver (the winter) Year 3 Theme 3
un papillon (a butterfly) un moustique (a mosquito) une libellule (a dragonfly) une abeille (a bee) une guêpe (a wasp) une mouche (a fly) Year 1 Theme 3	TREES un érable (a maple tree) un chêne (an oak tree) un sapin (a fir tree) un cèdre (a cedar tree) un cerisier (a cherry tree) un pin (a pine tree) un saule (a willow tree) un bouleau (a birch tree) Year 2 Theme 3	SEASONS l'automne (the autumn) le printemps (the spring) l'été (the summer) l'hiver (the winter)
un papillon (a butterfly) un moustique (a mosquito) une libellule (a dragonfly) une abeille (a bee) une guêpe (a wasp) une mouche (a fly) Year 1 Theme 3 LIFE SCIENCE / ANIMALS/ REPTILE AND AMPHIBIANS un crocodile (a crocodile)	TREES un érable (a maple tree) un chêne (an oak tree) un sapin (a fir tree) un cèdre (a cedar tree) un cerisier (a cherry tree) un pin (a pine tree) un saule (a willow tree) un bouleau (a birch tree) Year 2 Theme 3 LIFE SCIENCE / VEGETATION / VEGETABLES une courge (a squash)	SEASONS l'automne (the autumn) le printemps (the spring) l'été (the summer) l'hiver (the winter) Year 3 Theme 3 EARTH / SPACE SCIENCE / TIME l'année prochaine (next year)
un papillon (a butterfly) un moustique (a mosquito) une libellule (a dragonfly) une abeille (a bee) une guêpe (a wasp) une mouche (a fly) Year 1 Theme 3 LIFE SCIENCE / ANIMALS/ REPTILE AND AMPHIBIANS	TREES un érable (a maple tree) un chêne (an oak tree) un sapin (a fir tree) un cèdre (a cedar tree) un cerisier (a cherry tree) un pin (a pine tree) un saule (a willow tree) un bouleau (a birch tree) Year 2 Theme 3 LIFE SCIENCE / VEGETATION / VEGETABLES	SEASONS 1'automne (the autumn) le printemps (the spring) 1'été (the summer) 1'hiver (the winter) Year 3 Theme 3 EARTH / SPACE SCIENCE / TIME

une salamandre (a salamander)	une carotte (a carrot)	hier (yesterday)
un serpent (a snake)	une laitue (a lettuce)	Il est deux heures. (It is 2 o'clock.)
une tortue (a turtle)	du maïs (corn)	Il est deux heures et demie. (It is 2:30
	du concombre (cucumber)	p.m.)
	du céleri (celery)	Il est midi. (It is noon.)
	du brocoli (broccoli)	Il est minuit. (It is midnight.)
	une aubergine (an eggplant)	Il est trois heures moins le quart. (It is 2:45 p.m.)
	un oignon (an onion)	Il est une heure. (It is one o'clock.)
	des petits pois (peas)	Il est une heure et quart. (It is 1:15 p.m.)
	des haricots verts (green beans)	Il est vingt heures. (It is twenty hours.)
	des haricots (beans)	le matin (morning)
	une betterave (a beet)	la nuit (evening)
	des épinards (spinach)	Quelle heure est-il? (What time is it?)
	un poivron (rouge, jaune, vert) (a pepper)	la semaine dernière (last week)
	une courgette (a zucchini)	la semaine prochaine (next week)
		le soir (evening)
Year 1, Theme 3	Year 2, Theme 3	Year 3, Theme 3
LIFE SCIENCE / ANIMALS/ WILD	LIFE SCIENCE / VEGETATION /	WEATHER
un couguar (a cougar)		C'est nuageux. (It is cloudy.)
un gorille (a gorilla)		Il fait beau (It is miss)
		Il fait beau. (It is nice.)
un kangourou (a kangaroo)		Il fait chaud. (It is hot.)
un kangourou (a kangaroo) un koala (a koala)		Il fait chaud. (It is hot.) Il fait froid. (It is cold).
un kangourou (a kangaroo) un koala (a koala) un léopard (a leopard)		Il fait chaud. (It is hot.) Il fait froid. (It is cold). Il grêle. (It hails.)
un kangourou (a kangaroo) un koala (a koala) un léopard (a leopard) un lion (a lion)		Il fait chaud. (It is hot.) Il fait froid. (It is cold). Il grêle. (It hails.) Il neige. (It snows.)
un kangourou (a kangaroo) un koala (a koala) un léopard (a leopard) un lion (a lion) un orignal (a moose)		Il fait chaud. (It is hot.) Il fait froid. (It is cold). Il grêle. (It hails.) Il neige. (It snows.) Il pleut. (It rains.)
un kangourou (a kangaroo) un koala (a koala) un léopard (a leopard) un lion (a lion) un orignal (a moose) un ours polaire (a polar bear)		Il fait chaud. (It is hot.) Il fait froid. (It is cold). Il grêle. (It hails.) Il neige. (It snows.) Il pleut. (It rains.) Il y a du brouillard. (It is foggy.)
un kangourou (a kangaroo) un koala (a koala) un léopard (a leopard) un lion (a lion) un orignal (a moose) un ours polaire (a polar bear) un panda (a panda)		Il fait chaud. (It is hot.) Il fait froid. (It is cold). Il grêle. (It hails.) Il neige. (It snows.) Il pleut. (It rains.) Il y a du brouillard. (It is foggy.) Il y a du soleil. (It is sunny.)
un kangourou (a kangaroo) un koala (a koala) un léopard (a leopard) un lion (a lion) un orignal (a moose) un ours polaire (a polar bear) un panda (a panda) un singe (a monkey)		Il fait chaud. (It is hot.) Il fait froid. (It is cold). Il grêle. (It hails.) Il neige. (It snows.) Il pleut. (It rains.) Il y a du brouillard. (It is foggy.) Il y a du soleil. (It is sunny.) Il y a du vent. (It is windy.)
un kangourou (a kangaroo) un koala (a koala) un léopard (a leopard) un lion (a lion) un orignal (a moose) un ours polaire (a polar bear) un panda (a panda)		Il fait chaud. (It is hot.) Il fait froid. (It is cold). Il grêle. (It hails.) Il neige. (It snows.) Il pleut. (It rains.) Il y a du brouillard. (It is foggy.) Il y a du soleil. (It is sunny.) Il y a du vent. (It is windy.) Il y a un orage. (There is a thunderstorm.)
un kangourou (a kangaroo) un koala (a koala) un léopard (a leopard) un lion (a lion) un orignal (a moose) un ours polaire (a polar bear) un panda (a panda) un singe (a monkey)		Il fait chaud. (It is hot.) Il fait froid. (It is cold). Il grêle. (It hails.) Il neige. (It snows.) Il pleut. (It rains.) Il y a du brouillard. (It is foggy.) Il y a du soleil. (It is sunny.) Il y a du vent. (It is windy.) Il y a un orage. (There is a thunderstorm.) Il y a un ouragan. (There is a hurricane.)
un kangourou (a kangaroo) un koala (a koala) un léopard (a leopard) un lion (a lion) un orignal (a moose) un ours polaire (a polar bear) un panda (a panda) un singe (a monkey)		Il fait chaud. (It is hot.) Il fait froid. (It is cold). Il grêle. (It hails.) Il neige. (It snows.) Il pleut. (It rains.) Il y a du brouillard. (It is foggy.) Il y a du soleil. (It is sunny.) Il y a du vent. (It is windy.) Il y a un orage. (There is a thunderstorm.)

FAMILY AND FRIENDS

Year 1 Theme 4	Year 2 Theme 4	Year 3 Theme 4
RELATIONSHIPS / ACQUAINTANCES	PHYSICAL CHARACTERISTICS / BODY PARTS	INTERESTS / FAMILY ACTIVITIES
copain / copine (friend / buddy)	une tête (a head)	aller à l'église (go to church)
voisin / voisine (neighbour)	des yeux (eyes)	aller à la plage (go to the beach)
petit ami / petite amie (friend)	un nez (a nose)	aller au musée (go to the museum)
être fiancé (e) à (fiance)	une bouche (a mouth)	aller au parc (go to the park)
être l'ami (e) de (good friend)	un cou (a neck)	aller au zoo (go to the zoo)
faire la connaissance de (meet someone)	des doigts (fingers)	aller en vacances (go on vacation)
fréquenter quelqu'un (dating)	un orteil (a toe)	aller faire du camping (go camping)
présenter quelqu'un (introduced)	des cheveux (hair)	faire du sport (play sport)
rencontrer quelqu'un (meeting someone)	un pied (a foot)	faire un feu de camp (make a campfire)
se marier avec (married to)	une épaule (a shoulder)	faire un pique nique (go on a picnic)
se séparer de (separated)	une joue (a cheek)	monter une tente (setup a tent)
divorcer de quelqu'un (divorced)	des sourcils (eyebrows)	démonter une tente (take down a tent)
	des cils (eyelashes)	
	un front (a forehead)	
	un menton (a chin)	
	un dos (a back)	
	un bras (an arm)	
	une jambe (a leg)	
	une poitrine (a chest)	
	une cuisse (a thigh)	
	une main (a hand)	

Year 1 Theme 4	Year 2 Theme 4	Year 3 Theme 4
RELATIONSHIPS / ENVIRONMENT	PHYSICAL CHARACTERISTICS / COLOURS AND SHAPES	INTERESTS / HOBBIES
une avenue (an avenue)	jaune – jaune (yellow)	collectionner des timbres (to collect stamps)
un boulevard (a boulevard)	mauve – mauve (mauve)	collectionner des monnaies (to collect coins)
une rue (a road)	orange – orange (orange)	collectionner des antiquités (to collect
un cul-de-sac (a dead end street)	rose – rose (pink)	antiques)
une entrée (an entrance)	rouge – rouge (red)	faire des casse-têtes (to solve puzzles)
une maison (a house)	bleu – bleue (blue)	faire du jardinage (do gardening)
un canapé (a chesterfield)	noir – noire (black)	faire du bricolage (to fixing things)
une chaise (a chair)	vert – verte (green)	faire du camping (to go camping)
une chambre à coucher (a bedroom)	gris – grise (grey)	jouer de la musique (to play music)
une cuisine (a kitchen)	brun – brune (brown)	faire du sport (to play sport)
un fauteuil (an armchair)	blanc – blanche (white)	jouer du piano, du violon, de la guitare, de la
un foyer (a home)	violet – violette (violet)	flûte, du saxophone, de la harpe, de la
un garage (a garage)	un carré (a square)	clarinette, de la trompette, de l'accordéon, de
un jardin (a garden)	un cercle (a circle)	la cymbale (play the piano, the violin, the
un lit (a bed)	un cube (a cube)	guitar, the flute, the saxophone, the harp, the
un placard (a cupboard)	un cylindre (a cylinder)	clarinet, the trumpet, the accordion, the
une salle à manger (dining room)	un rectangle (a rectangle)	cymbal)
une salle de bains (a bathroom)	un triangle (a triangle)	de l'aquarelle (watercolours)
une salle de jeux (a games room)	une forme ovale (an oval)	un chevalet (an easel)
un salon (a living room)	un octogone (an octagon)	des crayons de couleur (pencil crayons)
un sofa (a couch)		un fusain (charcoal pencils)
une table (a table)		une palette de couleurs (a palette of colours)
une table de nuit (a night table)		de la peinture à l'huile (oil paints)
une terrasse (a deck)		un pinceau (a brush)
un sous-sol (a basement)		une toile (a canvas)

Year 1 Theme 4	Year 2 Theme 4	Year 3 Theme 4
RELATIONSHIPS / FAMILY MEMBERS	PHYSICAL CHARACTERISTICS / CLOTHING	INTERESTS / LEISURE ACTIVITIES
père (father)	une casquette (a cap)	aller au chalet (go to the chalet)
mère (mother)	une ceinture (a belt)	aller au cinéma (go to the cinema)
fils (son)	des chaussures (footwear)	écouter de la musique (listen to music)
fille (daughter)	un chapeau (a hat)	écouter la radio (listen to the radio)
frère (brother)	des chaussettes (socks)	faire de la lecture (reading)
sœur (sister)	des chaussures de sport (sport shoes)	faire une promenade à pied (walking)
tante (aunt)	une chemise (a shirt)	faire une promenade en vélo (biking)
oncle (uncle)	un gilet en coton ouaté (a sweatshirt)	jouer à des jeux de société (play board games)
cousin / cousine (cousin)	un jean (des jeans) (jeans)	jouer à des jeux vidéo (play video games)
neveux (nephew)	une jupe (a skirt)	regarder la télévision (watch television)
nièce (niece)	des lunettes de soleil (sunglasses)	
grand-père (grandfather)	un maillot de bain (a swimsuit)	
grand-mère (grandmother)	une montre (a watch)	
grands-parents (grandparents)	un pull (a sweater)	
petit-fils (grandson)	un pyjama (pyjamas)	
petite-fille (granddaughter)	un sac à dos (a backpack)	
petits-enfants (grandchildren)	un sac à main (a hand bag)	
femme (wife)	des sandales (sandals)	
mari (husband)	un short (shorts)	
époux (husband or couple)	des souliers (shoes)	

PERSONAL FEELINGS AND GROWTH

Year 1 Theme 5	Year 2 Theme 5	Year 3 Theme 5
DAILY LIVING / FOOD grains/nuts/junk food/ food/beverages/desserts	SPORTS / TEAM AND INDIVIDUAL SPORTS	HEALTH HABITS / DAILY LIVING
Grains	la boxe (boxing)	une brosse à cheveux (hair brush)
de l'avoine (oats)	la bicyclette (le vélo) (bicycling)	une brosse à dents (toothbrush)
du blé entier (whole wheat)	la gymnastique (gymnastics)	un coupe-ongles (nail clippers)
du germe de blé (wheat germ)	la natation (swimming)	du dentifrice (toothpaste)
de l'orge (barley)	la voile (sailing)	un déodorant (deodorant)
du sarrasin (saracen)	le canotage (canoeing)	une lime à ongles (nail file)
du son de blé (ground wheat)	le karaté (karate)	un peigne (comb)
	le kayak (kayaking)	une pince à épiler (tweezers)
Nuts	le ski alpin (alpine skiing)	du revitalisant (conditioner)
des amandes (almonds)	le ski de fond (cross country skiing)	du savon (soap)
des cacahuètes (peanuts)	le ski nautique (water skiing)	du shampooing (shampoo)
des noisettes (hazelnuts)	le basket-ball (basketball)	se baigner (to bath)
des noix d'acajou (cashew nuts)	le football (football)	se brosser les dents (to brush teeth)
des noix du Brésil (Brazil nuts)	le hockey (hockey)	se laver (to wash)
des noix de Grenoble (walnuts)	le soccer (soccer)	se peigner (to comb)
	le tennis (tennis)	prendre une douche (to shower)
Junk food	le volley-ball (volleyball)	
des croustilles (potato chips)	le baseball (baseball)	
un hamburger (a hamburger)	le cyclisme (cycling)	
un hot-dog (a hot dog)	l'alpinisme (mountain climbing)	

des patates frites (french fries)	
de la poutine (poutine)	
des beignes (donuts)	
des seignes (dendie)	
Food	
du beurre (butter)	
du beurre d'arachides (peanut butter)	
des biscuits (cookies)	
des céréales (cereal)	
du fromage (cheese)	
du gâteau (cake)	
du lait (milk)	
des œufs (eggs)	
du pain (bread)	
Beverages	
une boisson gazeuse (soda pop)	
du café (coffee)	
du chocolat chaud (hot chocolate)	
du chocolat froid (chocolate milk)	
de l'eau (water)	
du jus de fruits (fruit juice)	
du jus de pomme, d'oranges, de raisins (apple	
juice, orange juice, grape juice)	
de la limonade (lemonade)	
du thé (tea)	
de la tisane (herbal tea)	
Desserts	
de la crème caramel (caramel)	
de la crème glacée (Québec) (ice cream)	
du gâteau à la vanille (vanilla cake)	
du gâteau au chocolat (chocolate cake)	
de la glace (France) (ice cream)	
de la glace (1 fance) (lee cleam)	

de la mousse au chocolat (chocolate mousse) du pudding au chocolat (chocolate pudding) de la tarte au citron (lemon pie) de la tarte aux pommes (apple pie)		
Year 1 Theme 5	Year 2 Theme 5	Year 3 Theme 5
DAILY LIVING / USTENSILS	SPORTS / SPORTS OBJECTS	HEALTH HABITS
Kitchen Utensils	un ballon (a ball)	se coucher tôt (go to bed early)
une casserole (a saucepan)	un gant de baseball (a baseball glove)	se lever tôt (get up early)
un congélateur (a freezer)	un bâton de baseball (a baseball bat)	faire de l'exercice (exercise)
une cuisinière (a stove)	des chaussures de sport (running shoes)	boire de l'eau (drink water)
un lave-vaisselle (a dishwasher)	des patins à glace (ice skates)	respirer de l'air pur (breath fresh air)
un ouvre-boîte (a can opener)	des patins à roulettes (roller skates)	bien manger (eat healthy)
une poêle (a frying pan) un réfrigérateur (a refrigerator)	des gants de boxe (boxing gloves) des raquettes de tennis (tennis racquets)	faire confiance en Dieu (trust in God) être tempérant (be temperate)
un remigerateur (a remigerator)	un bâton de hockey (hockey stick)	avoir la maîtrise de soi (have self control)
Sewing accessories	une rondelle de hockey (a puck)	avon la mattrise de soi (have sen control)
une aiguille (a needle)	des bâtons de ski (ski poles)	
un bouton (a button)	des cordes (ropes)	
des ciseaux (scissors)	(1)	
une épingle (a pin)		
une fermeture à éclair		
du fil (thread)		
une machine à coudre (a sewing machine)		
un patron (a boss)		
du tissu (cloth)		

Year 1 Theme 5	Year 2 Theme 5	Year 3, Theme 5
DAILY LIVING / HOUSEHOLD TASKS	SPORTS / SPORT PLACES / SPORTMANSHIP	HEALTH HABITS / DAILY LIVING
mettre la table (set the table)	suivre les règlements (follow regulations)	
débarrasser la table (clear the table)	obéir à l'arbitre (obey the referee)	
sortir la poubelle (take out the garbage)	ne pas commettre de fautes (do not make fouls)	
donner à manger au chien (feed the dog)	jouer en équipe (play as a team)	
faire le lit (make the bed)	un terrain de soccer (soccer field)	
ranger la chambre (arrange the room)	une cour de tennis (tennis court)	
faire la vaisselle (wash the dishes)	un stade (a stadium)	
ranger la vaisselle (put the dishes away)		
balayer la cour (sweep the floor)		
passer l'aspirateur (vacuum)		
épousseter (dust)		
laver le linge (Québec) (do the laundry)		
faire la lessive (France) (do the laundry)		
étendre le linge (hang on the line)		
remplir le lave-vaisselle (fill the dishwasher)		
vider le lave-vaisselle (empty the dishwasher)		
faire de la couture (dressmaking)		
raccommoder des vêtements (mend clothes)		
passer la tondeuse (to mow the lawn)		
réparer la voiture (repair the car)		

THEME 6

YESTERDAY AND SOCIAL ISSUES / CULTURE

VOCABULARY

Year 1 Theme 6	Year 2 Theme 6	Year 3 Theme 6
CULTURE / CELEBRATIONS	SHOPPING / BUSINESS / CURRENCY	TRAVEL / COUNTRIES / CONTINENTS
un anniversaire (a birthday)	un dollar Américain (American dollar)	Countries
l'Action de Grâces (Thanksgiving Day)	un dollar Canadien (Canadian dollar)	L'Allemagne (Germany)
Le Carnaval du Québec (Quebec Carnival)	des centimes (cents)	L'Angleterre (England)
La Fête Acadienne (Acadian Holiday)	un euro (a euro)	L'Australie (Australia)
La Fête du Canada (Canada Day)	un franc Suisse (a Swiss franc)	La Belgique (Belgium)
La Fête de la Reine (Queen's birthday)	une livre sterling (a sterling pound)	Le Brésil (Brazil)
La Fête du Travail (Labor Day)	un peso mexicain (a Mexican peso)	Le Canada (Canada)
Le Jour de l'An (New Year's Day)		La Chine (China)
Noël (Christmas)		Les États-Unis (United States)
Pâques / Vendredi Saint / Lundi de Pâques		La France (France)
(Easter / Good Friday / Easter Monday)		La Hollande (Holland)
Saint-Jean Baptiste (Saint John Baptiste Day)		L'Italie (Italy)
Saint-Valentin (Valentine's Day)		Le Japon (Japan)
		Le Luxembourg (Luxemburg)
		Le Mexique (Mexico)
		La Pologne (Poland)
		La Russie (Russia)
		La Suisse (Switzerland)
		La Turquie (Turkey)
		Continents
		L'Amérique du Nord (North America)

Year 1 Theme 6 CULTURE / COMMUNITIES autoroute (freeway) campagne (countryside) communauté (community) conseiller (counselor) état (state) gouvernement (government) gouverneur (governor) maire (mayor) mairie (town hall) une municipalité (municipality) un pays (a country) une politique (a policy) un Premier Ministre (Prime minister) un prince (a prince) une princesse (a princess) une province (a province) un quartier (a suburb) une région (a region) une reine (a queen) un roi (a king) un scrutin (polls) un territoire (a territory) un village (a village)	Year 2 Theme 6 FURNITURE une armoire (a cupboard) un buffet (a sideboard) un bureau (an office) un canapé (a chesterfield) une chaise (a chair) une commode (a chest of drawers) un fauteuil (an armchair) un lit (a bed) une table (a table) une table de nuit (a night table)	L'Amérique du Sud (South America) L'Afrique (Africa) L'Antarctique (Antarctic) L'Océanie (Oceanica) L'Asie (Asia) Year 3 Theme 6 TRAVEL / DIRECTIONS Nord (North) Sud (South) Est (East) Ouest (West) à droite (to the right) à gauche (to the left) allez tout droit (go straight) arrêtez (stop) avancez (go) reculez (reverse) tournez à droite (turn to the right) tournez à gauche (turn to the left)
un village (a village) une ville (a city)		

Year 1 Theme 6	Year 2 Theme 6	Year 3 Theme 6
CULTURE / DAYS / MONTHS / NUMBERS	SHOPPING / BUSINESS / GROCERIES	TRAVEL / GEOGRAPHY
dimanche (Sunday) lundi (Monday) mardi (Tuesday) mercredi (Wednesday) jeudi (Thursday) vendredi (Friday) samedi (Saturday) Months janvier (January) février (February) mars (March) avril (April) mai (May) juin (June) juillet (July) août (August) septembre (September) octobre (October) novembre (November) décembre (December)	du beurre (butter) du beurre d'arachides (peanut butter) une boisson gazeuse (soda pop) du café de céréales (coffee substitute) de la confiture (preserves) des conserves (preserved food) des croustilles (potato chips) du fromage (cheese) du jus de fruits (fruit juice) du ketchup (ketchup) du lait (milk) de la margarine (margarine) de la mayonnaise (mayonnaise) de la moutarde (mustard) des œufs (eggs) du pain (bread) du poivre (pepper) du sel (salt) de la tisane (herbal tea) de la viande végétale (veggie meat)	une chute (a fall) une colline (a hill) un désert (a desert) un étang (a pond) une falaise (a cliff) une forêt (a forest) une grotte (a cave) un lac (a lake) un marais (a marsh) une mer (a sea) un mont (a mount) une montagne (a mountain) un océan (an ocean) un plateau (a tray) des rapides (rapids) une rivière (a river) un ruisseau (a stream) une île (an island) une vallée (a valley) un volcan (a volcano)

Year 1 Theme 6	Year 2 Theme 6	Year 3 Theme 6
CULTURE / DAYS / MONTHS / NUMBERS	SHOPPING / BUSINESS / GROCERIES	TRAVEL / GEOGRAPHY
Numbers		
1. un, 2. deux, 3. trois, (one, two, three)		
4. quatre, 5. cinq, 6. six (four, five, six)		
7. sept, 8. huit, 9. neuf, (seven, eight, nine)		
10. dix, 11. onze, 12.douze (ten, eleven, twelve)		
13. treize, 14. quatorze, (thirteen, fourteen)		
15. quinze, 16. seize, (fifteen, sixteen)		
17. dix-sept, 18. dix-huit (seventeen, eighteen)		
19. dix-neuf, 20. vingt, (nineteen, twenty)		
21. vingt et un, 22. vingt-deux30. trente		
(twenty-one, twenty-two, thirty)		
40. quarante (forty)		
50. cinquante (fifty)		
60. soixante (sixty)		
70. soixante-dix (seventy)		
80. quatre-vingt (eighty)		
90. quatre-vingt-dix (ninety)		
100. cent (one hundred)		
1000. mille (one thousand)		

Year 1, Theme 6	Year 2 Theme 6	Year 3 Theme 6
CULTURE / FOODS (MEALS)	SHOPPING / BUSINESS / PLACES OF BUSINESS	TRAVEL / TRANSPORTATION
un petit-déjeuner (France) = déjeuner	un aéroport (an airport)	à pied (on foot)
(Québec) (breakfast)	une banque (a bank)	un aéroport (an airport)
un déjeuner (France) = un dîner (Québec)	une boutique (a shop)	une auto (a car)
(lunch)	un centre communautaire (a community	un autobus (a bus)
un dîner (France) = un souper (Québec)	centre)	un avion (a plane)
(supper)	un centre d'achats (a shopping mall)	une bicyclette (a bicycle)
une crêpe (a crepe)	un centre de conditionnement physique (a	une carriole (a cart)
une gaufre (a waffle)	fitness centre)	une gare (a train station)
du pâté aux légumes (vegetable pie)	un cinéma (a cinema)	un métro (a subway)
du pâté chinois (Chinese pate)	un commerce (a trade)	une moto (a motorcycle)
de la poutine (poutine)	un concessionnaire d'automobiles (an	des patins (ice skates)
une quiche (a quiche)	automobile dealer ship)	des patins à roulettes (roller skates)
de la soupe aux pois (pea soup)	un dépanneur (an engineer)	une station de métro (a subway station)
une tourtière (a pie)	une école (a school)	voyager en bateau (travel by boat)
	une gare (a railway station)	
	un hôpital (a hospital)	
	une maison (a home)	
	une pharmacie (a pharmacy)	
	un restaurant (a restaurant)	
	un stade (a stadium)	
	un supermarché (a supermarket)	
	un théâtre (a theatre)	
	une université (a university)	

Year 1 Theme 6	Year 2 Theme 6	Year 3 Theme 6
CULTURE / MUSIC TYPES / INSTRUMENTS	SHOPPING / BUSINESS /	TRAVEL / TRAVEL NECESSITIES
ensemble (group) musique classique (classical music) musique hip-hop (hip hop music) musique jazz (jazz music) musique pop (pop music) musique rap (rap music) musique religieuse (religious music) musique rock (rock music) orchestre (orchestra) Musical instruments un accordéon (an accordion) une clarinette (a clarinet) une cymbale (a cymbal) une flûte (a flute) une guitare (a guitar) une harpe (a harp) un orgue (an organ) un piano (a piano) un saxophone (a saxophone) un trombone (a trombone) une trompette (a trumpet) un violon (a violin)		un appareil photo (a camera) de l'argent comptant (money) un billet d'avion (a plane ticket) un caméscope (a camcorder) une carte (a map) une carte d'identité (an identification card) un chauffeur (a driver) une douane (customs) un guide (a guide) un hôtel (a hotel) un itinéraire (an itinerary) un motel (a motel) un passeport (a passport) un permis de conduire (a driver's licence) un pilote (a pilot) un réveil matin (alarm clock) un sac de voyage (a traveling bag) un taxi (a taxi) une valise (a suitcase) un visa (a visa)

French Handbook

French Handbook for Multi-Grade Schools in Canada

Grades 4-8

Office of Education Seventh-day Adventist Church in Canada

2006

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Introduction

For some time the Seventh-day Adventist Church in Canada (SDACC) Education Department has wanted to have a more uniform French programme. Achieving this goal, however, has been difficult for a number of reasons. Chief among these obstacles is the fact that core requirements and the point at which they are taught differ from province to province.

Fundamental, however, is the acknowledgment that in Canada, the study of Core French is considered essential. French is not only one of Canada's two official languages, but is spoken by more than 250 million people around the world. Because there is a recognition that society benefits from active citizens who are bilingual and culturally sensitive, Canadian provincial authorities direct and most often mandate its schools to provide students with French second language instruction.

Basic to the study of any language is the understanding that the study of a foreign language and its culture enhances a learner's intellectual ability and knowledge. Research has shown that students enrolled in second language achieve better overall academic performance in all main subject areas.

Perhaps most important is the recognition that foreign language study also provides a student with practical tools that can help create real human connections. Creating caring human connections is at the heart of the gospel commission and, therefore, studying French as a second language should be of special interest to Seventh-day Adventist Christians. It is in this context that Canadian Seventh-day Adventist Church schools are challenged to regularly evaluate the quality and efficiency of their core French instruction programs.

Planning for and teaching French to K-8 students becomes a real challenge for many Canadian K-8 Adventist school teachers. This Core French Handbook aims to be a practical support to them.

The Process

The committee members carefully examined the provincial curricula (through curriculum guides and required textbooks) for every Canadian province (except Quebec and Newfoundland). Key themes and language conventions were noted and tabulated. The end result indicated that there were more similarities than differences. It was the intent of the committee to determine the minimum expectations of the most stringent Canada-wide requirements. Using this approach, all provinces would meet or exceed their own curriculum requirements.

The committee acknowledges that there is much more work to be done. Additional K-3, plus high school curriculum should also be addressed for uniformity. The list of resources could be ongoing.

In addition, the committee recommends development of the following:

- that, because curricula are increasingly including a stronger conversational component, schools across Canada move toward hiring only French teachers who are fluent.
- 2. that a French teacher who can provide French-teacher support be identified in each conference.
- 3. that Conference education departments develop a French library of learning resources, including multi-media and French journals.
- 4. that conferences consider offering French immersion opportunities as part of summer training for its French teachers.

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How to Use This French Handbook

This handbook focuses on Grades 4-8 instruction, since most provinces require this. Please note that the British Columbia curriculum is one year behind other curricula. Therefore, requirements for Grade 5 would be Grade 4 elsewhere. K-3 instruction is required in Saskatchewan and New Brunswick. Teachers will need to adapt their instruction accordingly.

Correlation of NAD Journey to Excellence and Core French Themes



SDA / NAD Goals and Essential Elements Correlations with Core French Themes Detailed Chart

The following **GOALS** and Essential Core Elements have been established to support the unique philosophy of Adventist education. Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum.

1. ACCEPTANCE OF GOD (Goal)

Each student will:

Surrender one's whole life to God, develop a relationship with Jesus Christ and allow the Holy Spirit to work in one's life.

A. Accept God as the Creator and the Redeemer.	God / Church
•	Shopping / Stewardship
	Health / Nutrition
	Nature / Animals
	Weather / Seasons
B. Have a growing knowledge of God's Word and enjoyment in its study.	God / Church
	Community / Service
	Friends
	Health / Nutrition
	Home / Family
	Nature / Animals
	School / Classroom
C. Embrace God's gift of grace by accepting Christ as one's personal Savior.	God / Church
	Friends
	Home / Family
	Nature / Animals
	School / Classroom

D. Discover the importance and power of prayer and faith in one's relationship with Jesus.	Celebrations / Holidays God / Church Shopping / Stewardship Community / Service Health / Nutrition Hobbies / Sports Home / Family Nature / Animals School / Classroom
E. Value God's revelation of Himself through inspired writings and creation.	Celebrations / Holidays God / Church Nature / Animals Weather / Seasons
F. Respond to God's love by using one's spiritual gifts to serve others.	God / Church Community / Service Hobbies / Sports Home / Family
G. Recognize that God gave the Ten Commandments to show us how to love Him and each other.	Celebrations / Holidays God / Church Shopping / Stewardship Community / Service Hobbies / Sports Home / Family Nature / Animals School / Classroom
H. Value and participate in worship alone and with others.	Celebrations / Holidays God / Church Home / Family Nature / Animals School / Classroom

2. COMMITMENT TO THE CHURCH

Each student will:

Desire to know, live and share the message and mission of the Seventh-day Adventist Church.

A.	Be an active participant in one's local church.	Celebrations/Holidays
		God/Church
		Community/Service
		Health/Nutrition
		Hobbies/Sports
		Home/Family
B.	Understand how the organization of the Seventh-day Adventist Church facilitates its	God/Church
	mission.	Travel
C.	Become involved in spreading the gospel throughout the world.	God/Church
		Community/Service
		Friends
		Health/Nutrition
		Hobbies/Sports
		School/Classroom
D.	Accept the fundamental beliefs of the Seventh-day Adventist Church.	God/Church
		Health/Nutrition
		Hobbies/Sports
E.	Appreciate the heritage of the Seventh-day Adventist Church.	God/Church
F.	Relate to lifestyle choices and cultural issues based on biblical principles.	Celebrations/Holidays
		God/Church
		Shopping/Stewardship
		Health/Nutrition
		Hobbies/Sports

3. INTERPERSONAL RELATIONSHIPS

Each student will:

Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership and the ability to respond with sensitivity to the needs of others.

A. Recognize that God's ideal for the basic unit of society is the family.	Community/Service
	Hobbies/Sports
	Home/Family
B. Develop an appreciation for the diversity of individuals.	Celebrations/Holidays
	God/Church
	Community/Service
	Friends
	Home/Family
	School/Classroom
C. Acquire knowledge, attitudes and skills essential to meeting family responsibilities,	Shopping/Stewardship
whether living alone or with others.	Community/Service
	Friends
	Health/Nutrition
	Home/Family
	Nature/Animals
D. Recognize that God's unconditional love gives one self-worth.	God/Church
	Shopping/Stewardship
	Community/Service
	Friends
	Health/Nutrition
	Home/Family
	School/Classroom
	Travel
E. Value sexuality in the context of God's ideal.	Hobbies/Sports
	Home/Family

4. RESPONSIBLE CITIZENSHIP

Each student will:

Develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others and accept responsibility for local, national and global environments.

A. Exhibit concern and sensitivity for other peoples and cultures.	Celebrations/Holidays
	God/Church
	Community/Service
	Friends
	Health/Nutrition
	Nature/Animals
	School/Classroom
	Travel
B. Participate actively in local, national and global communities.	Celebrations/Holidays
	God/Church
	Community/Service
	Hobbies/Sports
	Travel
C. Understand the functions of governments and their impact on individuals and society.	Celebrations/Holidays
	Shopping/Stewardship
	Travel
D. Use a biblical perspective to analyze history and current events.	Celebrations/Holidays
	God/Church
	Travel
E. Assume an active role in nurturing and preserving God's creation.	Shopping/Stewardship
	Community/Service
	Nature/Animals
	Weather/Seasons

5. HEALTHY BALANCED LIVING

Each student will:

Accept personal responsibility for achieving and maintaining optimum physical, mental and spiritual health.

A. Recognize that God's ideal for quality living includes a healthy lifestyle.	God/Church
	Health/Nutrition
B. Incorporate into one's lifestyle the principles that promote health: nutrition, exercise,	Health/Nutrition
water, sunlight, temperance, air, rest, trust in God.	Hobbies/Sports
	Home/Family
C. Avoid at-risk behaviors.	Celebrations/Holidays
	Health/Nutrition
	Hobbies/Sports
	Travel
Apply Christian principles in recreation and sports.	Celebrations/Holidays
	Shopping/Stewardship
	Health/Nutrition
	Hobbies/Sports
	School/Classroom
	Travel
E. Achieve a balance in work and leisure; balancing physical, mental, social and spiritual	Health/Nutrition
activities.	Hobbies/Sports
	Home/Family
F. Recognize the interaction of physical, mental and spiritual health with emotional and social	God/Church
well-being.	Health/Nutrition
ž	Nature/Animals

6. INTELLECTUAL DEVELOPMENT

Each student will:

Adopt a systematic, logical and biblically-based approach to decision-making and problem-solving when applied to a developing body of knowledge.

A. Broaden intellectual abilities through the study of God's Word.	God/Church
B. Use critical and creative thinking skills in "real-world" experiences.	God/Church
	Community/Service
	Friends
	Health/Nutrition
	Hobbies/Sports
	Home/Family
	Nature/Animals
	School/Classroom
	Weather/Seasons
	Travel
C. Develop one's intellectual potential in natural sciences and mathematics, arts ar	nd Celebrations/Holidays
humanities, social sciences and applied arts.	God/Church
	Shopping/Stewardship
	Community/Service
	Friends
	Health/Nutrition
	Hobbies/Sports
	Home/Family
	Nature/Animals
	School/Classroom
	Weather/Seasons
	Travel

D. Utilize effective study techniques to locate, organize and learn information.	Celebrations/Holidays
_ · · · · · · · · · · · · · · · · · · ·	God/Church
	Shopping/Stewardship
	Community/Service
	Friends
	Health/Nutrition
	Hobbies/Sports
	Home/Family
	Nature/Animals
	School/Classroom
	Weather/Seasons
	Travel
E. Apply the principles of life-long learning.	Celebrations/Holidays
	God/Church
	Shopping/Stewardship
	Community/Service
	Friends
	Health/Nutrition
	Hobbies/Sports
	Home/Family
	Nature/Animals
	School/Classroom
	Weather/Seasons
	Travel
F. Approach all intellectual pursuits from a biblical perspective.	God/Church

7. COMMUNICATION SKILLS

Each student will:

Recognize the value and importance of effective communication and develop the requisite skills.

A. Communicate effectively through the avenues of reading, writing, listening, speaking and non-verbal language.	Celebrations/Holidays God/Church Shopping/Stewardship
	Community/Service
	Friends
	Health/Nutrition
	Hobbies/Sports
	Home/Family
	Nature/Animals
	School/Classroom
	Weather/Seasons
	Travel
B. Apply a Christ-centered perspective to all forms of personal expression and media.	Celebrations/Holidays
	God/Church
	Community/Service
	Friends
	Health/Nutrition
	Home/Family
	Nature/Animals
	School/Classroom
	Travel
C. Understand how sensitivity to the differences of others affects communication.	Celebrations/Holidays
	God/Church
	Community/Service
	Friends
	Home/Family
	School/Classroom
D. Recognize how media and information technology impact communication.	Shopping/Stewardship
	Hobbies/Sports

E. Utilize communication skills to enhance one's Christian witness.	Celebrations/Holidays God/Church Community/Service Friends
	Home/Family
	School/Classroom

8. PERSONAL MANAGEMENT

Each student will:

Function responsibly in the everyday world using Christian principles of stewardship, economy and personal management.

A. Develop responsible decision-making skills.	Celebrations/Holidays
	Shopping/Stewardship
	Health/Nutrition
	Home/Family
	Nature/Animals
B. Appropriately manage one's personal finances.	Shopping/Stewardship
	Home/Family
	Travel
C. Acquire skills in the use of technologies.	Shopping/Stewardship
	Home/Family
	Weather/Seasons
D. Develop basic home-management skills.	Shopping/Stewardship
-	Health/Nutrition
	Home/Family
E. Value cooperation and teamwork when interacting in groups.	God/Church
	Community/Service
	Friends
	Hobbies/Sports
	Home/Family
	School/Classroom

F. Develop conflict resolution skills.	God/Church
•	Community/Service
	Friends
	Hobbies/Sports
	Home/Family
	School/Classroom
G. Manage time effectively.	Shopping/Stewardship
•	Home/Family
	Travel

9. AESTHETIC APPRECIATION

Each student will:

Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.

A. View God as the Author of beauty, both in His creation and in human expression.	God/Church
	Nature/Animals
	Weather/Seasons
	Travel
B. Employ biblical principles as the basis for appreciation and expression of creative and	God/Church
performing arts.	Nature/Animals
	Travel
C. Develop fine arts talents through practice, performance and presentation.	Celebrations/Holidays
	Community/Service
	Friends
	Hobbies/Sports
D. Use aesthetic expression as a means of communication and service.	Celebrations/Holidays
•	Community/Service
	Friends
	Hobbies/Sports

10. CAREER AND SERVICE

Each student will:

Develop a Christian work ethic with an appreciation for the dignity of service.

	Develop an awareness of career options and opportunities in a changing world, as well as in the church.	Community/Service
B.	Recognize the role of useful work in personal development and maintaining self-worth.	God/Church
		Community/Service
		Hobbies/Sports
		Home/Family
C.	Develop skills that will enhance employability.	Language Structure
D.	Experience the joy of serving others.	Community/Service
		Friends
E. :	Identify one's interests, abilities and values, understanding their relationship to career	God/Church
	options.	Community/Service
	•	Friends
		Hobbies/Sports
F	Always put forth one's best effort in every task.	God/Church
		Shopping/Stewardship
		Health/Nutrition

Linguistic Conventions

Linguistic Conventions

General curriculum outcomes	Specific curriculum outcomes	4	5	6	7	8	
The student will:							
Know the French	Recite the French alphabet	0	^	Δ	Δ	Δ	
alphabet	Spell name	0	۸	Δ	Δ	Δ	
Express simple oral messages by using	Use social expressions (Au revoir, Bonjour)	0	>	>	Δ	Δ	
gestures, single words or memorized global expressions	 Identify people, objects, places, and events (C'est un/une) 	0	^	>	>	>	
	Identify terms associated with media				0	>	
	 Identify provinces and territories 		0	>	>	>	
	 Identify hobbies, sports, sports equipment 		0	>	>	>	
	Identify beverages (<u>du</u> lait, <u>de</u> <u>l'eau)</u> Use of the partitive article		0	>	>	>	
	 Identify animals 		0	>	>	>	
	Identify food items		0	>	>	>	
	Identify food groups, recipe ingredients, meal times			0	>	>	
	 Identify parts of the body 			0	>	>	
	 Identify modes of transportation 			0	>	>	
	Use directional words (l'ouest, l'est, le nord, le sud, le nord-est)			0	>	>	
	 Compare and contrast proverbs in English and in French 				0	>	
Participate in classroom	Respond to commands	0	۸	>	>	>	
routines	Make requests/ask permission	0	>	>	>	>	
	 Follow teacher's instructions 	0	>	>	>	>	
	 Use expressions of politeness (merci, s'il vous plaît, de rien) 	0	۸	>	>	>	
	Ask for clarification (pardon, je ne comprends pas)	0	>	>	>		

General curriculum outcomes	Specific curriculum outcomes	4	5	6	7	8
Share general information	State the months of the year, days of the week, holidays, seasons, numbers 1-69, higher for grades 7 and 8	Ο	>	Δ	Δ	Δ
	 Identify colours (rouge, blanc, bleu) 	0	>	Δ	Δ	Δ
	Use weather expressions (il pleut, il fait beau)	0	>	.>	>	>
	 Write the numbers 0-31 	0	>	Δ	Δ	Δ
	Tell time (il est huit heures, il est vingt heures)		0	>	>	>
	 Use time expressions (matin, après-midi, soir, pendant) 		0	>	>	>
	State the numbers 1-1000	0	>	>	>	>
	 State the numbers 1-One Million 			0	>	>
	Write the numbers 1-100		0	>	Δ	Δ
	Write numbers beyond 100	0	>	>	Δ	Δ
	 Read and state phone numbers, addresses 				0	Δ
	Use appropriate abbreviations for addressing people (monsieur—M., madame—Mme, mademoiselle—Mlle)		0	>	Δ	Δ
	Use appropriate abbreviations for addresses, measurement, temperature, time				0	>
	State name, age, date of birth	0	>	Δ	Δ	Δ
	 Identify family members, and school 	0	>	Δ	Δ	Δ
	Use possessive adjectives (mon, ma, mes, ton, ta, tes)	0	>	>	Δ	Δ
	Identify some physical characteristics		0	>	>	>
Express likes and dislikes	State likes and dislikes declaratively (j'aime, je déteste, je préfère)	0	>	>	Δ	Δ
	State wants and needs (j'ai besoin de, je désire, je n'aime pas, je n'ai pas besoin de)		0	>	>	Δ

General curriculum outcomes	Specific curriculum outcomes	4	5	6	7	8
Share feelings	 Express emotions (Triste, fâché(e), content(e), fatigué(e)) 	0	>	>	>	>
	 Express and dramatize emotions (je suis heureuse, je suis malheureuse) 			Ο	>	>
Ask simple questions	 Use question words and expressions (qui, comment,quel, quelle, combien; est-ce que) 	Ο	>	>	>	>
	 Use intonation when asking a question with a sentence in natural word order (<i>Tu</i> es ici?) 	0	^	>	>	>
	 Use verb inversion when posing a question (Allons- nous à l'église?) 				0	>
	 Interview a person 		0	>	>	>
	 Prepare a simple interview 			0	>	>
	 Ask clarifying questions in conversations 				0	>
Read a variety of very simple materials	 Demonstrate ability to read & understand simple texts, 50- 100 words long, containing basic learned vocabulary. 	0	>	>	>	>
	 Demonstrate ability to read & understand simple materials, 100-150 words long. 		0	^	۸	>
	 Demonstrate ability to read & understand simple authentic materials, 150-200 words long, containing familiar and new vocabulary. 			0	>	>
	Demonstrate ability to read & understand a variety of classroom and simple authentic materials, 200-400 words long.				0	>
	 Demonstrate ability to read a variety of classroom and simple authentic materials, 400-600 words long. 					Ο

General curriculum outcomes	Specific curriculum outcomes	4	5	6	7	8
Write a variety of materials	Copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and simple language structures	0	>	Δ	Δ	Δ
	Write responses to simple questions	0	>	Δ	Δ	Δ
	Write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures		0	^	Δ	Δ
	Write sentences and questions that contain learned vocabulary and familiar language structures			0	>	Δ
	Write in different forms (e.g. instructions, dialogues, narratives)			0	^	Δ
	Write simple, some compound sentences and questions, using familiar and new vocabulary				0	>
	Write in a variety of simple forms (e.g., letters, poems, descriptions), following a model and making substitutions and minor adaptations to the model				0	^
	Revise and edit personal writing, with peer and teacher feedback, using other resources, including technology				0	>
	Use simple and compound sentences, organizing information into paragraphs					0
	Use strategies for process writing					0
	Proofread and correct final drafts, with an emphasis on grammar, punctuation, and spelling					Ο

General curriculum outcomes	Specific curriculum outcomes	4	5	6	7	8
Identify nouns and pronouns	• Use subject pronouns (je, tu, il)	0	^	Δ	Δ	Δ
	 Use plural form of nouns 	0	>	>	>	>
	 Use agreement of indefinite articles (un, une, des) and definite articles (le, la, l', les) 	0	^	>	Δ	Δ
	 Use partitive articles (du, de l', de la, des) du lait, de l'eau 		0	>	>	>
	 Use irregular forms of nouns (animal/animaux) 			0	>	>
	 Use object pronouns y and en (j'y vais, j'en prends) 					0
	 Use pronoun On (On y va!) 					0
Identify verbs	 Use être, avoir, and regular -er ending verbs 	0	>	Δ	Δ	Δ
	• Use faire, aller, boire, manger		0	>	Δ	Δ
	 Use expressions with avoir (avoir faim, avoir froid) 		0	>	>	Δ
	 Use present tense of some -ir and -re regular verbs 			0	>	>
	 Use imperative forms of verbs (Chantons! Va! Marchez!) 	0	^	Δ	Δ	Δ
	Use the imperative in the affirmative and in the negative with regular and irregular verbs (Choisis le bleu. Ne mettez pas trop de sel.)					0
	 Use the present tense of the irregular verbs vouloir, pouvoir devoir, partir, and sortir with singular and plural subjects 				0	>
	Use double verb constructions (Je veux écouter de la musique)				0	>
	Use aller plus an infinitive to form le futur proche (je vais manger)				0	>

General Curriculum Outcomes	Specific Curriculum Outcomes	4	5	6	7	8
	Use agreement of verbs with compound subjects (Mon amie et moi allons au cinéma)				0	>
	 Use auxiliary verbs avoir and être in the passé composé (avoir: j'ai regardé); (être: je suis parti(e), (aller: je suis allé(e), and (partir: je suis parti(e) 					0
	Use the passé composé of some irregular verbs (avoir, être, faire, and prendre)					0
 Identify adjectives 	 Add "e" to form the feminine 	0	>	Δ	Δ	Δ
	Use possessive adjectives (mon, ma, mes, ton, ta, tes)	0	>	>	Δ	Δ
	 Use the plural form of regular adjectives 	0	^	>	>	Δ
	Use singular and plural, feminine and masculine of some irregular adjectives (beau, bel, belle, beaux, belles)				0	>
	Use agreement in number and gender of irregular adjectives and nouns (les beaux chandails)				0	>
	Use demonstrative adjectives (ce, cet, cette, ces)				0	>
	Use exclamatory adjectives (Quelle fille!)					0
	Use comparative and superlative forms of adjectives (C'est le film le plus populaire.)					0
	Use correct word order at the phrase level (une grande fille, une fille aimable)				0	>
Identify adverbs	Use common adverbs (beaucoup, bien, peu, assez, trop, plus, moins)			0	>	>

General Curriculum Outcomes	Specific Curriculum Outcomes	4	5	6	7	8
	Use adverbs of manner (fort bien, lentement), of time (demain, bientôt, parfois, souvent, tard), and place (à droite, autour, ici, là-bas, loin)					0
	Use adverbial expressions of negation (rien, jamais, ne rien, nejamais, neplus)					0
Identify prepositions	 Use prepositions of place (sur, sous, devant, derrière, dans, à) and to indicate possession (e.g. C'est la maison de Marie.) 	0	>	^	>	^
	 Use prepositions with nouns in short sentences (à côté de, en face de) 		0	>	>	>
	Use contractions for the prepositions à, and de plus definite articles (à l'île de Montréal, de l'île de Montréal, au cinéma, du cinéma				0	>
Identify conjunctions	Use conjunctions (et, mais, parce que, parce qu')			0	^	^
Identify interjections	Use appropriate interjections (Attention!, Silence!, Brrrr!, Bravo!)				0	>

Suggestions for French Instruction in the Multi-Grade Classroom

Many Adventist schools are small, spanning grades K-8, with one or two teachers. In these challenging situations the classroom teacher may legitimately inquire, "How can I teach French to such a diverse group of students? How can I do an adequate job?" Do not despair. This apparent dilemma has a positive side, for there are advantages to multi-grade classes such as:

- Students become independent more quickly.
- Students cooperate more and share more.
- Joint activities are possible.
- Possibilities for student interaction and assistance are increased.
- Student hears content over a number of years contributing to acquisition for longterm memory.

In multi-grade classes, teachers can organize to meet the challenge of providing instruction in Core French by:

- 1. Being very organized, every day.
- 2. If you do not have a dedicated French room, make your own room as information-laden as possible Use charts or posters such as *les jours, les mois, les nombres 1-100*, or verbs such as *être, avoir, faire, aller, etc.*
- 3. Study the list of learning outcomes required for the grade levels you teach.
- 4. Plan your teaching around themes that will incorporate as many of the learning outcomes as possible. (See a list of suggested themes beginning on page 9 of this document)
- 5. Alternate your themes yearly creating a cycle determined by the number of grades taught. For example, if you teach two grades, then your cycle will be a two-year cycle. If you teach 4 grades, then your cycle will be a 4-year cycle. By the end of the cycle, you should have covered all the learning outcomes required.
- Do not expect those in lower grades to reach the same level of achievement as those in higher grades. Although the objectives may be the same, the depth of treatment will usually be a key difference, along with expectations.
- 7. Do as much work together as possible songs, games, drills, etc.

- 8. Organize joint activities (role playing, vocabulary practice, games, and videos).
- 9. Introduce all new material orally. If you must assign written seatwork, make sure that the work is from a previously introduced oral lesson.
- 10. Projects work well for the multigrade class. Students can make posters, crossword or hidden word puzzles, pictures illustrating a story, compose and act out or mime short skits. Make sure their work is displayed.
- 11. When role playing, younger students might use less language and more props, or complete a different task but still on the same subject.
- 12. If you have a fairly advanced student, make this student an assistant. This person can be in charge of the listening centre and the liaison between students with problems and the teacher when the teacher is busy working with another group. They may also act as a resource person, answering other students' questions.
- 13. Consider setting up centres in your room, either permanent or portable, for listening, reading, games, computer, puppets, writing, etc. where students can work when you are with an alternate group. Make sure you make up a list of rules for students to follow. Students will rotate from centre to centre, but the content will be different for each grade level. Place centres as far away from the board as possible.
- 14. Teach your students to write down any questions they may have rather than immediately interrupting you if you are teaching an alternate group.
- 15. Consider giving your students an outline for the day or week or even an entire unit of the activities they will be required to do during that time so that if you are busy, they will know what to do.
- 16. Pair younger or beginning students with more advanced ones for small group work and to help one another.
- 17. You may want to rearrange the seating for the French class so that the inexperienced students can be closer to the board or your desk where they can receive extra help.
- 18. Give common assignments but use a distinct marking scheme for each group. Grade each level at a different percentage or only mark that portion of the work that pertains to that grade level.
- 19. Schedule presentations, displays, and evaluation for all groups on the same day.

- 20. If you have a large multi-grade class, organize your students so that they make oral presentations before small groups rather than the entire class. The alternate group(s) can be working independently at a centre.
- 21. Plan with other teachers. If you are not the only teacher in your school, get together and help one another.
- 22. Insert enrichment activities such as a French Club, films, DVDs/videos, pen pals, simple cooking, card games.
- 23. Be on the alert for technology or software which could enhance your French program. (see Resources, p. 47)

In the future if you are experiencing significant difficulty or feel that you need some assistance, use your computer to access http://catnet.sdacc.org and select.... Choose the representative from your region and give them a call.

Correction of Errors

Errors are a natural, inevitable and useful part of second language learning. A general climate of friendship and encouragement in the classroom will help students accept corrections not as a personal criticism, but as a means to improving the accuracy of communication. It is the purpose of an activity which should determine how errors are handled. In general, the more controlled the activity, the more detailed the correction should be. In open-ended communicative activities, for example, students are creating with the language and have a choice over what they will say. It is advisable to correct only those errors that hinder comprehension.

More often than not, correcting grammatical errors and interrupting for accuracy can shift students' attention away from the message being communicated and inhibits their willingness to speak. The aim of these activities is to develop fluency and the ability to cope with real language use. It is less important in these situations to be grammatically perfect than to try to get the message across. The teacher, in this situation, can make a mental note of the errors and classroom activities can later be introduced to address the concerns.

On the other hand, if an activity is somewhat more controlled and its purpose is the reinforcement of vocabulary or a language pattern, significant errors should be corrected immediately. Teachers, however, will need to be sensitive to the individual learner and recognize when correction is helpful and when it may inhibit risk-taking. One strategy which teachers may want to consider when students make errors in something that has been covered many times in class is to simply signal the error and encourage students to self-correct. Signaling the error may be through repetition with inflection in the voice (ex. *Une* crayon??) or merely a *Pardon??* Such techniques will often be enough to cause students to reflect on what they have said and immediately, self-correct. When necessary, classmates could be called upon to assist the student. Indirect error correction is another strategy teachers find particularly helpful in their interactions with students. In this situation, the teacher repeats the student's answer with the correct form being modeled. For example,

Student: Madame, je n'ai pas *un* stylo.

Teacher: Tu n'as pas de stylo?

In some instances, mistakes can be minimized with prevention. If the teacher is aware that a particular point is a repeated problem, for example, *Je suis 10 ans*, a model sentence can be presented with the correct form, *J'ai 10 ans*.

Another question often raised by teachers is "How much do I correct in written productions? Do I leave errors in work I display?" These are very legitimate concerns with no "right" answer. However, as was mentioned in the section on the Writing Process, students should be guided to self-correct as many errors as possible with the aid of resources and based on their previous learning. Also, spelling errors can easily be corrected by students through the use of a dictionary. Prior to "publication," the teacher may want to correct any flagrant structural errors as well. The displaying of student work, however, should always be for the purpose of recognizing the accomplishment, even if it is not yet "perfect."

The AIM language purports immediate intervention by the use of gestures so that all students become involved in the correction process.

Language Learning Strategies

Language Learning Strategies

General Strategy	Specific Learning Strategy	4	5	6	7	8
	The student will:		ı			•
Comprehension Strategies - Use comprehension strategie	es to facilitate the understanding of an oral or written message.					
Cognitive	 use visual clues (e.g., pictures, gestures, illustrations) and auditory clues (e.g., street noises, intonation, sighs) 	0	>	>	>	>
	 guess the meaning of an unknown word or expression 	0	^	>	>	^
	use words around the unknown word to guess meaning				0	>
	 associate a gesture, a symbol or an illustration with a message 	0	^	>	>	^
	• identify cognates (e.g., forest-forêt, carnival-carnaval)	0	>	>	>	^
	identify word families (e.g., étudiant, étude, étudier)	0	>	>	>	>
	 anticipate information from the context/situation 				0	>
	 activate prior knowledge and experiences 	0	>	>	>	>
	 predict what information a text may contain 	0	^	>	^	^
	 use highlighting or underlining to identify known words or expressions 				0	>
	 use contextual clues relating to who, what, where, when and why 				0	>
	 activate first language listening and reading skills 	0	۸	^	۸	۸
	 represent meaning by using mental images, illustrations or graphic representations. 	0	>	>	>	>
	categorize concrete information				0	^
	 use repetition (e.g., listen again to a text or reread a text that is causing difficulty) 	0	>	>	>	>
	 use a bilingual dictionary to verify word meaning or find unknown words 				0	^
	focus attention on the required information				0	^

General Strategy	Specific Learning Strategy	4	5	6	7	8
	The student will:		•	•	,	•
Comprehension Strategies (
	es to facilitate the understanding of an oral or written message.					
Socio-affective	 Participate willingly in French language learning experiences 	0	>	>	>	>
	Take the risk to listen to or read a new text in French	0	>	>	>	>
	 Take the risk to listen to authentic texts of varying lengths made available through different information and communication technologies 				0	^
	 Take the risk to read authentic documents of varying lengths made available through different information and communication technologies 				0	>
	 Ask questions to clarify or verify that a message has been understood 				0	>
	 Tolerate ambiguity—accept that it is not necessary to understand every word in order to glean meaning 	0	>	>	>	>
	 Collaborate with others to build confidence and exchange information 	0	>	>	>	>
Metacognitive	 Identify a strategy that can be or was used to facilitate comprehension of a text 				0	>
	Focus attention on the activity to be carried out	0	>	>	>	>
	 Activate prediction skills based on previous knowledge and experience 	0	>	>		
	Verify predictions	0	>	>		
	 Use self-talk to build confidence in listening and reading skills 				0	>
	Evaluate own ability to understand the message				0	>
	Focus attention on the required information	0	>	>		
	Focus attention on what is known and ignore what is unknown	0	>	>	>	>

General Strategy	Specific Learning Strategy	4	5	6	7	8
	The student will:					
Production Strategies						
	n strategies to produce a simple oral or written message	ı			ı	
 Cognitive 	 Identify patterns or language features, such as verb endings or gender 				0	>
	 Repeat a word, an expression, a pattern, a presentation, etc., silently or aloud 	0	>	>	>	>
	Use models to create a similar text	0	>	>	>	>
	 Combine new learning with previous learning (e.g., knowledge of the conjugation of the verb "avoir" and adding "avoir" expressions to the language repertoire) 				0	>
	 Practise a word, an expression, a pattern, a presentation, etc. 				0	>
	 Use reference materials (e.g., vocabulary and expressions posted in the classroom) 	0	>	>	>	>
	 Use models of texts to help map out ideas 				0	>
	Use models to analyze the structure of a text				0	>
	 Use models to create a similar text 				0	>
	 Apply knowledge of a text type to follow its format and content 				0	>
	Use reference materials (e.g., bilingual dictionary in either a print or an electronic format, verb charts, data bases) to improve the message				0	^
	Apply knowledge of multimedia presentations to facilitate the communication of a message				0	>
	 Apply knowledge of word processing to produce a message 				0	>
	Create simple personal reference materials (e.g., vocabulary lists, grammar notes)				0	>
	Use brainstorming techniques to stimulate ideas				0	>
	Organize ideas using schemata (e.g., mind maps, T-charts)				0	>

General Strategy	Specific Learning Strategy	4	5	6	7	8
	The student will:			•	1	
Production Strategies (cont						
	strategies to produce a simple oral or written message				ı	
 Cognitive (cont'd) 	Activate prior knowledge and experiences	0	>	>	>	>
	Prepare a draft of the message	0	>	>	>	>
	 Plan and conduct a search using French language Internet search engines 				0	>
	 Find a different way of conveying a message (e.g., gestures, drawing, pointing to an example, using a different word or expression to approximate meaning) 	0	>	>		
	 Use strategies as defined in grades 	0	>	>		
Socio-affective	Take the risk to say or write something in French	0	>	>	>	>
	Ask questions to clarify understanding	0	>	>	>	>
	Ask the speaker to repeat the message	0	>	>	>	>
	Ask the speaker to explain what was said	0	>	>	>	>
	 Ask the speaker to speak more slowly 	0	>	>	^	^
	 Encourage classmates using expressions of approval or praise (e.g., Bravo!) 	0	>	>	>	>
	 Ask the speaker to spell out or draw the unknown word 	0	>	>	>	>
	 Indicate to the speaker that the message was not understood 	0	>	>	>	>
	 Use facial expressions or mime to get the message across 	0	>	>	>	^
	 Seek assistance from the teacher or a peer to clarify instructions, word meaning, etc. 	0	>	^	>	^
	 Collaborate with others to brainstorm, resolve problems, rehearse and communicate messages 	0	>	>	>	>
	 Accept errors as a natural part of learning 				0	>
	 Use self-talk to build confidence in oral and written production skills 				0	>

General Strategy	Specific Learning Strategy	4	5	6	7	8
	The student will:		•	•		
Production Strategies (cont' - Develop and use production s	d) trategies to produce a simple oral or written message					
Metacognitive	Prepare for the task (e.g., organize materials, go over the instructions, read through the checklist)				0	>
	Read instructions thoroughly before beginning a task	0	>	>		
	 Ask for clarification of a task before beginning 	0	>	>		
	 Develop a plan to complete a class project (e.g., create a timeline for completing research or for the preparation of a piece of writing or artwork) 	0	>	>		
	Use checklists to verify the work	0	>	^	(>)	(>)
	 Use a learning log to monitor and evaluate their own learning 				0	>
	Reflect on and articulate, in English, what they have learned and can demonstrate in French	0	>	>	>	>
	Reflect on the use of different information and communication technologies to produce a message in French				0	>
	Reflect on the use and choice of technology as a means of improving the communication of a message				0	>
	 Articulate their understanding of the grade-specific Knowledge of Language Concepts 	0	>	>		
	Use strategies defined in grades				0	>

General Strategy	Specific Learning Strategy	4	5	6	7	8
	The student will:	•	•	•	•	,
Memory Strategies - Develop and use memory stra	tegies to learn, retain or recall vocabulary or grammatical stru	cture	s			
	Use rehearsal techniques (e.g., write or repeat the word over and over; teach the word to a partner; review words frequently)				0	>
	 Use organizational techniques (e.g., classify words by themes; use word webs, T-charts or vocabulary cards) 				0	>
	Combine new learning of vocabulary with previously learned vocabulary	0	>	>		
	 Play with language (e.g., create word searches, calligrams, riddles, charades) 				0	>
	 Use elaboration techniques (e.g., associate a new word or a concept with a familiar concept or with other personally meaningful information; reuse vocabulary and expressions in new contexts or situations; use visualization) 				0	>
	 Practice a word, an expression or a grammatical pattern 	0	>	>		
	Repeat a new word or expression, silently or aloud	0	>	>		
	 Repeat a new word silently and associate it with an image 	0	>	>		
	 Repeat a new word saying the letters or syllables that make up the word 	0	>	>		
	Use physical actions in conjunction with new vocabulary	0	>	>		
	 Create a rhyme or a song to help remember vocabulary, expressions or grammatical rules. 	0	>	>		
	Use strategies defined in grades				0	>

Resources

Core French K-8 Resources

Books / Programs

Title	ISBN#	Publisher / Description	K	1	2	3	4	5	6	7	8
Acti-Vie 1 – 3		Gage Educational Publishing Co. 1-800-667-1115									
		164 Commander Boulevard									
		Scarborough, ON M1S 3C7									
		<u>www.gagelearning.com</u>									l
		This is a three-level comprehensive resource package which comes in									l
		kit form. Components include eight thematic units including a student									l
		text (for each unit), a student workbook (for each unit), black-line									l
		masters, cassettes or CD's, videos, language and strategy boards and									
		a teacher resource book (for each unit). Language and strategy boards									
		consist of key vocabulary for student and teacher use, including					Х	X	X		l
		structures which may be used for instructional purposes. The					^	^	^		
		communicative focus promotes French language learning using									l
		activity-based, thematic strategies that provide numerous options for									l
		cross-curricular integration. Unit theme topics include school, family,									l
		birthdays, animals, weather, food, sports and fictional characters.									l
		Themes may be taught in any order as stand-alone units, or they may									l
		be taught in a suggested sequence. Each unit offers a variety of									
		assessment strategies as well as suggestions for strategies to									
		accommodate different learning styles and levels of ability. A detailed									l
		program guide is included with the purchase of a resource package.									
Passages 1 & 2		Pearson Education Canada								Χ	Χ
		26 Prince Andrew Place									
		Don Mills, ON M3C 2T8									l
		www.pearsoned.ca									
		This resource includes the following components: student book, <i>cahier</i>									
		d'activités, audio cassettes or compact discs, overhead transparencies,									
		flash cards, teacher's guide and teacher resource package. The									
		program allows students to develop their four language skills within the									
		context of six themes per level. A bridging unit is also included.									

Title	ISBN#	Publisher / Description	K	1	2	3	4	5	6		8
Entre amis 1 & 2		Gage Educational Publishing Co. (Scarborough, ON) At each level, this three-level series includes a student text and workbook, black-line masters, teacher's guide, cassettes and overhead transparencies. The communicative and experiential approaches integrate culture, language study, general knowledge and communication strategies. A supplementary collection of worksheets reinforces vocabulary, grammar and language patterns.								X	X
On y va! 1 & 2		Pearson Education Canada (Don Mills, ON) The hard-cover Student Edition offers nine themes. The themes are divided into 1, 2, or 3 teaching blocks. These themes are accompanied by supporting materials in the Teacher's Guide for enrichment and accommodation for Grade 8 students as well as for combined 7/8 classes. The On y va! 2 website is closely connected to the Livre content. The								X	X
		website offers more reading selections, cultural elements and information related to topics. It also includes exemplars of student work. The Audio Compact Disc package contains one CD per unit as well as an Audio Program Guide that outlines the content and length of each track. The optional video includes authentic clips relating to the topics under study, the On y va! 2 songs, and models of student projects and oral presentations created in La tâche finale for each unit.									
Images 3		Learning activities integrate all language skills. Full colour, high interest and age appropriate content. The modular format provides excellent flexibility. Modules may be customized to address students' interests, needs and abilities.				X	X				
Tout Ados	0-7715-4043-4	Core French program that stresses the communicative-experiential approach. Includes many resources as support. Thomson Nelson								X	X

Title	ISBN#	Publisher / Description	K	1	2	3	4	5	6	7	8
Ça marche! 1:	0-321-12153-8	Students study the importance of masks and face painting in order to								Χ	
Incognito:		create a mask or face paint design to represent their own qualities,									
Student Ed.		personality traits and emotions, and write a description for their									
		creation. They display their collection of masks or face paint designs									
		during a classroom exhibit, playing the role of the exhibitor and visitor.									1
		After the exhibit, students participate in a television interview.									1
		CD ISBN 0-321-12155-4									1
		Mon carnet ISBN 0-321-12154-6									1
		Videocassette ISBN 0-321-12158-9									i
		Teacher's Guide ISBN 0-321-12157-0									1
_		Addison-Wesley Longman (PEAR), 2003.									
Ça marche! 1:	0-321-12265-8	In this introductory unit, students create a photo web of themselves and								Χ	
Mémo-photos:		their personal preferences. Students also write a description to									1
Student Ed.		accompany their photo web. Students then present their photo web to									1
		the class. Using the information they have heard in their classmates'									1
		presentations, students play an interactive game called Tic-Tac-Toc.									1
		Mon carnet ISBN 0-0321-12269-0									
		Teacher's Guide ISBN 0-321-12266-6									1
		Mon carnet BLM (Fiches reproductibles) ISBN 0-321-12268-2									i
		Audio CD ISBN 0-321-12263-1									1
		Videocassette ISBN 0-321-12267-7									1
0	01171	Pearson Education Canada (PEAR), 2004.									
Ça marche! 1:	Class Kit	In this unit students create a press kit (dossier de presse) or a								Х	Χ
Venez chez nous!		video to promote their region to a group of teen travelers. Using									i
		their dossier de presse, students participate in an awards									i
		ceremony. At the end of the unit, they send their dossier de presse									i
		to a francophone school in another region.									i
		Class Kit includes 30 <i>Livrets</i> , 1 Teacher's Guide and 1 Audio CD									1
		Other components available:									1
		Mon carnet ISBN 0-321-12277-1									
		Mon carnet BLM (Fiches reproductibles) ISBN 0-321-12276-3 Video ISBN 0-321-12275-5									
		Pearson Education Canada (PEAR), 2004.									

Title	ISBN#	Publisher / Description	K	1	2	3	4	5	6		8
Ça marche! 1:		In this unit, in the context of a cooking show, groups of								Χ	Χ
Bon appétit		students present a recipe taken from their favourite holiday or									
		celebration. Each student also writes a recipe that includes the									
		ingredients, measurements and steps for his/her dish. Written									
		recipes can be included in a class cookbook or Web page									
		accompanied by photos taken during the presentation.									
		Throughout the unit, students are introduced to food festivals									
		and different celebrations that take place in Canada and									
		throughout the world.									
		Other components available:									
		Student Edition ISBN 0-321-12280-1									
		Mon carnet ISBN 0-321-12286-0									
		Teacher's Guide ISBN 0-321-12283-6									
		Mon carnet BLM (Fiches reproductibles) ISBN 0-321-12285-2									
		Audio CD ISBN 0-321-12281-X									
		Videocassette ISBN 0-321-12284-4									
		Addison-Wesley Longman (PEAR), 2004.									
Ça marche! 2:		In this introductory second level unit, students individually								Χ	X
L'école de l'avenir		design an invention to eliminate a challenge in the modern									
		classroom. Students present their invention to the class, using									
		a model, poster or computer-generated image of their									
		prototype as a visual aid.									
		Other components available:									
		Student Edition ISBN 0-321-12546-0									
		Teacher's Guide ISBN 0-321-12549-5									
		Mon carnet ISBN 0-321-12551-7									
		Mon carnet BLM (Fiches reproductibles) ISBN 0-321-12552-5									
		Audio CD ISBN 0-321-12547-9									
		Videocassette ISBN 0-321-12550-9									
		Addison-Wesley Longman (PEAR), 2005.									

Title	ISBN#	Publisher / Description	K	1	2	3	4	5	6	7	8
Ça marche! 2: Mon		In this unit, students create a clothing collection and describe it								Χ	
style, ma mode		in a catalogue or on a Web page. They share fashion									
-		preferences and examine the importance of fashion in their									
		lives. Their final task is to participate in a fashion show.									
		Other components available:									
		Student Edition ISBN 0-321-12539-8									
		Mon carnet ISBN 0-321-12545-2									
		Teacher's Guide ISBN 0-321-12542-8									
		Mon carnet BLM (Fiches reproductibles) ISBN 0-321-12544-4									
		Audio CD ISBN 0-321-12540-1									
		Vidoecassette ISBN 0-321-12543-6									
		Pearson Education Canada (PEAR), 2004.									
Ça marche! 2:		This second level unit's final task involves students working in pairs								Χ	Χ
Mordu du sport!		to prepare a sportscast that includes sports results, commentary									
		and an interview with an athlete. Each student writes a sports card									
		for his/her chosen athlete including a photo, biographical statistics									
		and highlights of the athlete's achievements. The written cards can									
		be collated in a class sports album or used as a bulletin board									
		display. Throughout the unit, the students learn about famous									
		Francophone athletes. After the final task presentations, students									
		participate in an interactive game based on the information in the									
		presentation.									
		Other components available:									
		Student Edition ISBN 0-321-12532-0									
		Mon carnet ISBN 0-321-12538-X									
		Teacher's Guide ISBN 0-321-12535-5									
		Mon carnet BLM (Fiches reproductibles) ISBN 0-321-12537-1									
		Audio CD ISBN 0-321-12533-9									
		Videocassette ISBN 0-321-12536-3									
		Pearson Education Canada (PEAR), 2004.									
Visages 1 - 3		Excellent flexibility for a variety of student's needs and									
		interests. Students are actively engaged in a wide variety of					Χ	X	X		
		authentic learning experiences using French.									

Supplementary Resources

Type	Title	ISBN#	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
Software	Instant Immersion	1-59150-081- 8 CS197d	5CD-ROM Deluxe Edition – This software combines brand new features and speech recognition	Х	Х	Х	X	X	Х	X	X	X
			technology with an authentic learning environment.									
			Based on the highly effective Euro Method , the 5 CD-									
			ROM immerses you in the learning process with cultural videos, entertaining games, interactive dialogue with									
			native speakers. One can quickly move from beginner									
			level to that of intermediate with the first two discs. Talk									
			to me allows one to converse with the software, which									
			corrects pronunciation and intonation of individual words									
			and phrases. For building vocabulary, the <i>Interactive</i>									
			Picture Dictionary provides thousands of essential terms along with detailed images, illustrations and video									
			clips designed to increase retention.									
			Auralog Inc.									
			Purchase at: amazon.ca or Wal-Mart									
	French for	S7124714	Multi-media on 2 CD-ROMS. Interactive conversations,					Х	X	Х	X	X
	Dummies		games and more. One can quickly learn how to speak, read, write and, in French, practice with self-paced									
			lessons, activities and quizzes as well as improve									
			pronunciation with fun, interactive speaking tools.									
			Syracuse Language									
	Tell Me More		2-CD-ROM – It's a major breakthrough in language								Х	Х
			learning. It combines the most advanced, state-of-the									
			art, interactive speech recognition technology with a proven comprehensive language study method. It									
			delivers results. Hundreds of hours of language practice,									
			plus thousands of compelling exercises and entertaining									
			activities, making learning French more fun and easier									
			than one ever thought possible.									
			Auralog Inc.									

Type	Title	ISBN#	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
	French Bit by Bit		Multi-media CD-Rom - asking questions/n'est-ce pas, partitive article, time & the clock, numbers ,negatives, adjectives, requests & commands, "re" verbs, food, the body Tralco - \$19.99 (1-888-487-2526) School License - \$199.99							X	X	X
Cassettes & CDs	Arthur's Reading Race		CD Interactive Animated Story from Living Books	X	X	Х						
	Bi-lingual Songs Volume 1		Scholar's Choice • Alphabet • Nos. 1 – 10 • Days of the week • Months of the year • Weather & seasons • Colours, food, animals at the zoo • Parts of the body	X	X	X	X					
	Volume II		Hip songs in English & French that teach:				X	X	Х			
	Bonjour I'hiver		Cassette CD – C'est le temps CD – Chansons thématiques CD - Conjugons en français Présent, passé composé, futur & verbes irréguliers Entertaining songs in French – a compliment of "music only" accompaniment tracks can be used for karaoke – includes lyrics & activity book (Grades 7 & 8)	X	X	X	X					

Type	Title	ISBN#	Description / Components / Publisher	K		2	3	4	5	6	7	8
	Crêpe		CD (follow-up CD to Poutine)	Χ	Х	Х	Χ	Χ	Х	Х	X	Χ
	Suzette		Uncle Ron & Madame Jane, musicians, explain what the									
			French structures mean – includes songs like O									
			Canada. Great remedial tool for special needs/special									
			program students.									
	Des aires de		French education songs kit created by teacher Sara					Χ	Χ	Х		
	grammaire		Jordan. Includes CD & lyrics book with suggested									
			activities.									
	Paul et	1-894931-009	Savoie, Denis (illus.) et Tougas, Janine. (Collection Le		X	X	Х	X	X	X		
	Suzanne:		petit monde de Paul et Suzanne).									
	Séries 1 à 4		Saint-Adolphe: Apprentissage Illimité Inc., 2000									
			Cassette or CD									
			accompany the booklets of the recommended series Paul	<u> ≥t S</u>								
	Séries 1: Le	1-894931-00-9	5 cassettes = 10 stories		X	X	X	X	X	X		
	lecteur en											
	éveil: Thème 1		1 CD – 10 stories		<u> </u>							
	Thème 2	1-894931-01-7	5 cassettes – 10 stories		X	X	X	X	X	X		
		1-80/031-13-0	1 CD – 10 stories	,								
	Thème 3	1-894931-02-	5 cassettes – 10 stories		Х	V	Y	Y	X	V	\dashv	_
	Theme 3	05	3 casselles – To stories		^	^	^	^	^	^		
		03										
		1-894931-14-9	1 CD = 10 stories									
	Série 2: Le		5 cassettes – 10 stories		X	Х	Х	Χ	Χ	Х	\dashv	
	lecteur en		0 0000000				``		, ,			
	emergence:	1-894931-15-7	1 CD – 10 stories									
	Niveau 1											
	Niveau 2	1-894931-04-1	5 cassettes – 10 stories		Х	Х	Х	Χ	Χ	Χ		
		1-894931-16-5	1 CD – 10 stories							_		
	Niveau 3	1-894931-05-X	5 cassettes – 10 stories		Χ	X	Х	X	X	X		
		1 904021 17 2	1 CD 10 storios									
		1-094931-17-3	1 CD – 10 stories	<u> </u>	Щ.	<u> </u>						

Type	Title	ISBN#	Description / Components / Publisher	K	1		3	4	5	6	7	8
	Série 3: Le lecteur	1-894931-06-8	5 cassettes – 10 stories		X	X	X	X	X	X		
	débutant: Niveau 1	1-894931-18-1	1 CD – 10 stories									
	Niveau 2	1-894931-07-6	5 cassettes – 10 stories		X	X	Χ	X	Χ	X		
		1-894931-19-X	1 CD – 10 stories									
	Niveau 3	1-894931-08-4	5 cassettes – 10 stories		X	Χ	Χ	Χ	X	X		
			1 CD – 10 stories									
	Série 4: Le	1-894931-09-2	5 cassettes – 10 stories		Х	X	X	X	X	X		
	lecteur en											
	développeme	1-894931-21-1	1 CD – 10 stories									
	nt: Niveau 1 Niveau 2	1-894931-10-6	5 cassettes – 10 stories		Х	~	V	~	Χ	V	\dashv	
	Miveau 2	1-094931-10-0	5 Casselles – TO Stories		^	^	^	^	^	^		
		1-894931-22-X	1 CD – 10 stories									
	Niveau 3	1-894931-11-4	5 cassettes – 10 stories		Х	Χ	Χ	Χ	X	Χ		
		1-894931-23-8	1 CD – 10 stories									
	Voyage		Learning Co. CD									
	Interactif au		www.learningco.com/fr									
	Pays de la											
F'1 0	Lecture	0.0000.070	A National Eller Doord of Consider while the second		\vdash			V	V	V	-	
Films &	Le Chandail	C 0280 079	A National Film Board of Canada video which supports					Χ	X	Χ		
Videos*	(The Sweater)	(film) 0-88776-176-3	the popular Roch Carrier book by the same name. An error in the ordering of a hockey sweater causes grief to									
	JWeater)	(bk.)	a serious hockey student. 10 mins. 21 seconds									
	Ma Maison	20722 07-10	Take a tour of four very different homes in four very		1			Χ	Χ	X	\dashv	
			different parts of the world: Ivory Coast, Quebec, India,						1			
			and Haiti. (7 mins. each) (ACCESS: The Education Station, AB)									

Type	Title	ISBN#	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
	Ma Maison	20722 01-03	Take a tour of three different homes in Belgium, Japan,									
			and Libya. (7 mins. each) ACCESS: The Education									
			Station, AB)									
	Ma Maison	20722 04-06	Three different houses in three different countries					X	X	X		
			(Thailand, Israel, France) – 7 min. each. Available from									
			ACCESS: The Education Station (AB)									
	Bon appetite,	20719 01-02	Join two different children in two different areas of the					X	X	X		
	les enfants		world (Morocco and Louisiana, USA) for a meal. 13									
			mins. each. (ACCESS: The Education Station, AB)									
	Bon appétit,	20719 05-06	Join Joe of Libya and Raphael in France for a family									
	les enfants		meal. (13 mins. each) (ACCESS: The Education Station,									
			AB)									
	Bon appétit,	20710 03-04	Tasty - but very different - meals await Cheik of									
	les enfants		Senegal and Leonie of Switzerland. Join them to									
			discover the difference. (13 mins. each) (ACCESS: The									
			Education Station, AB)									
	Mission		Tralco-Lingo Fun www.tralco.com							Х	Х	
	Possible		Go on-line for sample video clips									
			Volumes 1 – 6									
			Thematic – 1 –Food 4 -Hobbies									
			2 –School 5 -Sports									
			3 –Clothing 6 -Transportation									
	Carnaval de	1-55409-090-3	This resource provides a supplementary resource for							X	Х	Χ
	Québec		cultural learning of 'Le Carnaval de Québec'. The DVD									
			and activity sheets (copy masters) include pre-viewing,									
			viewing and post-viewing activties.									
			Hamilton:									
			Tralco Educational Services (TES), 1999.									
	Le	F-332	Collection: Les jours de fête et les évènements spéciaux).									
	Coquelicot		4 filmstrips, 12-15 minutes. Scarborough: Ethos Ltd.,									
			1987, ETH									
	Creuse-là		Glover, Anne (Hornby Island): La Chèvre Entreprises,									
			1991. 30 minutes, CHV									

Туре	Title	ISBN#	Description / Components / Publisher	K	1	2	3	4	5	6 7	7 8
	French Folk		Gessler (Toronto): School Services of Canada, 1989.								
	Dancing		2 videocassettes VHS, 35 min., SSC								
	Les Lutins de	F-327	Mansour, Robert, B. Collection Les jours de fête et les								
	Noël		évènements spéciaux). 4 filmstrips, 12-15 min.								
			Scarborough: Ethos Ltd., 1987								
	Noël, Une	F-328	Mansour, Robert, B. Collection Les jours de fête et les								
	fête de		évènements spéciaux). 4 filmstrips, 12-15 min.								
	famille		Scarborough: Ethos Ltd., 1987								
	Nos danses		Direction des ressources éducatives françaises.								
	folkloriques		Manitoba : Le Lien – 1 videocassette, LLN. – coul. – prêt								
	et celles		seulement.								
	des autres										
Cultural			Le carnaval de Québec	Х	Х	X	Х	Х	X	X	<
Elements			Histoire de la Saint Jean-Baptiste								
			La fête nationale de Québec								
			La fête nationale de la France								
Books	Paul et	0-9684278-1-2	This collection of 120 little books is organized in four		Х	Х	Х	Х	Χ	X	
	Suzanne:		series of 30 books each. The first series is not leveled								
	Série 1:		and is designed to be read to the students. The last								
	Le lecteur en		three series are designated according to three different								
	éveil:		levels of reading ability within each series beginning with								
	Thème 1:		two simple sentences per page to three to four simple								
	Les		sentences per page. Simple illustrations support the								
	dinosaures		vocabulary to assist with comprehension. The collection								
	uniosaures		offers poetic, narrative as well as informative texts and								
			introduces the reader to practical French vocabulary.								
			Saint-Asolphe: Apprentissage Illimité Inc. (AII), 2000.								
	Série 2: Le										
	lecteur en										
	émergence :										
	Niveaux 1 à 3										
	INIVEAUX I A 3										

Type	Title	ISBN#	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
	Série 3: Le lecteur débutant: Niveaux 1 à 3											
	Série 4: Le lecteur dévelop- pement: Niveaux 1 à 3											
	Le Tango des animaux	2-923163-01-X	This book and CD is a compilation of up-beat songs. Though the language is advanced for the recommended grade levels, the words are clear and sung at an appropriate speed and vocal range. The picture book complements the songs and the lyrics are printed at the end. The CD includes 12 songs plus PDF files with original lyrics, musical arrangements and English translations. Montréal: Folle avoine productions (MSE), 2003.		X	X	X	X				
	Collection Lectures Junior: Mon école: activitiés	0-88510-405-6						X	X	X	X	X
			Low Beginner (Grades 4-6): Mon école ISBN 0-88510-385-8 Mon anniversaire ISBN88510-387-4 Les animaux ISBN 0-88510-389-0 On joue! ISBN 0-88510-391-2 Beginner (Grades 5-6): Café Lorraine — Dialogues ISBN 0-88510-393-9 Super Sports — Dialogues ISBN 0-88510-395-9									

Туре	Title	ISBN#	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
			Low Intermediate (Grades 6-7): Fête d'hiver – Dialogues ISBN 0-88510-399-8 Le Progrès – Dialogues ISBN 0-88510-401-3 Sauvons la planète – Dialogues ISBN 0-88510-401-3									
	Ah, les adultes!	88-8148-814-0	This reader in a six-title reading series is organized in three levels of difficulty. Four teenage characters from various francophone countries are featured throughout the readers. With the various interactive activities found on the program Website at www.clic-ado.com , students could complete assignments at school or at home. This program also includes a teachers' guide, an audio CD and numerous games and projects. Titles include: Niveau élémentaire Ah, les adultes! ISBN 88-8148-814-0 Les copains d'abord ISBN 88-8148-813-0 Niveau pré-intermédiare Tous pour un! ISBN 88-536-0038-1 Un cadeau pour toi ISBN 88-8148-916-3 Niveau intermédiaire L'informateur ISBN 88-8148-816-7 Les gars sont tous pareils! ISBN 88-8148-817-5 Éditions ELI (RES), 2003.								X	X

Type	Title	ISBN#	Description / Components / Publisher	K	1	2		4			7	8
Kits	Rosetta Stone: Language Success: Level 1 Study Student Study Guide	1-8897298-1	The Rosetta Stone is a widely used language program and provides about 700 hours of French language instruction in two levels. Student Workbooks (with Answer Key) are also included. As well, the Student Management System allows teachers to record the progress of individual students in one class or many. Lesson plans can also be created to meet the needs of various students, The Rosetta Stone is also available in Classroom Editions for one or more computers, in Network versions and Online. A home school edition is also available. A free demo CD can be obtained from the publisher. The program is suitable for students from all language backgrounds. This resource is recommended as a supplementary independent study program in class or for home use for review and reinforcement. North Vancouver: Fairfield Language Technologies (FLT), 2002								X	X
	Rosetta Stone: Language Learning Success: Level 2 Study Study Guide	1-883972-81-7	North Vancouver: Fairfield Language Technologies (FLT), 2002					X	X	X	X	X
	À l'école	Nº 3951	Regina, Saskatchewan Education, Training and Employment, 1991. SBB									
	Coeur à coeur	Nº M 72145	Scarborough: Prentice-Hall Canada, inc. – Summary: Colour filmstrips (4); Cassettes (4); Flashcards (22); Activity Sheets (16); Guide. PRN.									
	Danses Métisses	Nº 3783	Regina, Saskatchewan Education, Training and Employment, 1991. – SSB.	Х	Х	Х	X	X	X	X	X	X

Type	Title	ISBN#	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
• •	Fête de la Sainte- Catherine (La)	0-7744-02231	Ulmann, R.; Scane, J. Toronto: OISE Press, 1981.									
Print	Un peu de tout: Volume 1	1-55409-047-04	This resource package includes reproducible activities on a variety of topics. Some activities are to be completed with Website links provided. This material could be used as a supplement for reinforcement at a variety of grade and ability levels. Note: Some activities in Volume 1 and 2 appear to be the same or very similar. Hamilton: Tralco Educational Services (TES), 2003. 88p.					X	X	X	X	X
	Un peu de tout: Volume 2	1-5509-048-2	This resource package includes reproducible activities on a variety of topics. Some activities are to be completed with Website links provided. This material could be used as a supplement for reinforcement at a variety of grade and ability levels. Note: Some activities in Volume 1 and 2 appear to be the same or very similar. Hamilton: Tralco Educational Services (TES), 2003. 88p.					X	X	X	X	X
	Book of Stuff: Volume 1	TR03861	This supplementary resource is filled with activities to help develop and reinforce vocabulary and linguistic structures. Reproducible activity sheets for students are provided. Hamilton: Tralco Educational Services (TES), 2003.				X	X	X	X	×	(X

Type	Title	ISBN#	Description / Components / Publisher	K	1	2	3	4	5	6	7	8
Teacher's Use	Difficultés expliquées du français for English Speakers: Niveau avancé	209-033701-X	This reference resource was intentionally written for English- speakers learning French. It gives clear explanations to help correct common errors. The numerous practice exercises allow for intensive review of vocabulary and linguistic structures. Good teacher resource. Clé International (DDI), 2004.		X	X	X	X	X	X	X	X
	Difficultés expliquées du français for English Speakers : Niveau avancé: (Corrigés)	209-033844-X			X	X	X	X	X	X	X	X
Guide	Collection Galaxie: French Readers	0-7747-1824-2 0-7747-1825-02 0-7747-1826-9	This collection of leveled readers contains stories written in clear, simple French. A French-English lexicon is provided at the end of each reader. The teacher's guide, written in English, gives suggestions for prereading, reading and post-reading activities. It also includes reproducible pages with answers to accompany each reader. Level I Teacher's Guide and 12 Readers Level 2 Teacher's Guide and 12 Readers Level 3 Teacher's Guide and 10 Readers Heinemann Educational (NEL), 2004. (\$104.96)		X	X	X	X	X	X		
Magazines	Coulicou		St-Lambert: Les éditions Héritage inc. PER									

Websites

URL	Description		1		3	4	5	6	7	8
www.tralco.com	Catalogue – foreign languages		Χ	Χ	Χ	Χ	Χ	Χ	Х	X
www.pearson.ca	Catalogue – section for foreign languages						Χ	Χ	Χ	X
www.scholarschoice.ca	Catalogue – section for foreign languages						Χ	Χ	Χ	Χ
	(posters, stickers, buttons, key chains etc.)									
www.posterpals.com	Catalogue – posters, key chains, stickers etc.						Χ	Χ		Χ
http://french.typeit.org	Accents used in typing French		Χ	Χ	Χ	Χ	Χ	Χ	Χ	Χ
www.estudent.ca	French grammar resources		Х	Χ	Χ	Χ	Χ	Χ	Χ	Χ
www.nadtdec.org/itcworkshop	Integrating technology into the Curriculum workshop		X	Χ	Χ	Χ	Χ	X	X	X
www.readingatoz.com	Easy level reading of printable books.	X	X	X	Χ	Χ	Χ			_
www.cpf.ca	Canadian Parents for French website with	Х	Χ	Χ	Χ	Χ	Χ	Χ	Х	X
	many links									
www.chansonduequebec.com	Reference site of Francophone music					Χ	Χ	Χ	Χ	X
www.utm.edu/department/french/french.html	Tennessee Bob's links to a variety of French	X	Χ	Χ	Χ	Χ	Χ	Χ	Χ	X
	Websites									
www.sosdevoirs.org	Help to complete homework – Gr. 1-12		X	Χ	Χ	Χ	Χ	Χ	Х	X
www.readinga-z.com	Lots of downloadable leveled readers – (fee)	X	Χ	Χ	Χ	Χ	Χ			
http://www.tfo.org/	French TV Ontario – many programmes				Χ	Χ	Χ	X	X	X
	available for older levels									
http://www.tfo.org/	Primary/Junior/Interm. Info on Book Clubs.	X	X	X	Χ	Χ	Χ	X	X	X
	Access to many other French links									
http://www.francophonie.	French dictionary				Х	X	X	Χ	X	X
hachette-livre.fr/contenu.html										
http://www.otffeo.on.ca	Resources to support the French language					Χ	Χ			Χ
www.ont.ca/jeunesse	Games on the National Film Board site					Χ	Χ		Χ	Χ
www.enchantedlearning	A picture dictionary, information quizzes, etc.				Χ	Χ	Χ	Χ	Χ	Χ
http://fslactivities.sd61.bc.ca	French activities and resources for learners and teachers			Χ	Χ	Χ	Χ	Х	X	Х
www.bonjourdefrance.com	A comprehensive site for French	X	Χ	Х	Χ	Χ	Χ	Χ	Χ	X
www.carnaval.qc.ca	Official site of the Quebec Winter Carnival					Χ	Χ	X	Χ	X

URL	Description		1	2	3	4	5	6	7	8
www.lescale.net/fetes.htm	Noël, la fin des classes, etc.					Χ	Х	Х	Х	Χ
www.quia.com/dir/french	Quia users have created activities in the topics of <i>vocabulaire</i> , <i>verbes</i> , <i>saisons</i> , etc.					Χ	Х	Х	X	Х
www.languageguide.org/francais		Χ	Х	Χ	Χ	Χ	Х	Х	Χ	Х
www.aimlanguagelearning.com	Resources for use with the gestures approach					Χ	Х	Х	Χ	Х
www.cortland.edu/french/civ/fetes/fetes.htm	Festivals and traditions					Χ	Х	Х	Х	Х
www.onterm.gov.on.ca	Ontario government bilingual terminology website							X	X	Х
www.scholastic.ca/editions	Information on book clubs. Access to other French links	Х	Х	X	Χ	Χ	Х	Х	Х	X

Index des maisons d'éditions et de distribution

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Clavier Français

If you are in English mode and you want to write French characters, you need to press Alt + Shift to get into a French mode. The mode will appear at the bottom right hand side of your screen as 'Fr". You may also click on "En" and select the French mode in lieu of using Alt + Shift to get the French mode. Here is how you may use the French «clavier».

Accent Aigu {é}: Press a forward slash (/)

Accent Grave {è}: Press the second key right of the letter "L". To place

the Accent Grave on the letter "ù" you will need to press on "ctrl" + "~" key located at the upper left hand

corner of your key board.

{à}: Press the third key from the letter "P".

Accent Circonflexe {ê}: Press the key right of the letter "P" plus the letter.

La Cédille {ç}: Press the second key right of the letter "P" plus the

letter.

Le Tréma {ë}: Press shift plus the second key right of "P" plus the

letter.

L'apostrophe { ' }: Press shift + comma (first key right of "M").

The question mark {?} Press shift = 6 above the letter "T" and "Y".

Guilmet {»}: Shift and ">" or

Press "Alt" = 175 on the number key pad

Or shift + period.

Or

To go to French keyboard

Start

Settings

Go to Control Panel
Go to Language (click)

Regional or Language Options

Language Details Add

French Canada

Click OK

Language Box (check)

Click Apply

http://french.typeit.org/

http://www.french.uiuc.edu/Courses/100Level/TypingAccents.htm

Average PC*		
é	(e accent aigu)	control +', the e by itself
à	(a accent grave)	control + `, the a
è	(e accent grave)	control + `, the e
ô	(o accent circonflexe)	control + shift + 6, the o
â	(a accent circonflexe)	control + shift + 6, the a
Î	(i accent circonflexe)	control + shift + 6, the i
Ï	(i tréma)	control + colan (:), then i
ë	(e tréma)	control + colan (:), then e
Ç	(c cedille)	control = comma (,) , then c

^{*} These are the guidelines for use with Microsoft word that accompanies MS Windows 95 and MS Office 97. Guidelines are similar for Windows 98 and Windows 2000.

Macintosh Computers									
é	(e accent aigu)	option + e, then e by itself							
à	(a accent grave)	option + `, then a							
è	(e accent grave)	option + `, then e							
Ô	(o accent circonflexe)	option + 1, then o							
â	(a accent circonflexe)	option + i, then a							
Î	(i accent circonflexe)	option + i, then i by itself							
Ϊ	(i tréma)	option + u, then i							
ë	(e tréma)	option + u, then e							
Ç	(c cédille)	option + c							

Bibliography

Alberta Education <u>www.education.gov.ab.ca/french/m_12/information/french.asp</u>

British Columbia Education www.bced.gov.bc.ca/irp/cfrench512/lls.htm

Manitoba Education www.edu.gov.mb.ca/ks4/docs/support/b french/index.html

New Brunswick Education www.gnb.ca/0000/publications/curric/frenchsec.asp

Nova Scotia Education Orientation Document for Atlantic Canada Core French Curriculum

Ontario Ministry of Education http://www.edu.gov.on.ca/eng/document/curricul/fsl/fslcore.html

P.E.I Ministry of Education French Language Material, January 2003

Saskatchewan Education www.asasked.gov.sk.ca/docs/francais/frcore/elem/progetud/index.html

POT-POURRI I– ACTIVITY LINE MASTERS

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- 2. L'automne / Couleurs (Fall / Colours) pp.13-16; 19-20; 25.
- 3. L'Action de grâces (Thanksgiving) p. 23.
- 4. Le jour du souvenir / le 11 novembre / Le jour du souvenir (Remembrance Day) p.24
- 5. Noël / Jour de l'An (Christmas / New Year) pp. 38-47.
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- 8. Le printemps (Spring) pp. 63-70.
- 9. La Fête des mères (Mothers' Day) pp.73-74.
- 10. La Fête des pères (Fathers's Day) pp. 75-76.
- 11. Sports (Sports) pp. 78-90.
- 12. L'été (Summer) pp. 91-100.

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- 8. Au zoo (Zoo) pp. 97-109.

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- 3. Le voyage (Travel) pp. 29-41.
- 4. La maison (House) pp. 43-55.
- 5. Les professions et les décisions (Professions and Choices) pp. 57-70.
- 6. La nature (Nature) pp. 71-83.
- 7. Les loisirs et les passe-temps (Leisure and Hobbies) pp. 85-97.
- 8. Média (Media) pp. 99-110.