



French Curriculum Plan 2019

Our Belief: Every student, every classroom, every day

We develop fine, caring and principled citizens who are literate, numerate and curious. Our students acquire useful and important bodies of knowledge and a broad repertoire of learning strategies and assets that will serve them throughout their lives.

LITERATE, NUMERATE & CURIOUS

HIGH EXPECTATIONS & AUTHENTIC RELATIONSHIPS

COMMUNICATION, COLLABORATION, COURAGEOUS, INQUIRERS, THINKERS, SELF-MANAGERS

YEAR 6 – French (Banded over years 5 and 6)

		Semester 1		Semester 2	
		What is school life?	What is change?	What do my interests say about me?	What is character?
ACHIEVEMENT STANDARD (AC)	<p>By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (For example, Est-ce que je peux ... ? Tu peux..... ?), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as tu forms with friends and family members, and vous for teachers and other adults or when more than one person is involved. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as et, mais, parce que, plus tard, maintenant), positive and negative statements (such as j'ai trois amis, je n'ai plus d'amis), and adverbs such as très, aussi, beaucoup, un peu and lentement. They recognise and use with support verb forms such as le futur proche (je vais + l'infinif) and le passé composé (j'ai + regular forms of past participle) as set phrases. They identify l'imparfait when reading (for example, c'était, il était). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as avant, après, devant, derrière).</p> <p>Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (for example, préparer, préparation; le marché, le supermarché, l'hypermarché). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (such as la vie scolaire, la famille, les courses, les loisirs, la cuisine). They explain to others French terms and expressions that reflect cultural practices (for example, bon appétit, bonne fête). They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.</p>				
	FRENCH	<p>In this unit, students use language to explore the concept of school life in the target country and make connections with their own school experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> * engage with a range of texts about the school experience in French-speaking countries * create connected texts to describe their school experiences including routines, timetables, lunches and eating practices * use a range of language to discuss their school experiences * participate in an intercultural experience to notice, compare and reflect on language and culture 	<p>In this unit, students explore the concept of change and the experiences of youth in French-speaking countries and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> * use a range of expressive language to discuss different types of transitions including moving house, school and country * engage with a range of imaginative and informative texts describing the emotional experience of dealing with change such as establishing oneself in a new place, or encountering a new situation * create a children's storybook in which a character experiences transition from a familiar to an unfamiliar situation * reflect on own experiences of change 	<p>In this unit, students will explore the concepts of group identity and belonging through their own individual interests.</p> <p>Students will:</p> <ul style="list-style-type: none"> * discuss leisure activities and interests * analyse texts about interests in French-speaking countries * create bilingual texts about interests * reflect on how interests relate to personal and group identity 	<p>In this unit, students use language to discuss characteristics of people they admire and action heroes.</p> <p>Students will:</p> <ul style="list-style-type: none"> * engage with a range of spoken and written imaginative texts about the representation of character * reinterpret or create alternative versions of action heroes using different modes or contexts * design an action hero who exemplifies his or her personal qualities * participate in intercultural experience to notice, compare and reflect on language and culture
ASSESSMENT	<p>Assessment: To identify key points and supporting details when reading, translate a simple text and make comparisons between French and own language.</p> <p>Part A: Read a text about a French student's school life. Identify key points and supporting details. Translate a timetable into English.</p> <p>Part B: Make connections between a French student's school routine and your own.</p>	<p>Assessment: To create a connected text and analyse differences in text types.</p> <p>Part A: Create a children's storybook about a character that experiences change.</p> <p>Part B: Analyse text types, explaining differences in language features and text structures.</p>	<p>Assessment: To exchange personal ideas, experiences and feelings, to identify key points and supporting details when reading and listening, and to make comparisons between French and their own language.</p> <p>Part A: Use French to discuss your interests. (20 seconds to 1 minute per student)</p> <p>Part B: Identify key points and supporting details in a conversation between two students.</p> <p>Part C: Reflect on the use of borrowed words in French and English.</p>	<p>Assessment: To create a description of a hero based on your self-identity and reflect on own cultural identity.</p> <p>Part A: Create an action hero based on your self-identity. Write a description in French. (30–80 words)</p> <p>Part B: Reflect on your action hero, explaining how your self-identity influenced your choices of attributes, qualities, and powers.</p>	

YEAR 5 – French (Banded over years 5 and 6)

		Semester 1		Semester 2	
		What is family?	What's in a name?	What are personal spaces?	How do we play?
ACHIEVEMENT STANDARD (AC)	<p>By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (For example, Est-ce que je peux ... ? Tu peux..... ?), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as tu forms with friends and family members, and vous for teachers and other adults or when more than one person is involved. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as et, mais, parce que, plus tard, maintenant), positive and negative statements (such as j'ai trois amis, je n'ai plus d'amis), and adverbs such as très, aussi, beaucoup, un peu and lentement. They recognise and use with support verb forms such as le futur proche (je vais + l'infinitif) and le passé composé (j'ai + regular forms of past participle) as set phrases. They identify l'imparfait when reading (for example, c'était, il était). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as avant, après, devant, derrière).</p> <p>Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (for example, préparer, préparation; le marché, le supermarché, l'hypermarché). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (such as la vie scolaire, la famille, les courses, les loisirs, la cuisine). They explain to others French terms and expressions that reflect cultural practices (for example, bon appétit, bonne fête). They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.</p>				
	FRENCH	<p>In this unit, students explore the concept of family in French-speaking countries as well as their own.</p> <p>Students will:</p> <ul style="list-style-type: none"> * discuss families and family activities that they participate in * gather and compare information about families in French-speaking countries and Australia * create a presentation about family through a photo-calendar page * reflect on the differences between written and spoken words in French 	<p>In this unit, students explore the concept of change and the experiences of youth in French-speaking countries and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> * use a range of expressive language to discuss different types of transitions including moving house, school and country * engage with a range of imaginative and informative texts describing the emotional experience of dealing with change such as establishing oneself in a new place, or encountering a new situation * create a children's storybook in which a character experiences transition from a familiar to an unfamiliar situation * reflect on own experiences of change 	<p>In this unit, students will explore the concept of personal spaces, within their home environment and the target country.</p> <p>Students will:</p> <ul style="list-style-type: none"> * engage with language in texts about different places in which children feel comfortable * listen to people talk about their favourite places * create texts about personal spaces * participate in intercultural experiences to notice, compare and reflect on language and culture 	<p>In this unit, students will explore the concept of play and its universality across cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> * discuss group play in France and around the world * play games from French-speaking countries using the language of game play * translate game rules * reflect on the universality of play
	ASSESSMENT	<p>Assessment: To create connected texts using structured models and identify differences between spoken and written forms of French.</p> <p>Part A – Prepare and present a page of a family photo-calendar in French.</p> <p>Part B – Reflect on differences between spoken and written French.</p>	<p>Assessment: To listen to, view a text in French, and respond to questions. To write a text in French.</p> <p>Part A – Listen to a conversation in French. Identify key points and supporting details. Answer questions in English.</p> <p>Part B – Write in French a personal profile that could be used for a school online learning program.</p>	<p>Assessment: To create a connected text and explain French terms that reflect cultural practices.</p> <p>Part A – Create a page for a class book called 'Our favourite personal spaces'. Include a picture (labelled in French and English) and a description of your favourite personal space in French. (30–80 words).</p> <p>Part B – Explain French terms that reflect cultural practices.</p>	<p>Assessment: To participate in classroom interactions, translate and interpret short texts and identify relationships between parts of words.</p> <p>Part A – Use French to discuss and participate in games. (To be assessed throughout the unit.)</p> <p>Part B – Translate an Australian game into French for French children to learn to play.</p> <p>Part C – Identify relationships between parts of words and stems of words.</p>

YEAR 4 – French (Banded over years 3 and 4) exposed to French once a week.

		Semester 1	Semester 2
		A day in a French school	On holiday
ACHIEVEMENT STANDARD (AC)	<p>By the end of Year 4, students interact with teachers and each other through classroom routines, action-related talk and play. They exchange greetings and wishes, respond to familiar instructions and to questions such as Qu'est-ce que c'est? and Qu'est-ce que tu fais? They share simple ideas and information, express positive and negative feelings (for example, Je suis très contente; Je n'aime pas la pluie) and ask for help, clarification and permission. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and present + infinitive form about self, family and interests (for example, Je suis australien et italien; J'habite à Brisbane; Je vais partir demain). They approximate the sounds, rhythms and pitch of spoken French. They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions such as et and mais, and prepositions such as sous, sur and devant. They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (for example, une petite maison, les grands chiens).</p> <p>Students know that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (for example, it has the same alphabet and basic sentence structure and many shared words) and different in other ways (such as in the use of titles, gestures, some new sounds such as r and u and gender forms). They know that languages change over time and influence each other. They identify French words used in English (such as menu, mousse) and English words used in French (such as le weekend, stop!). They demonstrate understanding of the fact that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types). They explain how French has its own rules for pronunciation, non-verbal communication and grammar. They use terms such as verb, adjective and gender for talking about language and learning. Students identify ways in which languages are connected with cultures, and how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language.</p>		
FRENCH	<p>In this unit, students use language to explore the concept of school life in French-speaking countries and make connections with own school experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> * engage with a range of texts about school experiences in French-speaking countries * use a range of language to discuss school experiences * analyse and understand the systems of language relating to French sentence structure * participate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences 	<p>In this unit, students explore different holiday experiences in French-speaking countries and make connections with their own experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> * engage with a range of texts about different family holiday experiences in French-speaking countries * use a range of language to describe various places in French-speaking countries * explore the geography of French-speaking countries in comparison to Australia * participate in intercultural experiences to reflect on language and culture related to holidays and spending time with family 	
ASSESSMENT	<p>Assessment: Collection of work: speaking, reading, writing</p> <p>Part A: Use classroom language in role-plays (assessed in class with your teacher).</p> <p>Part B: Read a photo diary and answer questions.</p> <p>Part C: Write captions.</p>	<p>Assessment: Collection of work: speaking, reflecting</p> <p>Part A: Present information about a holiday experience.</p> <p>Part B: Reflect on French pronunciation.</p>	
YEAR 3 – French (Banded over years 3 and 4) two year 3 classes will be exposed to French per semester, no achievement mark; a statement will be placed on the report card.			
		Semester 1	Semester 2

	My place, your place	My place, your place
ACHIEVEMENT STANDARD (AC)	<p>By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (For example, Est-ce que je peux ... ? Tu peux..... ?), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as tu forms with friends and family members, and vous for teachers and other adults or when more than one person is involved. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as et, mais, parce que, plus tard, maintenant), positive and negative statements (such as j'ai trois amis, je n'ai plus d'amis), and adverbs such as très, aussi, beaucoup, un peu and lentement. They recognise and use with support verb forms such as le futur proche (je vais + l'infinif) and le passé composé (j'ai + regular forms of past participle) as set phrases. They identify l'imparfait when reading (for example, c'était, il était). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as avant, après, devant, derrière).</p> <p>Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (for example, préparer, préparation; le marché, le supermarché, l'hypermarché). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (such as la vie scolaire, la famille, les courses, les loisirs, la cuisine). They explain to others French terms and expressions that reflect cultural practices (for example, bon appétit, bonne fête). They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.</p>	
FRENCH	<p>In this unit, students use language to explore homes in French-speaking countries and make connections with homes in their own community.</p> <p>Students will:</p> <ul style="list-style-type: none"> * share information about aspects of their personal spaces (such as their bedrooms) * engage with a range of texts about homes in French-speaking countries * use a range of language to discuss and describe aspects of housing * analyse and understand the systems of language relating to French pronunciation and sentence structure * participate in intercultural experiences to notice, compare and reflect on language and culture associated with French homes 	<p>In this unit, students use language to explore homes in French-speaking countries and make connections with homes in their own community.</p> <p>Students will:</p> <ul style="list-style-type: none"> * share information about aspects of their personal spaces (such as their bedrooms) * engage with a range of texts about homes in French-speaking countries * use a range of language to discuss and describe aspects of housing * analyse and understand the systems of language relating to French pronunciation and sentence structure * participate in intercultural experiences to notice, compare and reflect on language and culture associated with French homes
ASSESSMENT	<p>Assessment: Not formally assessed Collection of work Part A: Describe your bedroom to your class.</p>	<p>Assessment: Not formally assessed Collection of work Part A: Describe your bedroom to your class.</p>