

What is it that we want our students to know, understand, do and communicate KUDCO?

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Year Level: Prep	Semester: One	Subject: French	Team Member: Olivia Latrache & Caitlin Green		
Essential Learnings	Example –Rigor	Prior Skills Needed	Common Assessments	When taught?	Extension Skills
What is the essential learning? Describe in student friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	What assessment/s will be used to measure student mastery?	When will this essential learning be taught?	What will we do when students have already learned this essential learning?
<p>I can copy French pronunciation (5)</p> <p>Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions (VCFRC002)</p>	<p>I can listen carefully to new sounds and words.</p> <p><i>Students can hear differences between sounds.</i></p>	<p>The 5 L's of Listening.</p>	<p>Anecdotal markbook</p> <p>Classroom observation</p> <p>Videos</p>	<p>Term 1 Wk 2-5</p>	<p>I can repeat new words using accurate pronunciation</p>
	<p>I have a go at saying new sounds and words.</p> <p><i>Students join in on songs and games in French and 'have a go' at all classroom activities.</i></p>	<p>Ability to imitate.</p> <p>Willingness to speak as part of a group (choral and repeat)</p>	<p>Anecdotal markbook</p> <p>Classroom observation</p> <p>Videos</p>	<p>Term 1 Wk 4-5</p>	<p>I can think of other words I would like to learn</p>
<p>Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, and giving and following instructions (VCFR003)</p>					

	<p>I remember words that I have heard and said before.</p> <p><i>Students can respond to simple instructions given in French in a game of Simon Says.</i></p>	<p>Ability to recall and practice past learning</p>	<p>Anecdotal markbook</p> <p>Classroom observation</p> <p>Videos</p>	<p>Term 1 Wk 6-8</p>	<p>I can peer mentor someone who needs help</p>
<p>I can use many clues to find out the meaning of a text (4)</p> <p>Identify key points of information in simple texts (VCFR0004)</p> <p>Engage with a range of imaginative texts through action, dance, drawing and other forms of expression (VCFR006)</p>	<p>I can show my understanding of a visual text by drawing about it</p> <p><i>Students watch a French cartoon and draw about an event in the story.</i></p>			<p>Term 2 Wk 1-2</p>	
	<p>I can recognise the names of farm animals</p> <p><i>Students read stories and play games to practice saying farm animals</i></p>			<p>Term 2 Wk 3-4</p>	

	<p>I can identify an important event in a written text</p> <p><i>Students read a story and show their understanding by writing and drawing</i></p>			<p>Term 2 Wk 5-6</p>	
	<p>I can sequence pictures to retell a familiar story</p> <p><i>Students use pictures to retell a familiar story explored in French</i></p>			<p>Term 2 Wk 7-8</p>	
	<p>I can sequence pictures to retell a new story</p> <p><i>Students use pictures to retell an unfamiliar story in French</i></p>			<p>Term 2 Wk 9-11</p>	

What is it that we want our students to know, understand, do and communicate KUDCO?			
Year Level: One/Two	Semester: One	Subject: French	Team Member: Olivia Latrache & Caitlin Green

Essential Learnings What is the essential learning? Describe in student friendly vocabulary.	Example –Rigor What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
<p>I choose the right words in French depending on the situation and the person I am talking to (13).</p> <p>Understand that French speakers use language differently in different situations, such as in playground games, at home with the family or in the classroom (VCFRU01 5)</p>	<p>I can choose the correct language register for common greetings.</p> <p><i>When given a choice and situation, students select the appropriate language to say hello and ask 'how are you?'</i></p>	<p>Common French greetings.</p>	<p>Students cut out phrases and glue them under the correct image.</p>	<p>Term 1</p>	<p>Responding to how are you, using appropriate language register.</p>
<p>I know that some words look similar in French and English, but are said differently (12).</p> <p>Understand that all languages continuously change through contact with each other and through changes in society</p>	<p>I can read words that are similar in French and in English using appropriate pronunciation.</p> <p><i>When identifying objects in French, I name them using the correct pronunciation, even though the words are the same in both languages.</i></p>	<p>Understand that decoding in French and in English is different.</p>	<p>When reading a text, students will recognise familiar words and pronounce them accurately.</p>	<p>Term 2</p>	<p>Predict the pronunciation of other objects, based on language patterns (e.g iPhone, iPod, iPad)</p>

(VCFRU016)					
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What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Three/Four	Semester: One	Subject: French	Team Member: Olivia Latrache & Caitlin Green		
Essential Learnings	Example –Rigor	Prior Skills Needed	Common Assessments	When taught?	Extension Skills
<p>What is the essential learning? Describe in student friendly vocabulary.</p>	<p>What does proficient student work look like? Provide an example and/or description.</p>	<p>What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?</p>	<p>What assessment/s will be used to measure student mastery?</p>	<p>When will this essential learning be taught?</p>	<p>What will we do when students have already learned this essential learning?</p>
<p>I can use body language to interpret French vocabulary. (4)</p> <p>I can explain and apply grammar in French (gender, number) (15,9)</p> <p>Notice and apply elements of French grammar such as word order, gender and singular/plural forms, adverbs, pronouns and prepositions in simple</p>	<p>I infer new vocabulary, based on teacher body language. <i>I can read the teacher's body language to make sense of classroom instructions.</i></p> <p>I can describe myself and others using the correct adjective depending on gender and/or number. <i>When describing myself and others, I can choose the correct adjectives and explain my choice.</i></p>	<p>Adjectives</p> <p>Gender</p>	<p>Students will create a text (written or spoken) to describe themselves and someone of the opposite gender, paying particular attention to French adjectives.</p>	<p>Term 1</p>	<p>Students will apply the gender rule to objects.</p>

<p>spoken and written texts (VCFRU031)</p>					
<p>I can identify similarities and differences between French and English. (10, 14)</p> <p>I know that French is spoken around the world. (10)</p> <p>Notice differences between simple spoken, written and multimodal French texts used in familiar contexts, and compare with similar texts in English. (VCFRU032)</p> <p>Know that French is an important global language used by communities in many countries around the world and that it has connections with several other languages (VCFRU035)</p>	<p>I can explain the similarities and differences between text types in French and in English. <i>I can notice and apply French conventions when writing.</i></p>	<p>English conventions to compare text types</p>	<p>When writing a postcard from a French speaking country, students follow French conventions to write about their 'holiday' (Date, talking about the weather, opening and closing statement)</p>	<p>Term 2</p>	<p>Students will explore and analyse different text types.</p>

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Year Level: Five/Six	Semester: One	Subject: French	Team Member: Olivia Latrache & Caitlin Green		
Essential Learnings What is the essential learning? Describe in student friendly vocabulary. (2018: Based on level 3-4 Victorian Curriculum)	Example –Rigor What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
<p>I can use body language to interpret French vocabulary. (4)</p> <p>I can explain and apply grammar in French (gender, number) (15,9)</p>	<p>I infer new vocabulary, based on teacher body language. <i>I can read the teacher's body language to make sense of classroom instructions.</i></p> <p>I can describe myself and others using the correct adjective depending on gender and number. <i>When describing myself and others, I can choose the correct adjectives and explain my choice.</i></p>	<p>Adjectives</p> <p>Gender</p>	<p>Students will create a text (written or spoken) to describe themselves and someone of the opposite gender, paying particular attention to French adjectives.</p>	<p>Term 1</p>	<p>Students will apply the gender rule to objects.</p>
<p>I can identify similarities and differences between French and English. (10, 14)</p> <p>I know that French is spoken around the world. (10)</p>	<p>I can explain the similarities and differences between text types in French and in English. <i>I can notice and apply French conventions when writing.</i></p>	<p>English conventions to compare text types</p>	<p>When writing a postcard from a French speaking country, students follow French conventions to write about their 'holiday' (Date, talking about the weather, opening and closing statement)</p>	<p>Term 2</p>	<p>Students will explore and analyse different text types.</p>