

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

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Prep	Semester: One Two	Subject: French	Team Member: Olivia Latrache		
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?
I can copy French pronunciation (5) Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions (VCFRC002) Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, and giving and following	I can listen carefully to new sounds and words. <i>Students can hear differences between sounds.</i>	The 5 L's of Listening.	Anecdotal markbook Classroom observation Videos	Term 1 Wk 2-5	I can repeat new words using accurate pronunciation
	I have a go at saying new sounds and words. <i>Students join in on songs and games in French and 'have a go' at all classroom activities.</i>	Ability to imitate. Willingness to speak as part of a group (choral and repeat)	Anecdotal markbook Classroom observation Videos	Term 1 Wk 4-5	I can think of other words I would like to learn

instructions (VCFR003)	<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>	Ability to recall and practice past learning	<p>Anecdotal markbook</p> <p>Classroom observation</p> <p>Videos</p>	Term 1 Wk 6-8	I can peer mentor someone who needs help
<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>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>			Term 2 Wk 1-2	
Engage with a range of imaginative texts through action, dance, drawing and other forms of expression (VCFR0006)	<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>			Term 2 Wk 3-4	

	<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>	

<p>I can say hello, goodbye and respond to how are you?</p> <p>I can respond to simple questions in French (2)</p>	<p>I can explain how body language helps me understand French sayings such as 'oh la la', 'bof', 'ouf!'</p> <p><i>Students read stories in French and discuss the meaning of these sayings in the context of the story.</i></p>	<p>Observation skills</p>	<p>Anecdotal notes</p>	<p>Term 3 Wk 6-7</p>	
<p>Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words (VCFRC010)</p> <p>Translate simple French words, phrases and gestures for family and friends, noticing how they may have similar or different meanings in English or other known languages (VCFRC008)</p>	<p>I can respond independently to hello and how are you, in French, using a variety of responses.</p> <p><i>Students use the correct language register to say hello to a teacher or a friend.</i></p>	<p>Prior knowledge of greetings</p>	<p>Questioning</p>	<p>Term 3 Wk 8-9</p>	
<p>I can choose between options when responding to a question (3)</p> <p>Interact with each other and the teacher using simple language</p>	<p>I can respond to a question offering a choice, in French.</p> <p><i>When playing games, students answer in French when given a choice.</i></p>	<p>Active listening</p>	<p>Questioning through games</p>	<p>Term 4 Wk 7-8</p>	

and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self and family (VCFRC001)					
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Year Level: One/Two	Semester: One Two	Subject: French	Team Member: Olivia Latrache		
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?
I can interact with the teacher and my friends in French (1) Interact with each other and the	I can copy the way words are said in a new language <i>Students join in on songs, games and classroom activities such as choral reading.</i>	The 5 L's of Listening.	Anecdotal markbook	Term 1 Wk 1-3	I can predict the way a new word may be pronounced

<p>teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self and family (VCFRC001)</p> <p>Understand that French speakers use language differently in different situations, such as playground games, at home with the family or in the classroom (VCFRU015)</p>	<p>I can ask 'What is your name?' and respond in French</p> <p><i>Students ask 'Comment t'appelles-tu?' and respond either with their name or a full sentence.</i></p>	<p>Awareness of social conventions when meeting new people</p>	<p>Week 7-9 Role play</p>	<p>Term 1 Wk 4-5</p>	<p>I can recognise use third person pronouns (e.g. 'Comment s'appelle-t-elle?')</p>
	<p>I can introduce myself and my friends in French</p> <p><i>Using a mentor text, students act out a scene in French.</i></p>	<p>Ability to manipulate anchor texts</p> <p>Negotiating partner/group work</p>	<p>Week 7-9 Role play</p>	<p>Term 1 Wk 6-8</p>	<p>I can peer mentor someone who needs help</p>
<p>I can use modelled examples and formulaic language to convey factual information about myself (7)</p> <p>Identify key points of information in simple texts (VCFRC004)</p> <p>Convey factual</p>	<p>I can name body parts in French</p> <p><i>Students can understand and name some body parts in French.</i></p>			<p>Term 2</p>	
	<p>I can show my understanding of a text by drawing about it</p> <p><i>When the teacher reads a text with vocabulary relating to body parts, students show their understanding through drawing.</i></p>			<p>Term 2</p>	

information about self (VCFRC005)	I can make simple statements about body parts in French <i>Students can make simple statements about themselves or an imaginary character's body.</i>			Term 2	
I can identify key words in spoken texts (6) Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words (VCFRC010) Recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols (VCFRU012)	I can explain a story read in French. <i>Students retell in English a story that was read to them in French.</i>	Using clues to understand texts (prior knowledge, pictures, intonation...)	Students write in English the main idea of a text read to them in French	Term 3 Wk 2-3	
	I join in a story when identifying vocabulary that I know. <i>Students join in with the reader when they can predict French vocabulary in a story.</i>	Je suis (I am)	observation: students attempt to join in to finish known sentences in a story	Term 3 wk 4-6	
	I can explain similarities and differences when reading French and English letter blends, such as ch and and -ille. <i>When reading words, students recall appropriate pronunciation.</i>	Letters Letter blends in English	role play: students present a role play in group	Term 3 wk 5-10	

<p>I can write a simple text in French (8)</p> <p>Create simple print or digital texts that use both French and English, such as labels, word banks, wall charts or ID cards (VCFRC009)</p>	<p>I can label my family in French. <i>Students can label a family in French</i></p>	<p>label</p>	<p>Students label a family in French (e.g. the bears from Goldilocks)</p>	<p>Term 4 wk 5-6</p>	
<p>Describe themselves, the people they are close to and the ways they communicate, using simple statements and gestures (VCFRC011)</p> <p>Understand that language is organised as 'texts', which take different forms and use different structures and features to achieve their purposes (VCFRU014)</p>	<p>I can use a written list to create a paragraph about myself</p> <p><i>Students can make simple sentences: Je suis Alex. Le monde est grand mais je suis petit(e).</i></p>	<p><u>PEA</u> <u>Presentation</u></p> <p>Pronunciation Expression Accent</p> <p>Sentences vs words</p>	<p>Students prepare a list of family members and use it to orally describe their family.</p>	<p>T4 wk 7-8</p>	

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Year Level: Three/Four	Semester: One Two	Subject: French	Team Member: Olivia Latrache		
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 can interact with teachers and my friends in French (1)</p> <p>I can approximate the sounds, rhythms and pitch of spoken French (6)</p> <p>I can identify French words used in English and English words used in French (12)</p> <p>Participate in routine exchanges such as asking each other how they are, offering wishes and sharing</p>	<p>I can use my knowledge of other languages to make educated guesses about new French words</p> <p><i>Students make connections between French and the other languages that they know to infer meaning</i></p>	<p>Understanding of word structures (eg. prefixes and suffixes)</p>	<p>Week 7 Word match</p>	<p>Term 1 Week 1-2</p>	<p>I can think of words that I use in everyday life that have a French origin</p>
	<p>I can use global comprehension to make educated guesses about new French words</p> <p><i>Students use contextual clues to infer the general meaning of a story</i></p>			<p>Term 1 Week 3</p>	
	<p>I have a go at saying French words using correct pronunciation</p> <p><i>Students attempt to replicate French pronunciation for their beginning High Frequency Words</i></p>			<p>5 Ls of listening</p> <p>Syllables</p>	

<p>information about aspects of their personal worlds (VCFRC019)</p> <p>Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts (VCFRC023)</p>	<p>I use the words I have learned so far to make short sentences in French</p> <p><i>Students reconcile their knowledge of French and English grammar to create simple sentences about themselves.</i></p>	<p>Understanding of the grammatical terms: Subject, Verb, Object, adjective.</p>		<p>Term 1 Week 5-8</p>	<p>I add adjectives to my sentences.</p>
<p>I can use vocabulary related to familiar context and my personal world (9)</p> <p>Locate specific points of information in different types of texts relating to social and natural worlds (VCFRC022)</p>	<p>I can name rooms in a house in French, using the appropriate article.</p> <p><i>Students can understand and name some rooms in a house in French, choosing between either a masculine or a feminine gender form article.</i></p>	<p>Difference in usage between the definite article 'the' and the indefinite article 'a'.</p>		<p>Term 2</p>	
<p>Notice and apply elements of French grammar such as word order, gender and singular/plural form, adverbs, pronouns and prepositions in simple spoken and</p>	<p>I can show my understanding of a text by drawing about it.</p> <p><i>When the teacher reads a text with vocabulary relating the house, students show their understanding through drawing.</i></p>	<p>Active listening skills</p>		<p>Term 2</p>	
	<p>I can make simple statements about a house in French.</p> <p><i>Students can make simple statements about their house or an imaginary house.</i></p>	<p>Grammatical understanding of: Subject Verb Object</p>		<p>Term 2</p>	

written texts (VCFRU031)					
<p>I can ask and respond to simple questions such as 'where is the...' in French. (2)</p> <p>Make statements, ask questions and collaborate in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items (VCFRC020)</p> <p>Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret (VCFRC026)</p> <p>Create bilingual versions of texts such as picture dictionaries, action games or captions for images (VCFRC027)</p>	I can talk about familiar objects in the classroom and around school	Remembering vocabulary		T3 wk 1-4	Students independently remember new words in French
	I can ask simple questions and respond in short sentences	Understanding of questioning and answering		T3 wk2-6)
	I can write sentences in French, which include a preposition. <i>Students talk about their preferences (e.g. I like singing in the music room)</i>	Simple sentence structure prepositions		T3 W5-10	

<p>I comprehend simple texts, using cues such as context, graphics, familiar vocabulary and language features. (7)</p> <p>I can use modelled sentences to create a short narrative. (8)</p>	<p>I can retell a known story read in French. <i>Students can retell a familiar story in English and explain differences between the version they know and the French version.</i></p>		<p>Students compare a French story with its English version</p>	<p>T4 wk 3 -4</p>	
<p>Participate in interactive stories and performances, acting out responses, identifying favourite elements, and making simple statements about characters or themes (VCFRC024)</p>	<p>I can write a simple narrative in French using modelled sentences. <i>In partners, students write a simple narrative in French.</i></p>	<p>Narrative structure</p>	<p>Students create a narrative, using modelled sentences</p>	<p>T4 week 7-8</p>	<p>Students use conjunctions throughout.</p>
<p>Create short imaginative texts that allow for exploration and enjoyment of language (VCFRC025)</p> <p>Notice what looks or feels similar or different to own language and culture when interacting in French (VCFRC028)</p>	<p>I can act out my story using accurate pronunciation and expression <i>Students act out a part of their narrative, or the class narrative.</i></p>	<p><u>PEA Presentation:</u> Pronunciation Expression Actions</p>	<p>Students select their favourite part of the narrative and present it to the class.</p>	<p>T4 wk 9-10</p>	<p>Students remember to use French pronunciation even when they are reading</p>

<p>Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts (VCFRU030)</p>					
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Year Level: Six	Semester: One	Subject: French	Team Member: Olivia Latrache		
Essential Learnings What is the essential learning? Describe in student friendly vocabulary. (2017: 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?
I can approximate the sounds, rhythms and pitch of spoken French (6)	I can use my knowledge of other languages to make educated guesses about new French words <i>Students make connections between French and the other languages that they know to infer meaning</i>	Understanding of word structures (eg. prefixes and suffixes)	Word match	T1W2	I can think of words that I use in everyday life that have a French origin
	I can interact with teachers and my friends in French (1)	We are learning to communicate in French in class <i>Using context cues, students infer the meaning of some high frequency words used on a daily basis in class</i>		5 Ls of listening Syllables	
Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about	We are learning to write and act out a role play in French, in which we introduce ourselves. <i>Students reconcile their knowledge of French and English grammar to create simple sentences about themselves,</i>	Understanding of the grammatical terms: Subject, Verb, Object, adjective.	Role Play	T1W5-8	I can peer mentor my friends on correct pronunciation.

<p>aspects of their personal worlds (VCFRC019)</p> <p>Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts (VCFRC023)</p>	<p><i>attempting to reproduce accurate pronunciation</i></p>				<p>I add adjectives to my sentences.</p>
<p>I can use vocabulary related to familiar context and my personal world (9)</p> <p>Notice and apply elements of French grammar such as word order, gender and singular/plural form, adverbs, pronouns and prepositions in simple spoken and written texts (VCFRU031)</p>	<p>I can name different sports in French</p> <p><i>Students can name some sports, using accurate pronunciation and accurate grammar (gender form)</i></p>			<p>Term 2</p>	
	<p>I can name meals and familiar foods in French</p> <p><i>Students can name some meals and foods they regularly eat, using accurate pronunciation and accurate grammar (gender form)</i></p>			<p>Term 2</p>	
	<p>I can make sentences about sports and food in French</p> <p><i>Students express their likes and dislikes. They also talk about sport in their daily lives (eg. On Mondays, I go to Karate, vegetables are healthy)</i></p>			<p>Term 2</p>	

Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts (VCFRC023)	I can talk about healthy living in French <i>In groups, students prepare a presentation about their healthy lives</i>			Term 2	
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What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Five	Semester: Two	Subject: French	Team Member: Olivia Latrache		
Essential Learnings What is the essential learning? Describe in student friendly vocabulary. (2017: 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?
I can approximate the sounds, rhythms and pitch of spoken French (6) I can interact with teachers and my friends in French (1)	I can use my knowledge of other languages to make educated guesses about new French words <i>Students make connections between French and the other languages that they know to infer meaning</i>	Understanding of word structures (eg. prefixes and suffixes)	Word match	T3W2	I can think of words that I use in everyday life that have a French origin

<p>Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds (VCFRC019)</p>	<p>We are learning to communicate in French in class</p> <p><i>Using context cues, students infer the meaning of some high frequency words used on a daily basis in class</i></p>	<p>5 Ls of listening</p> <p>Syllables</p>		<p>T1W3-4</p>	
<p>Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts (VCFRC023)</p>	<p>We are learning to write and act out a role play in French, in which we introduce ourselves.</p> <p><i>Students reconcile their knowledge of French and English grammar to create simple sentences about themselves, attempting to reproduce accurate pronunciation</i></p>	<p>Understanding of the grammatical terms: Subject, Verb, Object, adjective.</p>	<p>Role Play</p>	<p>T3W5-8</p>	<p>I can peer mentor my friends on correct pronunciation.</p> <p>I begin to make generalisations about French grammar/pronunciation</p>
<p>I can use vocabulary related to familiar context and my personal world (9)</p> <p>Notice and apply elements of French grammar such as word order, gender and singular/plural form, adverbs, pronouns and prepositions in simple spoken and written texts (VCFRU031)</p>	<p>I can name different sports in French</p> <p><i>Students can name some sports, using accurate pronunciation and accurate grammar (gender form)</i></p>			<p>Term 4</p>	
	<p>I can name meals and familiar foods in French</p> <p><i>Students can name some meals and foods they regularly eat, using accurate pronunciation and accurate grammar (gender form)</i></p>			<p>Term 4</p>	

	<p>I can make sentences about sports and food in French</p> <p><i>Students express their likes and dislikes. They also talk about sport in their daily lives (eg. On Mondays, I go to Karate, vegetables are healthy)</i></p>			Term 4	
<p>Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts (VCFRC023)</p>	<p>I can talk about healthy living in French</p> <p><i>In groups, students prepare a role play in which they order food at a restaurant</i></p>			Term 4 Week 8-9	