

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

Year Level: Prep	Semester: One	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?
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>Students can respond to 'What is happening' ('Qu'est ce qui se passe?')</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		
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?
I can interact with the teacher and my friends in French (1) Interact with each other and the teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self and family (VCFRC001) Understand that French speakers	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
	I can ask "What is your name?" and respond in French <i>Students ask 'Comment t'appelles-tu?' and respond either with their name or a full sentence.</i>	Awareness of social conventions when meeting new people	Week 7-9 Role play	Term 1 Wk 4-5	I can recognise use third person pronouns (e.g. 'Comment s'appelle-t-elle?')

use language differently in different situations, such as playground games, at home with the family or in the classroom (VCFRU015)	I can introduce myself and my friends in French <i>Using a mentor text, students act out a scene in French.</i>	Ability to manipulate anchor texts Negotiating partner/group work	Week 7-9 Role play	Term 1 Wk 6-8	I can peer mentor someone who needs help
I can use modelled examples and formulaic language to convey factual information about myself (7) Identify key points of information in simple texts (VCFRC004) Convey factual information about self (VCFRC005)	I can name body parts in French <i>Students can understand and name some body parts in French.</i>			Term 2	
	I can show my understanding of a text by drawing about it <i>When the teacher reads a text with vocabulary relating to body parts, students show their understanding through drawing.</i>			Term 2	
	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	

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		
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 approximate the sounds, rhythms and pitch of spoken French (6)</p> <p>I can interact with teachers and my friends in French (1)</p> <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>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>Week 6-8 Role play (introducing self and others)</p>	<p>Term 1 Week 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>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 written texts (VCFRU031)</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>	

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Year Level: Five/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 interact with teachers and my friends in French (1) Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about	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)	Week 7 Word match	T1W2	I can think of words that I use in everyday life that have a French origin
	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		T1W3-4	
	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.	Week 6-8 Role Play	T1W5-8	

<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>			Term 2	
	<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>			Term 2	
	<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 2	

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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