**Core French**

**Grade 7**

**“ I Can” Statements**

**Goals**

**(CS) Communication Skills** Students will understand and create different kinds of messages in French in

Various experiential situations for a variety of purposes.

**(GL) General Language Strategies** Students will apply language learning skills and strategies as a vehicle for

personal, cognitive and social development.

**(LK) Language Knowledge** Students will apply knowledge of linguistic elements of the French

language accurately for specific communication needs.

**(C) Culture** Students will recognize the value of French language acquisition and

Francophone cultures through participation in a variety of activities.

**7.CS. 1 Demonstrate understanding of the main idea and specific details related to the main idea in oral French multi-sentence presentations on a variety of familiar topics in semi-guided situations.**

I can indicate the main idea of a listening or viewing presentation with several French sentences.

I can select details from an oral or visual presentation responding to questions.

EX: Qui, quand, quoi, comment, pourquoi

I can compare and contrast 3 to 5 items based on the information given in an oral presentation. (Weather forecasts, days of the week, restaurants, performances)

I can retrieve details from a video or live conversation among three people using graphic organizers.

I can complete a 6-8 item supported cloze (fill-in-the-blanks) activity while

Listening to a French song, recording, video, radio program, or podcast.

**7.GL.1 select listening or viewing strategies in semi- structured situations, such as:**

**· Asking and answering questions · making predictions · verifying comprehension**

**· Making connections visualizing ·-summarizing · synthesizing · analyzing and evaluating**

**Before listening or viewing:**

I can identify the listening intention from a number of options present in class.

I can anticipate the information a presentation might contain by selecting 5 to

6 possible content sentences from an anticipation checklist.

I can activate prior knowledge about a topic using French sentences

I can establish connections to own experiences with French sentences

I can establishes connections to a previous conversation, presentation, audio, or

Video clip with recall of related features (e.g., discourse markers, characters,

I can select a pre-listening or pre-viewing strategy previously used in

**During listening or viewing:**

I can use comprehension aids (e.g., personal vocabulary lists, French-English

Dictionaries, a wide array of visual supports, or charts).

I can develop my own understanding of a conversation or presentation (e.g., with

The identification of cognates, common expressions, key thematic words,

Ignoring unknown words, or phrases).

I can interpret spoken language using a variety of auditory and visual context

Clues (e.g., facial expression, intonation, rate of speech, loudness or softness

Of speech, or body language).

I can seek assistance from other students, such as with questioning

**After listening or viewing:**

I can clarify unknown language with assistance from other students or the

Teacher.

I can ask the speaker to repeat part of the presentation

I can ask questions about unclear words or expressions

I can identify with a French sentence several strategies used to facilitate comprehension of the listening or viewing experience.

I can verify anticipatory statements concerning the content of the view or listening experience with a French sentence.

EX. Oui, on parle des differents pay. Non, on ne parle pas des restaurants

I can represent the main idea of a listening experience with graphic representations (maps, photos, illustrations, etc)

I can summarize a listening experience with a familiar French sentence.

I can answer questions about a listening or viewing experience, with a French sentence

I can self-evaluate own understanding of the main idea of listening or viewing experience

7.CS.2 Discuss a variety of information on familiar topics through oral expression in semi-guided situations.

I can interview others with theme based questions and phrases.

I can respond to questions from another student during an interview or conversation.

I can engage in semi-guided group conversations with the use of modeled phrases or sentence stems. (See page 4 or Core Curriculum Level 7)

I can present information with theme-related sentences and phrases.

EX: describing a restaurant, floor plan, musical performance, or a consumer product)

I can report on incidents in a legend or story with the use of modeled phrases and questions

I can present a reader’s theatre based on a previously read script. (See CS.4)

7. GL.2 Select speaking strategies in highly instructed situations, such as: model language, sharing, guided practice, independent practice.

**BEFORE:**

I can identify the speaking intention with teacher support

I can find a variety of way of conveying a message (use what you already know and gestures, synonyms)

I can rely on dialogue scripts from a combination of models from various situations and memorizes phrases.

I can develop a presentation based on speaking guidelines and past performances.

I can acquire new vocabulary with repeated use.

**DURING:**

I can participate in oral activities in large or small groups

I can relay a message with expressive techniques.

I can seek clarification from speaker when message is not understood.

I can choose memory aids to deliver a presentation. (Power point, index cards, outlines, etc)

I can integrate corrective feedback from others during a conversation.

**AFTER:**

I can self-evaluate personal speech, prepared dialogues, or presentations with feedback from others.

I can set goals fro the next speaking experience by using a presentation criteria rubric.

7.CS.3 Demonstrate understanding of the main idea and specific details in a variety of adapted or authentic 100/120 word two-paragraph expository, procedural, persuasive and narrative text.

I can indentify the main idea of an illustration 100-120-word two- paragraph authentic text. (See page 6 of curriculum)

I can determine the total cost of food items chosen from a menu.

I can identify the main idea and supporting detail so f another student’s writing.

**7.GL.3 Select reading strategies in semi-structured situations**

HERE

**BEFORE:**

I can predict the content of the test with familiar French sentence stems

EX. Je peens que c’est une histoire de…

I can anticipate specific aspects of content of the text

EX: oui ou non, vrai ou faux

I can make connections to a similar text previously shared in class using a French sentence. EX Cette histoire ressemble a l’histoire de…

I can ask questions about the text and possible content clues

EX: Quel est le titre?

DURING:

I can identify context clues to aid in comprehension

I can group parts of sentences into manageable parts teacher support

I can monitor comprehension or a text with a questioning text list

I can repair comprehension of text when the sense of the text is lost. Ex. Skimming, highlighting, use resources, ask for help)

I can copy or highlight unknown words or phrases

I can adjust speed of reading based on purpose for reading.

AFTER:

 I can respond personally to the text using complete French sentences

I can summarize the main idea of the text with a variety of French sentences ( L’idee principale est, L’auteur parle de…, Le texte discute de..)

I can reinforce vocabulary gained from reading words and phrases

I can practice and record new vocabulary in writing and speaking French

I can answer a variety of questions based on text

**7.CS.4 Produce a student generated 60-80 word expository, narrative or multi-paragraph text or script composed of a combination of models and original student generated text.**

I can write a modeled 60-80-word paragraph. (See example on page 9)

I can write a 60-80 script with sound effect, based on and modeled from a text previously read in class. (See page 9)

I can write a menu for a particular type of restaurant

**7.GL.4 Implement stages of the writing process in guided situations, including: idea generation, drafting, editing, revising, and publishing.**

BEFORE:

I can generate ideas in French alone or with others. (Concept maps, lists, webs)

I can select a graphic organizer for planning

I can select the sharing mode for specific audience (bulletin board, blog, website, etc)

DURING:

I can select specific reference material for locating an equivalent word or expression

I can rely on several models, with support, to write a 10-12 sentence, two-paragraph expository, narrative or procedural text.

AFTER:

I can proofread

I can implement changes

I can recognize the stages of writing

I can evaluate own and another’s student’s written work based on rubrics, checklists, criteria

I can set personal goals for the next writing experience

**7.LK.1 Demonstrate acquisitions of French Language concepts related to themes including: numbers to 10 000, theme related verbs,ir verbs, singular and plural, immediate future tense, prepositions relating to provinces and selected countries, common adverbs, onomatopoeic expressions, verb devoir and pourvoir with infinitive, commands and instructions in the second person plural, questions transformations, conjunctions, comparative qualifiers, French monetary representations.**

I can identify numbers to 10,000

I can interpret numbers on a map, table, chart, or text

I can meet thematic unit needs with regular and irregular ir verbs, singular and plural in the present tense.

I can indicate immediate future actions. EX Je vais aller chez mon ami ce soir.

I can express residence in or travel to cities. ( au, aux, en)

I can describe movement using adverbs. EX Il marche vite.

I can communicate using devoir and pouvoir. EX Je dois aller…Je peux travailler…)

I can use various forms of question types such as inversion and interrogative pronouns.

EX: Aimes-tu la musique rock?

I can relay instructions and commands. Ex Allez! Chantez!

I can use conjunctions. EX et, ou, mais

I can use comparative qualifiers such as plus, moin, meilleur, pire

I can use monetary amounts such as 43, 98$

I can use key words and sentences related to 4 of the following themes:

* Travel to a Francophone Country
* Friends
* My Restaurant
* Consommateur Adverti
* School Talent Search
* Canadian Mysteries and Legends

**7.C1 Compare contributions of current and past French, French Canadians, First Nations, and metis individuals and organizations to Canadian Society.**

I can construct a timeline of the exploits of past French, French Canadian, First Nations, and Metis contributions to Canadian Society. ( See page 12)

I can identify cultural beliefs and values.

I can share information about a Canadian Legend or story with a single French sentence.

I can integrate elements of Francophone culture for the productions of cultural activities in French.

I can self-evaluate participation in cultural activities using a rubric

I can set future goals for participation in cultural activities.