

## French Years 3 and 4 Course Overview – Year C 2019

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<b>Module 1:</b>	<b>Module 2:</b>	<b>Module 3:</b>	<b>Module 4:</b>
<b>MY SCHOOL</b>	<b>THE WORLD OF FASHION</b>	<b>PAWS AND CLAWS</b>	<b>BON VOYAGE AND HAPPY HOLIDAYS!</b>
<p><b>KEY QUESTION:</b> What does my ideal school look like?</p> <p><b>KEY CONCEPTS:</b> School, routine</p> <p><b>KEY PROCESSES:</b> Selecting, presenting, comparing</p>	<p><b>KEY QUESTION:</b> What do I wear?</p> <p><b>KEY CONCEPTS:</b> Identity, imagination</p> <p><b>KEY PROCESSES:</b> Describing, role-playing</p>	<p><b>KEY QUESTIONS:</b> Are pets family? How do we look after our animals?</p> <p><b>KEY CONCEPTS:</b> Friendship, describing</p> <p><b>KEY PROCESSES:</b> Describing and comparing, drawing</p>	<p><b>KEY QUESTION:</b> How are special days celebrated in the Francophone world and Australia?</p> <p><b>KEY CONCEPTS:</b> Celebration memory, tradition</p> <p><b>KEY PROCESSES:</b> Organising, comparing, researching</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Participate in routine exchanges such as asking others how they are, offering wishes and sharing information about aspects of their personal worlds</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Present information about self, others, and home and school life, using graphic support such as</p>	<p style="text-align: center;"><b>INFORMING</b></p> <p>Present information about self, others, and home and school life, using graphic support such as photos, maps or charts</p> <p style="text-align: center;"><b>CREATING</b></p> <p>Create short imaginative texts that allow for exploration and enjoyment of language</p>	<p style="text-align: center;"><b>INFORMING</b></p> <p>Locate specific points of information in different types of texts relating to social and natural worlds</p> <p style="text-align: center;"><b>CREATING</b></p> <p>Participate in interactive stories and performances, acting out responses, identifying favourite elements and making simple statements about characters or themes</p>	<p style="text-align: center;"><b>INFORMING</b></p> <p>Locate specific points of information in different types of texts relating to social and natural worlds</p> <p style="text-align: center;"><b>TRANSLATING</b></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</p>

<p>photos, maps or charts</p> <p><b>SYSTEMS OF LANGUAGE</b> Experiment with the pronunciation of vowel sounds, combinations and intonation patterns, and recognize and write high frequency words and expressions in familiar contexts</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Notice differences between French, Australian and other cultures' practices and how these are reflected in language</p>	<p><b>TRANSLATING</b> Create bilingual versions of texts such as picture dictionaries, action games or captions for images</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Understand that languages change over time and influence each other, and that French has influenced many languages, including English</p>	<p><b>TRANSLATING</b> 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</p> <p><b>SYSTEMS OF LANGUAGE</b> Notice and apply elements of French grammar such as word order, gender and singular/plural forms, adverbs, pronouns and prepositions in simple spoken and written texts</p>	<p><b>REFLECTING</b> Notice what looks or feels similar or different to own language and culture when interacting in French</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Notice differences between French and Australian and other cultures' practices and how these are reflected in language</p>
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**Across the year** 

**Reading program:** age appropriate readers which support the language learning connected to each of the modules

**French Years 3 and 4 Achievement Standard**

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*).

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.

***Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.***

Updated 19/12/2018