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Getting a grip on the Core French Curriculum

Friday, May 6th, 2016

#WhistlerPSA16
Attwifi – learn2016



Shape of the day ...

- Introductions
- KDU Framework
- Update on the redesigned Core French Curriculum
- Instructional samples
- Traditional stories
- Aboriginal Content & Resources
- Assessment
- Resources
- Questions??

CURRICULUM ORIENTATION GUIDE

What to look for in the curriculum

The screenshot shows the 'Social Studies' curriculum page for grade 'K'. At the top, there are navigation tabs: ABOUT, CURRICULUM, CURRICULUM DRAFTS (10-12), CORE COMPETENCIES*, and TOOLS. Below these are options for 'Download Curriculum' and language selection (English, Français). The page is divided into several sections: 'Introduction', 'Goals and Rationale', 'What's New', and 'Curriculum Overview'. The 'Core Competencies' section features three triangles labeled 'C' (Communication), 'T' (Thinking), and 'PS' (Personal & Social). The 'Big Ideas' section contains three circles with text: 'Our communities are diverse and made of individuals who have a lot in common.', 'Stories and traditions about ourselves and our families reflect who we are and where we are from.', and 'Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.' The 'Learning Standards' section is split into 'Curricular Competencies' and 'Content'. The 'Curricular Competencies' section lists skills like 'Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions'. The 'Content' section lists knowledge areas like 'ways in which individuals and families differ and are the same'. At the bottom, there are four tabs: 'Flexible Learning Environments', 'Instructional Examples', 'Student Supports', and 'Aboriginal Education'. A magnifying glass is positioned over the title 'What to look for in the curriculum'. Arrows from callout boxes on the right point to specific parts of the page: 'Introductory Materials' points to the 'Curriculum Overview' tab; 'Core Competencies' points to the 'C', 'T', and 'PS' triangles; 'Big Ideas' points to the three circles; 'Content' points to the 'Content' section under 'Learning Standards'; 'Curricular Competencies' points to the 'Curricular Competencies' section; and 'Supporting Materials' points to the bottom navigation tabs.

Introductory Materials

Core Competencies

Big Ideas

Content

Curricular Competencies

Supporting Materials

Core Competencies

C
Communication

T
Thinking

PS
Personal & Social

Big Ideas

Listening and viewing with intent strengthens our understanding and acquisition of French.

I am capable of expressing myself and having meaningful conversations in French.

Stories give us unique ways to interpret and share knowledge, thoughts, and feelings.

Acquiring French provides opportunities to explore our own cultural identity from a new perspective.

Creative works are an expression of culture.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- ▶ Use a growing variety of **strategies to construct meaning**
- ▶ Seek clarification and provide verification of meaning through **a variety of strategies**
- ▶ Construct meaning from a variety of simple **texts**

Content

Students are expected to know the following:

- ◆ **expressions to assist with clarification of meaning**
- ◆ **elements of a variety of common texts**

Learning Standards

Curricular Competencies

Elaborations

Content

Students are expected to be able to do the following:

- ▶ Use a growing variety of **strategies to construct meaning**
- ▶ Seek clarification and provide verification of meaning through **a variety of strategies**
- ▶ Construct meaning from a variety of simple **texts**
- ▶ **Narrate a story** orally or in writing
- ▶ **Participate in short and simple conversations**
- ▶ Express themselves using complete sentences in past, present and future timeframes orally and in writing:
 - Ask and respond to questions on familiar topics
 - Exchange information on topics of interest
 - Describe a series of events
 - Express simple needs in familiar situations
 - Express and justify opinions on familiar topics
- ▶ Describe elements of Francophone culture in various regions
- ▶ Describe similarities and differences between the cultural practices and traditions of their own family and community and those of various Francophone cultural communities
- ▶ Identify examples of how Francophone culture is expressed through **creative works**
- ▶ **Initiate a variety of connections with Francophone communities**

Students are expected to know the following:

- ◆ **expressions to assist with clarification of meaning**
- ◆ **elements of a variety of common texts**
- ◆ **common elements of stories**
- ◆ **past, present and future timeframes**
- ◆ **vocabulary and structures to ask and respond to numerous types of questions**
- ◆ **common vocabulary related to personal interests**
- ◆ **common expressions of sequence**
- ◆ **common vocabulary and structures to provide descriptions and to express preferences, needs, and opinions**
- ◆ **cultural practices in various Francophone regions**

Coming soon

Flexible Learning Environments

Instructional Examples

Student Supports

Aboriginal Education

The Curriculum as the **vehicle**



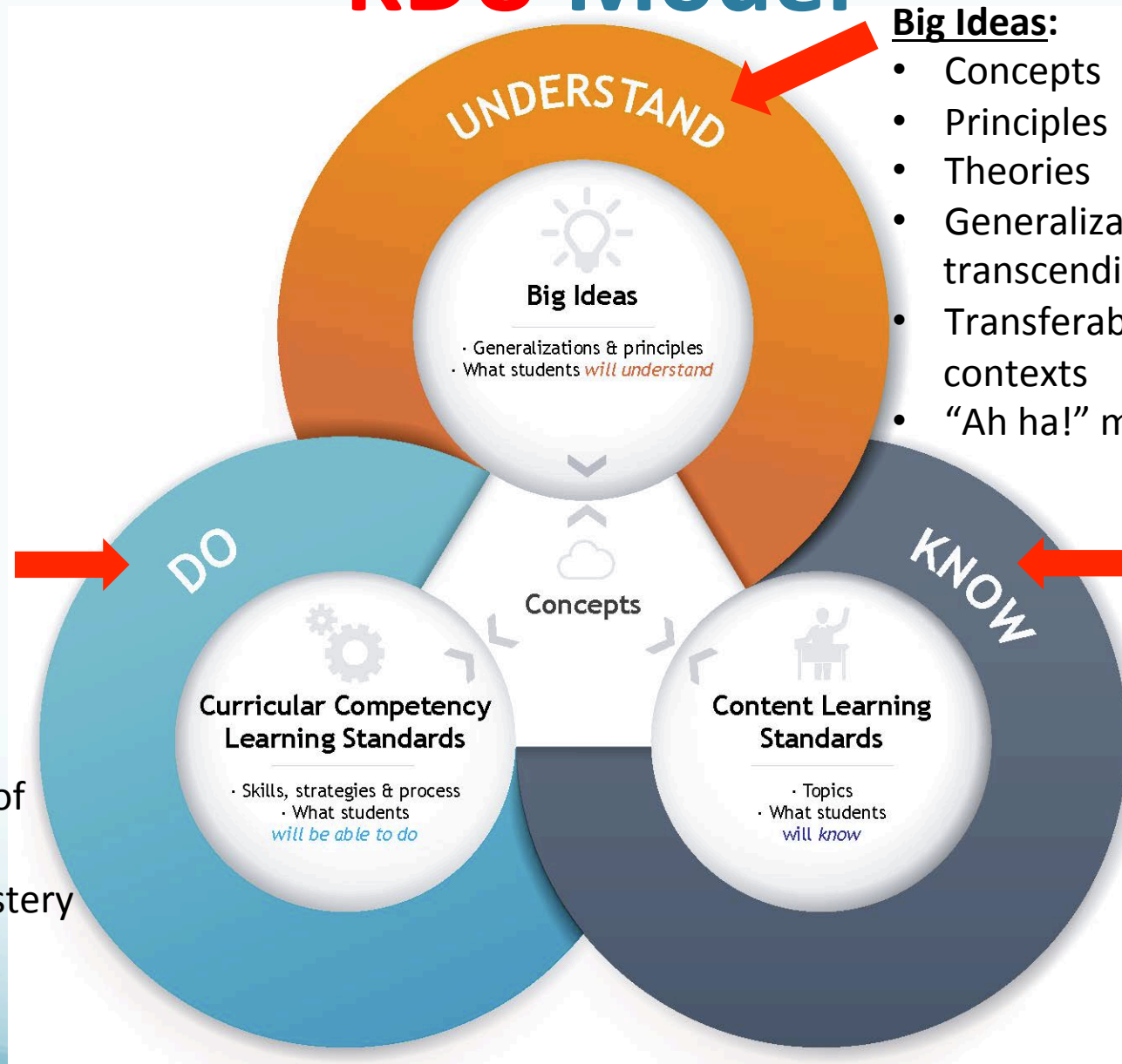
<http://www.livesmartbc.ca/incentives/transportation/>

The Curriculum as the **vehicle**



<http://www.accentinns.com/blog/2013/big-bike/>

KDU Model



Big Ideas:

- Concepts
- Principles
- Theories
- Generalizations transcending time
- Transferable to new contexts
- “Ah ha!” moments

Content:

- Facts
- Topics
- Vocabulary
- Language structures
- Idiomatic expressions
- Cultural practices & traditions

Curricular Competencies:

- Skills
- Strategies
- Processes
- Application of knowledge towards mastery

KDU Model

UNDERSTAND

Tools help us complete tasks more efficiently.

DO

KNOW



A hammer is a tool with a heavy metal head mounted at right angles at the end of a handle, used for jobs such as breaking things and driving in nails.

UNDERSTAND

Tools help us complete tasks more efficiently.

KNOW



UNDERSTAND

**Using my car will allow me to go to places
I have never been before.**

DO

KNOW



Core French Example (Grade 5)

Meaningful communication is possible in French using simple, high-frequency words and patterns.

- **Exchange ideas and information by asking and answering simple questions in context**

- **simple sentence structure with high-frequency verbs**
- **simple question words**
- **vocabulary and structures for expressing personal information**

Big Ideas

Videos in Tools section of Ministry website

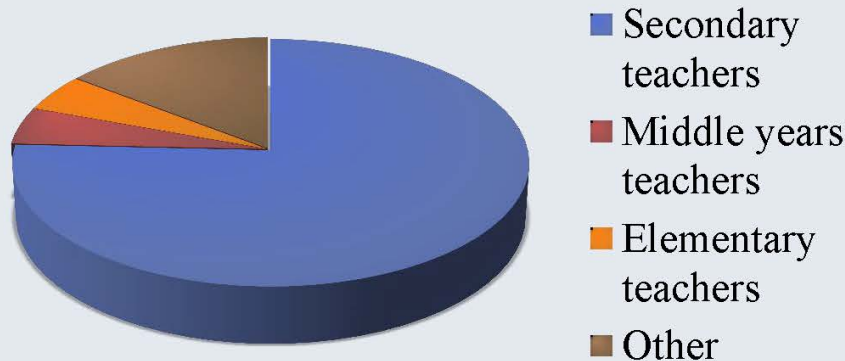
<https://www.curriculum.gov.bc.ca/tools>

or

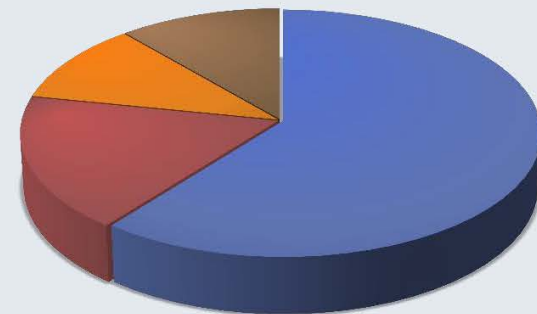
Video link: <https://youtu.be/tJkR78GIjhl>

Who submitted feedback?

Between July 2015 – Jan. 2016



Between January – March 2016



January 2016 saw feedback from four major stakeholder groups in descending order:

- Secondary teachers
- Other: post-secondary, pre-service teachers
- Middle years teachers
- Elementary teachers

Concern re: lack of representation from grassroots teachers. A second call for feedback was made by BCATML, Min. of Ed. and BCTF.



January revisions:

- Feedback organized into common themes
- BCATML Twitter Chat suggestions shared
- Core Competencies revisions & number of profiles being standardized
- Better alignment/progression across the grades:
 - Culture
 - Vocabulary & sentence structures
 - Verb tenses

March revisions:

- Revisions of the Front Matter
- Refinement of Aboriginal content for a more seamless inclusion
- Comprehensive edits for clarity of the Big Ideas, Curricular Competencies, and Content:
 - Wording changes
 - Elimination of repetitions
- Revisions to elaborations:
 - Definition of “story”
 - More cultural examples

What do we know about this curriculum?



- Concept-based
- KDU model
- Core Competencies, Learning Standards
- First Nations' Principles & Content
- Educational Technologies
- Flexible learning environments
- CEFR?
- Cross-curricular planning & flexibility
- Allows for locally based learning

Sample Lesson outline

Following Backward Design model

1) Desired results:

- The what (Content);
- The how (Curricular Competencies);
- The why (Big Idea)

2) Assessment:

- Formative / summative

3) Learning Plan:

- The audience, activities, format
- Student/teacher reflections 3 questions:
 - What am I learning?
 - How's it going?
 - Where to next?



Computers,
Web 2.0 tools,
& iPads



Activity samples using
educational technologies

Sample One: *Les énigmes en français (Grade 9)*

Which elements of the Core French 9 curriculum are supported by this activity?

Big Ideas:

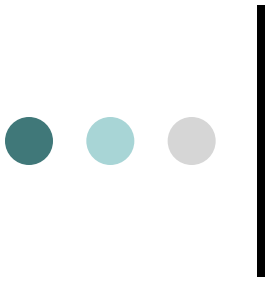


Curricular Competencies:



Content:





Les énigmes juniors

Monsieur R. Lavrencic

Français 9



Comment jouer?

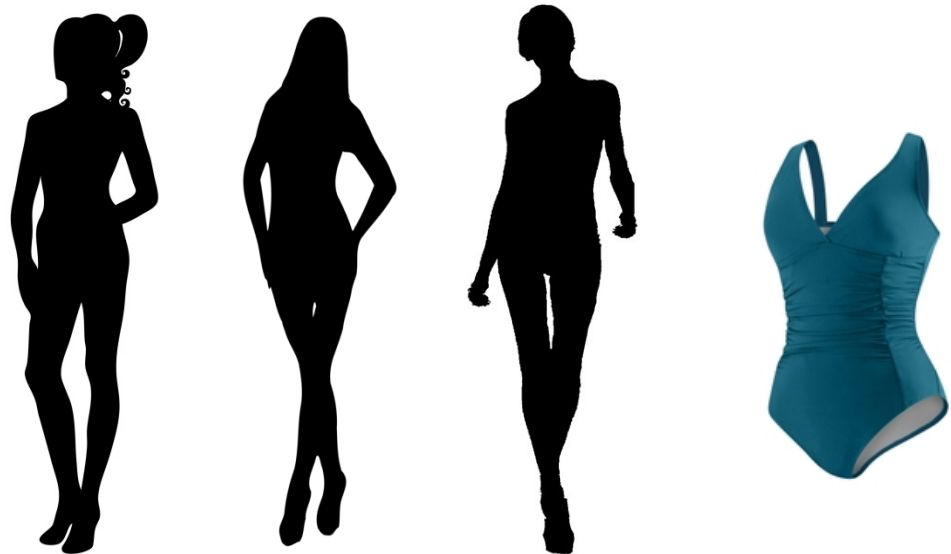
- Lisez les histoires mystérieuses
- Posez de bonnes questions pour trouver la solution
- Le professeur va répondre aux questions avec:
 - Oui
 - Non
 - Ce n'est pas important
- Le professeur ne va pas répondre aux questions avec des fautes de structures ou de vocabulaire!

Les points:

- Une question avec *l'intonation* = 1 point
- Une question avec *Est-ce que* = 5 points
- Une question avec *l'inversion* = 10 points
- **La solution en français** = 25 points



Énigme #2



Il y a trois femmes.

Elles portent un maillot de bain.

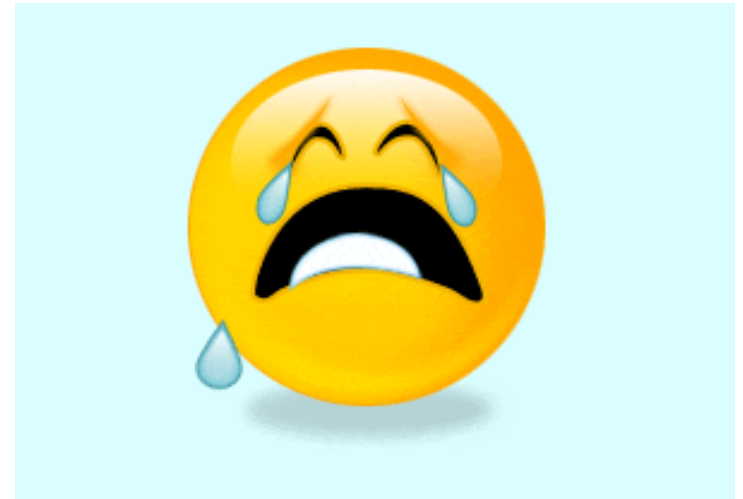


Énigme #2



Deux des femmes sont tristes.
Mais la troisième femme est heureuse.

● ● ● | Énigme #2



Les deux femmes tristes sourient.
Mais la femme heureuse pleure.

Pourquoi?



Énigme #2

Il y a trois femmes. Elles portent un maillot de bain. Deux des femmes sont tristes. Mais la troisième femme est heureuse. Les deux femmes tristes sourient. Mais la femme heureuse pleure.

Pourquoi?

● ● ● | Énigme #2: La solution

Les trois femmes participent à un concours de beauté. La femme heureuse qui pleure est la gagnante du concours. Les deux autres sont tristes parce qu'elles ont perdu la compétition.



<http://society.ezinemark.com/leila-lobes-of-angola-hot-pictures-of-miss-universe-2011-winner-7737040df06a.html>

Sample One: *Les énigmes en français (Grade 9)*

Which elements of the Core French 9 curriculum are supported?

Big Ideas:

- Stories give us unique ways to interpret and share knowledge, thoughts and feelings.

Curricular Competencies:

- Use a growing variety of strategies to construct meaning
- Express themselves using complete sentences in past, present and future timeframes orally and in writing
- Ask and respond to questions on familiar topics

Content:

- Vocabulary and structures to ask and respond to numerous types of questions
- Expressions to assist with clarification of meaning

Sample one modifications

Remove lateral & critical thinking elements, but leave it open to discovery by process of elimination for younger grades / beginner French skills

Ex #1 *Louis va célébrer son dixième anniversaire cette année. Quelle est la date de son anniversaire?*

Est-ce que son anniversaire est en hiver, en été, en juin, en juillet, le 14 juillet?

Ex #2 *Sophie va acheter une nouvelle chemise de sa couleur préférée. Quelle couleur est-ce qu'elle va acheter?*

Est-ce que Sophie va acheter une chemise bleue? une chemise verte? ...



Sample Two: *Carnaval de Québec (Gr. 5/6)*

Inquiry: How is cultural awareness built through Francophone communities and culture in Canada?

Big Ideas:



Curricular Competencies:



Content:





Carnaval de Québec



PAR KAILI et KAYLEN

Grade 5/6 Student Sample:

[https://youtu.be/
MXzWqugWDBo](https://youtu.be/MXzWqugWDBo)

Students used Book Creator
App

Sample Two: *Carnaval de Québec (Gr. 5/6)*

Inquiry: How is cultural awareness built through Francophone communities and culture in Canada?

Big Ideas:

- Francophone culture is a vibrant part of many Canadian communities (Gr. 5)
- Learning about a Francophone community helps us develop cultural awareness (Gr. 6)

Curricular Competencies:

- Share basic information about a Francophone cultural festival or celebration in Canada (Gr. 5)
- Exchange ideas and information using complete sentences, orally and in writing (Gr. 6)

Content:

- Simple sentence structure with high-frequency verbs (Gr. 5)
- A Francophone cultural festival, celebration or community in Canada (Gr. 5 & 6)

Sample Three: *Dîner en blanc* (Gr. 5 & 11)

Which elements of the Core French 5 & 11 curriculum are supported by this activity?

Big Ideas:



Curricular Competencies:



Content:



Dîner en blanc

<http://vancouver.dinerenblanc.info>



Vancouver - 2016

Change city

[News](#) [Concept](#) [Team](#) [Gallery](#) [F.A.Q.](#) [Inspiration](#) [Register](#)

News

Save-the-Date! Dîner en Blanc - Vancouver Returns for 2016

Posted by Jordan Kallman on March 07, 2016 | 0 comment

Bonjour mes amis, The time has come and we are so excited to finally share the news with you. Dîner en Blanc returns this summer to Vancouver, Thursday, August 18th to celebrate our 5th Anniversary. We've heard your feedback, and we've listened. 2016 will feature the most loved details of years past, including a highly immersive and connected Secret Location that combines an open and diverse seating plan. Beyond the n...

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Pwd



Forgot your password?
Not a member yet? [Register](#)



THANK YOU, VANCOUVER!

Posted by Gizem Aksay on December 10, 2015 | 0 comment

To the Guests of Dîner en Blanc Vancouver, Thank you! Merc! We were completely amazed by the fourth edition of Dîner en Blanc Vancouver, held at the iconic Canada Place on Tuesday, August 25, 2015. Over 4500 dined in the spectacular setting in a truly stunning evening. By most accounts, the festivities were described as magical. And of course, the event managed to create a ripple of awe and inspiration that...

[Read More »](#)



Dîner en Blanc - Vancouver 2015 Calling!

Posted by Connor Nechelput on July 07, 2015 | 2 comments

Save-the-Date! Diner en Blanc - Vancouver returns for the 2015 edition on Tuesday...

[Read More »](#)



Dîner en Blanc
Cl

Key language skills

Research: **Reading, listening** and **viewing** books and websites, internet videos and tweets on #edchat #langchat #fslchat #fsl

Plan: **Writing**

Prepare: **Reading** and **representing**

Present: **Speaking, listening** and **spoken interaction**

Sample tweet:

#edchat #langchat Je voudrais un dessert
avec beaucoup du chocolat s'il vous plait.



<http://www.recoin.fr>

Dîner en blanc: research, plan, prepare and present

Formative assessment:

Recipe cards:

Recherche: _____

J'ai lu que ...

J'ai ouvert le site web ...

Highlighting criteria:

Critères pour la présentation	Détails

Summative Assessment:

CEFR proficiency levels:

- I can understand a presentation if the subject is familiar to me
- I can follow technical directions (eg: recipe instructions)

Rubrics:

Sample Three: *Dîner en blanc* (Gr. 5 & 11)

Which elements of the Core French 5 & 11 curriculum are supported by this activity?

Big Ideas:

- Francophone culture is a vibrant part of many Canadian communities (Gr. 5)
- Each culture has traditions and ways of celebrating (Gr.5)
- Speaking French provides a unique opportunity to access and interact with the Francophone world (Gr. 11)

Curricular Competencies:

- Share basic information about a Francophone cultural festival or celebration in Canada (Gr. 5)

Content:

- Gender and number (Gr. 5)
- Simple question words (Gr. 5)

And many more are possible!

Traditional Stories



Sample four: Story activities

Big Ideas:

- Stories allow us to understand and communicate ideas in a meaningful way
- Learning about other cultural communities allows us to better understand our own cultural community.

Curricular Competencies:

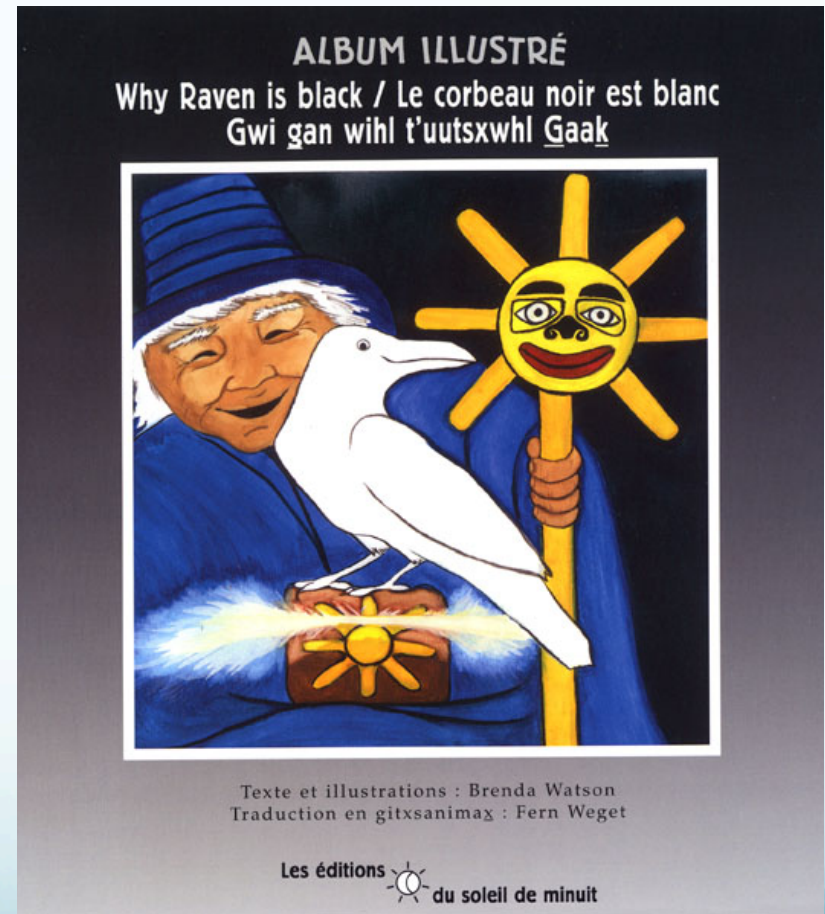
- Understand and retell stories
- Use a growing number of strategies to construct meaning

Content:

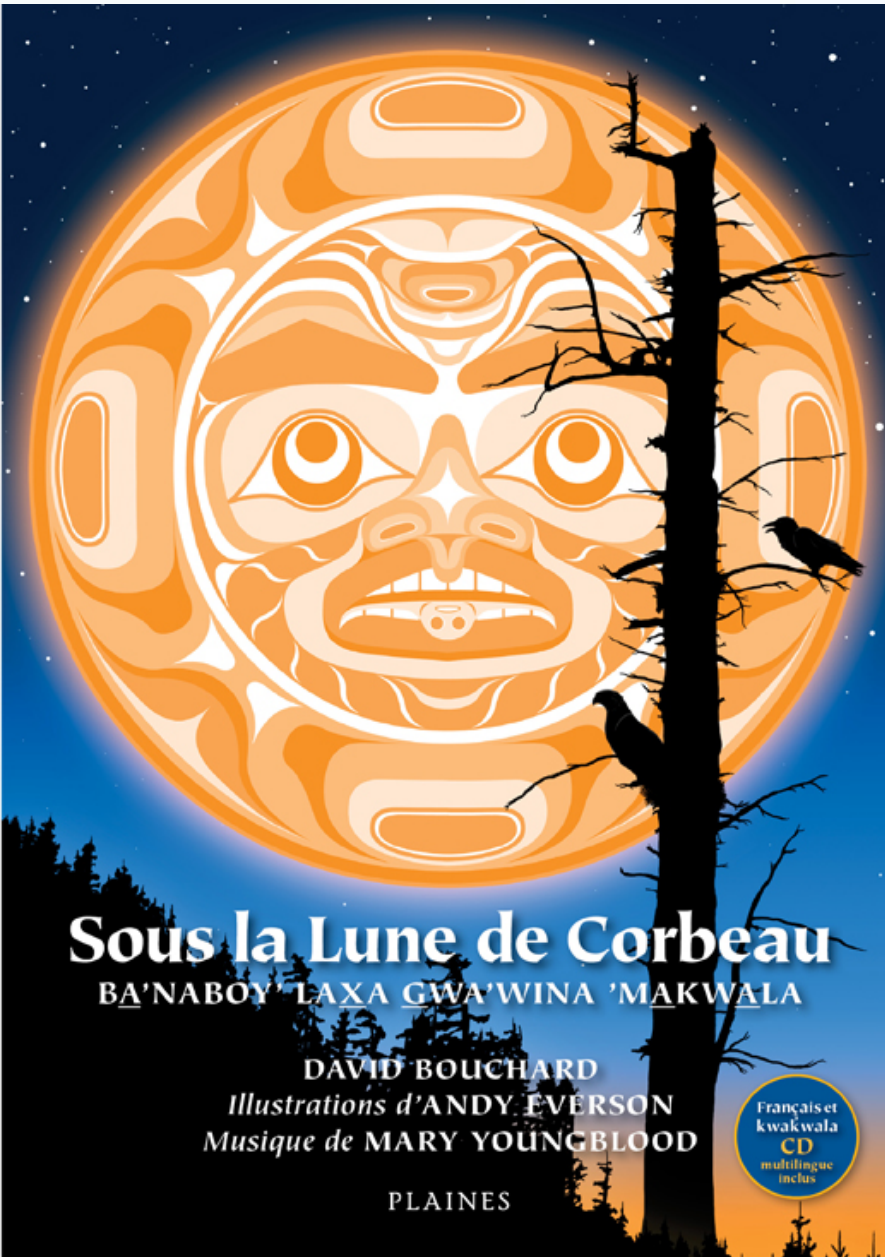
- Basic past and present timeframes;
- Common elements of stories
- Canadian and international Francophone cultural communities

All of these are found in Core French 8!

Embedding Traditional stories and Aboriginal stories



E-books narrated en français



Sous la Lune de Corbeau

BA'NABOY LAXA GWA'WINA 'MAKWALA

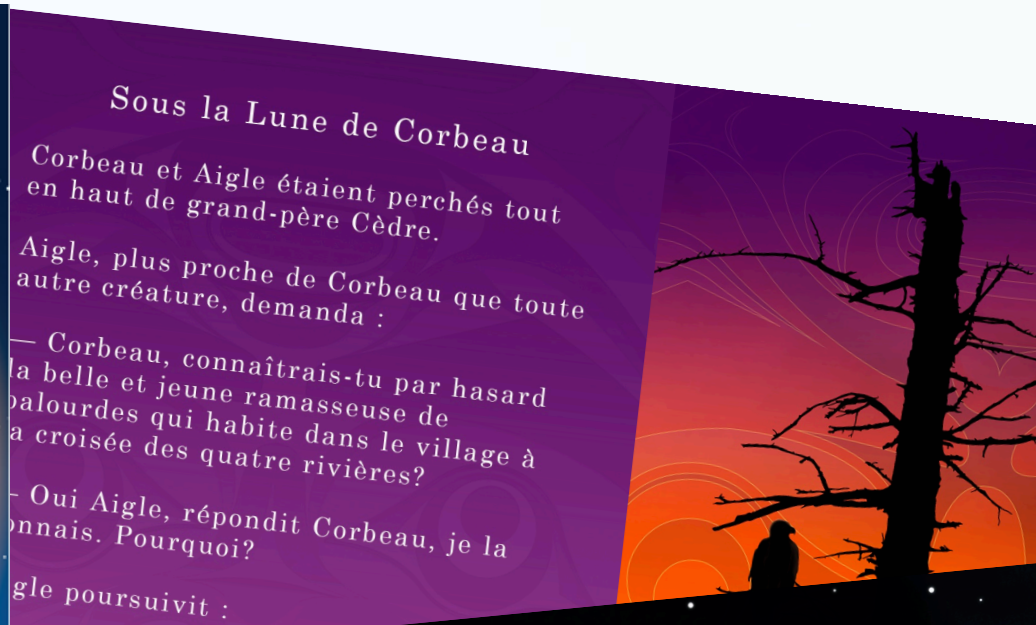
DAVID BOUCHARD

Illustrations d'ANDY EVERSON

Musique de MARY YOUNGBLOOD

PLAINES

Français et
kwakwala
CD
multilingue
inclus



Sous la Lune de Corbeau

Corbeau et Aigle étaient perchés tout en haut de grand-père Cèdre.

Aigle, plus proche de Corbeau que toute autre créature, demanda :

— Corbeau, connaîtrais-tu par hasard la belle et jeune ramasseuse de balourdes qui habite dans le village à la croisée des quatre rivières?

— Oui Aigle, répondit Corbeau, je la connais. Pourquoi?

Aigle poursuivit :

Et ce...



Et vous, chers lecteurs, si vous trouvez un jour sous père d'une calme nuit sans fin grand-mère Lune brille d'éclat, au milieu de notre étoiles... admirez-là. Admirez... mais surtout prenez garde! Si vous regardez autour peut arriver... Car, lors de votre ami Marieur vous fixer sous la Lune de Corbeau

Imbuing First Peoples Perspectives

- Importance of reconciliation
 - Principles of Learning
 - Worldviews – Moving Forward
 - Invite Elders
 - Compare stories
- Experiment with different resources
- Focus on place-based learning



L'APPRENTISSAGE

soutient ultimement le bien-être de l'individu, de la famille, de la communauté, de la terre, des esprits et des ancêtres.

est holistique, réflexif, réfléchi, expérientiel, et relationnel (il vise un sens de connexion, des relations réciproques et un sentiment d'appartenance.)

implique une prise de conscience des conséquences de ses actions.

reconnait les rôles et les responsabilités générationnels.

reconnait le rôle des savoirs autochtones.

est enchâssé dans la mémoire, le passé et les récits.

exige du temps et de la patience.

exige une exploration de sa propre identité.

reconnait que certaines connaissances sont sacrées et ne seront partagées qu'avec la permission de qui de droit et dans certaines situations.

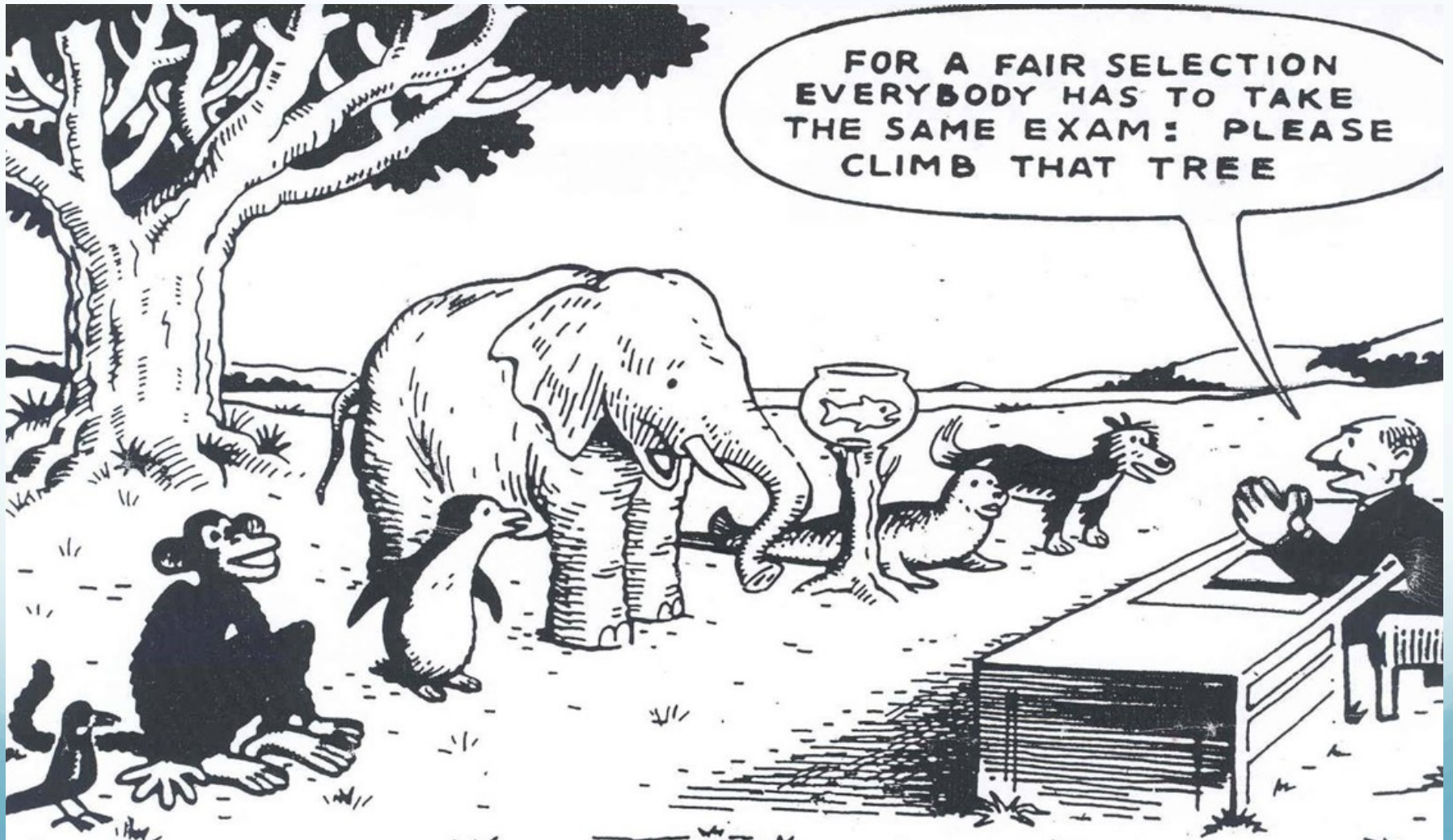
Aboriginal Worldviews and Perspectives in the Classroom

Moving Forward



www.bced.gov.bc.ca/abed/awp_moving_forward.pdf

Assessment



The Purpose of...

Summative

“Total **sum** of learning”

- Measuring / evaluation
- Check status against learning outcomes & criteria
- Validation for public / parents
- %, #, symbols and grades
- Happens at end of unit
- Mindset of a judge

Formative

“**Informing** where to next”

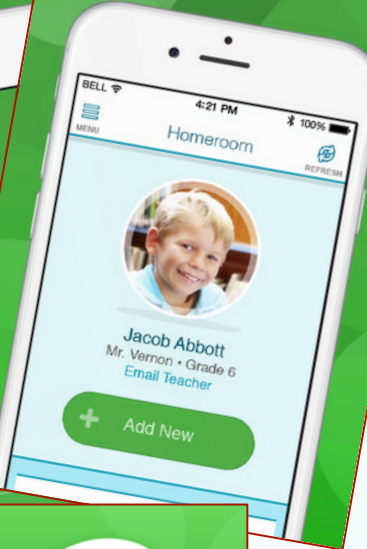
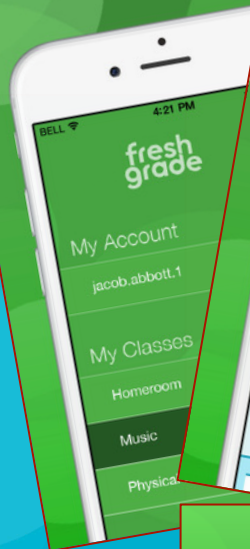
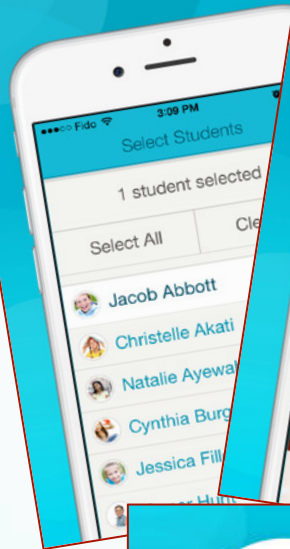
- Improving learning
- Student focused
- Descriptive & purposeful
- Day by day / minute by minute / before and during
- Building confidence
- Mindset of a coach

Tag students to automatically save captured learning to individual ePortfolios.

Capture learning in a way that traditional reporting can't.

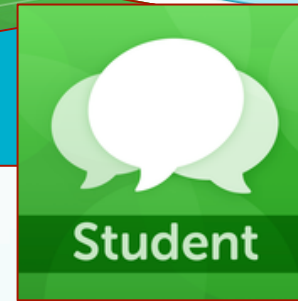
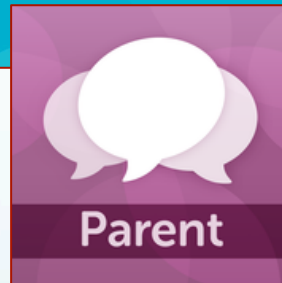
Manage multiple classes with a single login.

Upload assignments into your ePortfolio.



fresh grade

Making Learning Visible
Capture, Document & Communicate
Student Learning Via Digital Portfolios.



Reporting vs. Communicating student learning

A stack of three books with a red apple on top, next to a chalkboard with the text 'TEACHER RESOURCES' written on it. The books have orange, blue, and green covers. The chalkboard is green and the text is written in white chalk. The scene is set on a wooden desk.

TEACHER RESOURCES

BC Association of Teachers of Modern Languages



- HOME
- PRO-D
- CONFERENCE
- CURRICULUM INFO
- NEWS
- RESOURCES**
- MEMBERSHIP
- ABOUT
- CONTACT

Newsletters

iPad Inquiry Project >

Language Workshops for Teachers

TeachBC

FRENCH

GERMAN

ITALIAN

JAPANESE

MANDARIN

PUNJABI

SPANISH

Resources, Supports and Links

BCATML is here to support teachers of Modern Languages in B.C.

We are Collaborative Teachers!

Become a local chapter of BCATML. LSAs are eligible for grants and other... growth and support of community in diverse school districts across the province are what fosters BCATML's rich...

Click on the Individual Languages in the drop-down menu under 'Resources'

growth and support of community in

ur target Language.

First Peoples Classroom Resources

in 1992 by participants at a provincial centre. FNESC is focused on advancing... nations in their efforts to improve the... the **Canadian Indian Residential**... s and other resources are planned for

First Nations Education Steering C

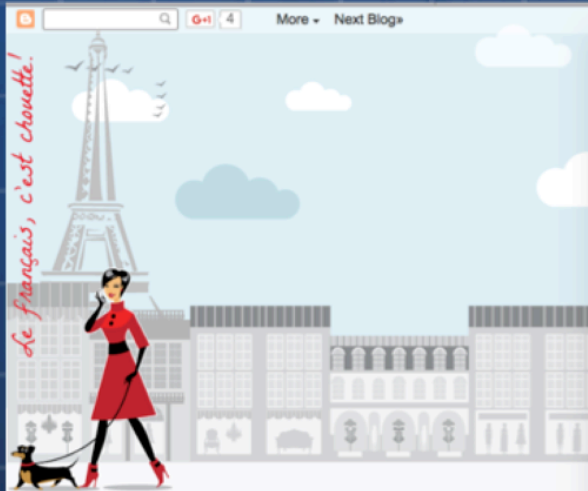
The First Nations Education Steering C... First Nations education conference at... quality education for all First Nations... success of all First Nations students... **Schools and Reconciliation** are now... the future.

<http://www.fnesc.ca/learningfirstpeoples/>



fnesc

frenchappsforkids.blogspot.ca



French Apps for Kids

A place to find apps for French Second Language learners and teachers.



The choice of iPad apps to learn French is vast and while there are many free apps to choose from, it seems that many of the better apps cost money. However, aside from a few screenshots available on each app's site, you cannot tell what the app is really like until you buy it. I therefore created this blog to help teachers and parents determine appropriate apps for their FSL learners before the apps are purchased. I will be reviewing apps on a regular basis, and rating them so that you can better judge whether to buy them or not (I will mostly review the apps that require a purchase). The free apps you can test out yourself (see some of them below, List A)! If a free app is particularly good, I will also provide a quick review.

My main focus will be on apps for **Elementary (K - 8) students**, with an emphasis on **Histoires/Contes** and **Vocabulaire** (See list B). For more FSL apps, please visit Catherine Ousselin's wonderful **Apps Page**. Some other blogs worth visiting for apps ideas and resources are **Joe Dale**, **Steve Lai**, **Richard Byrne** and **Audrey Misiano's**. (Note: I was honoured to be featured on **Steve**, **Richard**, and **Audrey's** blogs!)

Please email me at sduckworth100@gmail.com or comment here (scroll to the bottom) if you want me to review an app or if you have an app that you strongly recommend. Likewise, please let me know if

Pages

- [Home](#)
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- [More IT discoveries for FSL](#)
- [Other apps websites/blogs/posts](#)

About Me



Sylvia Duckworth

I am a Canadian Elementary School French teacher willing to try anything new for my students. You can find all of my tech resources at about.me/sylviauckworth.

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Ministry of Education: Tools

[https://
curriculum.gov.bc.ca/tools](https://curriculum.gov.bc.ca/tools)



BCTF: TeachBC

<https://teachbc.bctf.ca>



BCTF: French Services

[http://bctf.ca/
Francais.aspx](http://bctf.ca/Francais.aspx)



CASLT

<http://www.caslt.org>



Networks of Inquiry & Innovation



What is the NOII?

The Networks of Inquiry and Innovation (NOII) is a voluntary, inquiry-based network of schools in British Columbia, Canada. Established in 2000 and funded by the BC Ministry of Education, the NOII is designed to improve the quality and equity of education in BC through...

[Read More](#)

<http://noii.ca>

FNESC

First Nations Education Steering
Committee

<http://www.fnesc.ca>



fnesc

Le Wapikoni Mobile

<http://www.wapikoni.ca>
(Films, Music,
Workshops)



“Corriger le tableau” Un film de court métrage qui traite de l’estime de soi, la fierté, l’identité, le racisme, les rapports avec les blancs

Kirano Projet: Des portraits inspirants des Premières Nations

KIRANO

[atikamekw] nous sommes

Des portraits inspirants des Premières Nations



818 PARTAGES



ERUOMA AWASHISH



SAMIAN



CAROLINE CALVÉ



ALEXIS WAWANOLOATH

<http://ici.radio-canada.ca/kirano-portraits-autochtones/>

First Nations Child and Family Caring Society of Canada

[https://
fncaringsociety.com](https://fncaringsociety.com)

Social Justice Projects



Strong Nations – Nanaimo, BC



<http://www.strongnations.com>

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