



PLANNING & DELIVERING INSTRUCTIONAL EXCELLENCE

What FORMAT does your administration expect you to follow, present in written form and/or inform parents?

What kind of CONTENT are you looking for?

What are your STRATEGIES for planning and delivering lessons?

What VISUAL tools do you use?

6-step instructional framework

- STEP 1 **Context**
- STEP 2 **Vocabulary**
- STEP 3 **Media**
- STEP 4 **Culture**
- STEP 5 **Structure**
- STEP 6 **Skill synthesis**

Level 1

I understand the general theme of the unit and the meaning of some of the vocabulary words/phrases.

I can pronounce many words accurately and can ***identify*** cognates to ***facilitate recall***.

Self assessment:

Level 2

I can utilize some of the vocab either within the context of the reading or when writing sentences.

I understand the function of the grammar.

Self assessment:

Level 3

I can recall and utilize the vocab and grammar *within the context of the reading and/or when writing sentences*.

I am able to ***develop*** new connections from previously ***acquired*** knowledge.

Self assessment:

Level 4

I can utilize my knowledge to assist my peers with the vocab, grammar and also the speaking abilities.

I can apply the vocab and grammar by speaking fluidly.

Self assessment:

OBJECTIFS

Français 1

Quarter 1

Essential Understanding: Understand & convey information about self, family, friends and concepts of interaction in the community.

Essential Questions:

- How does one introduce oneself, family and others?
- How does one order food in a restaurant?
- How does one express preferences?
- How does one talk about weather conditions?
- How does one talk about hours and events?

Academic Objectives: To introduce students to the target language and its culture and for students to develop communicative skills.

Students will know:

- how to communicate in short sentences when speaking
- to use learned words & phrases when speaking
- how to ask introductory questions

Student will be able to:

- converse using simple ideas and familiar details in clear, uncomplicated speech
- follow social interactions as well as audio and/or video input
- read about menus, posters, schedules and various uncomplicated authentic material

SCALE :

4

Students will be able to analyze, connect and apply concepts about preferences about self, family, friends and concepts of interaction in the community.

3

Students will be able to formulate, cite evidence and draw conclusions about self, family, friends and concepts of interaction in the community.

2

Students will be able to interpret, make observations, compare and categorize activities, places and things about self, family, friends and concepts of interaction in the community.

1

Students will be able to recall and identify words to describe activities places and things preferences concerning self, family, friends and concepts of interaction in the community.

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Not evidenced