

TERM 1	TERM 2	TERM 3	TERM 4
<p><b>So you think that you don't speak French?</b></p> <ul style="list-style-type: none"> <li>Greetings and Introductions glossary building including simple sentence stems like 'c'est'</li> <li>Listening, reading and responding – recognising and responding to simple introductory questions in French when meeting others following the correct language conventions.</li> <li>Writing – Write and perform a 'Bandes Dessinée' storyboard dialogue/script based on an introductory conversation between two people in French.</li> <li>Students learn about the 'Benefits of Studying a Foreign Language' and produce a summary of what they have learnt in a negotiated Blooms/MI assessment format. 2 weeks</li> </ul> <p><b>What's French to me?</b></p> <ul style="list-style-type: none"> <li>Students negotiate with the class teacher to complete their research task on an aspect of French culture of particular interest to them. 2 weeks</li> </ul>	<p><b>My Family Album</b></p> <ul style="list-style-type: none"> <li>Explicit teaching of key glossary expressions to enable students to describe oneself and members of their family in French following the correct language conventions</li> <li>Explicit teaching of the verb 'être'</li> <li>Students complete revision activities incorporating what they have learnt in Term 1 to add to their descriptions of themselves and members of their family in French</li> <li>Students complete a range of learning worksheets to consolidate their knowledge of new vocabulary</li> <li>Construction of a simple family tree using the correct French names for family members</li> <li>Completion of a Family Album assessment task in French in a presentation format negotiated with their class teacher 3 weeks</li> </ul> <p><b>French Numbers (Part B)</b></p> <ul style="list-style-type: none"> <li>Students learn to count 50-100 in French</li> <li>Students learn how to ask someone's age and respond in French when describing someone's age</li> <li>Listening, reading and responding – recognising and responding to simple introductory questions about numbers or stating one's age in</li> </ul>	<p><b>Animals (French vs. Australian Native animals and Domestic pets)</b></p> <ul style="list-style-type: none"> <li>Explicit teaching of key glossary descriptions of domestic animals</li> <li>'Tu as quel animal? What animal do you have?' Students apply and create an oral presentation on their domestic pets with presentation modes negotiated with their class teacher (MI/Blooms)</li> <li>Research Assessment Task (MI choice - Venn diagram (groups/pairs), Digital/Visual booklet/poster Research Presentation comparing Australian and French native animals. Students complete a research task that examines any similarities and differences between French and Australian native animals.</li> <li>Students complete a mapping task using BOLTSS principles that locate the different regional habitats of selected French and Australian native animals 3 Weeks</li> </ul> <p><b>Fashion Clothing/Accessories Unit</b></p> <ul style="list-style-type: none"> <li>Explicit teaching of the key glossary terms to describe one's clothing and accessories.</li> <li>Students apply their new glossary terms and expressions to create a French clothing and accessory catalogue after first investigating a major department store in France. 3 Weeks</li> </ul>	<p><b>Paroles Paroles (Music immersion unit)</b></p> <ul style="list-style-type: none"> <li>Listening, reading and responding – recognising, comprehending and responding to simple lyrics in French with some language matching activities to their correct translations in English</li> <li>Students create a storyboard selecting examples from the lyrics to 'Paroles Paroles' to support their understanding of the new French vocabulary 2 weeks</li> </ul> <p><b>A Beginner's Guide to Speaking French</b></p> <ul style="list-style-type: none"> <li>Students will design a simple picture book for middle to upper primary school aged children that covers the key vocabulary that they have learnt throughout the two semesters (contents list constructed using the guidelines provided in the assessment task sheet). Students will present their picture books in a format negotiated with their class teacher (MI/Blooms)</li> <li>If time permits, students may submit their work to be included as part of the 'Discovery Day' and 'Orientation Day' student transition visits 2 Weeks</li> </ul>

## Francophone Countries of the World

- What is a Francophone country?
- Which countries are classified as Francophone countries?
- Geography mapping task: using BOLTSS, show where each of the Francophone countries of the world are located
- Students construct a flag of the Francophone country that they have selected to research
- Students complete a 'Francophone Country of the World' research task on a country of particular interest to them in a Blooms/MI format that they have negotiated with their class teacher  
3 weeks

## French Numbers (Part A)

- Students learn to count 1-50 in French
- Students learn how to ask someone's age and respond in French
- Explicit teaching of the verb 'avoir'
- Listening, reading and responding – recognising and responding to simple introductory questions about numbers or stating one's age in French when meeting others following the correct language conventions.
- Writing – Write and perform a 'Bandes Dessinée' storyboard dialogue/script based on an introductory conversation about one's age between two people in French.
- Students apply their knowledge of numbers 1-20 to complete some simple French mathematical problems  
1 week

French when meeting or introducing older people following the correct language conventions.

- Writing – Write and perform a Bandes Dessinée storyboard dialogue/script based on an introductory conversation about one's age between two family members in French.
- Students apply their knowledge of numbers 50-100 to complete some simple French mathematical problems  
2 weeks

## Parts of the Body

- Explicit teaching of the French glossary terms for the main parts of the body
- Students will complete an annotated outline of the body in French using their new glossary terms and following the correct language conventions
- Students will practise listening, recognising and responding to questions and statements that describe the different features of themselves and other people
- Students will complete a number of consolidation learning activities that require them to appropriately apply the correct French descriptions for different facial and other parts of the body features in themselves and in other people  
2 weeks

## Tour de France

- Students complete a mapping task of the '2014 Tour de France' route applying the BOLTSS principles and create an annotated visual display as an introduction to the key content of the unit
- Students complete a 'Tour de

## Seasons in France

- Explicit teaching of the seasons in the Northern Hemisphere and the appropriate descriptions of these in French
- Explicit teaching of the key glossary terms to describe the days of the week and months of the year in French
- Explicit teaching of the key glossary terms to describe different types of weather
- Students apply their new French vocabulary to design and produce a 'Seasons in France' booklet in a format negotiated with their class teacher (Blooms/MI)
- Students apply their new French vocabulary to design and produce a 'Calendrier 2015(2015 Calendar in French)' that shows the months, days of the week and dates in French following the correct language conventions
- Students apply their new French vocabulary on describing different types of weather to complete a Bandes Dessinée reading/listening/speaking writing test in a storyboard format  
3 weeks

## School stationary

- Explicit teaching of the French glossary terms for the main stationary items familiar to secondary school students
- Students will practise listening, recognising and responding to questions and statements that describe the different items of stationary that they use at school in French following the correct language conventions
- Students will complete a number of consolidation learning activities that require them to

## Ratatouille Film Text Study

- Students will identify some aspects of French culture, most specifically French cuisine
- Explicit teaching of the verb 'pouvoir', 'aimer' and the use of the negative form in describing oneself and others
- Students will learn how to describe their skills and abilities in French using their new vocabulary
- Viewing, listening, and responding – recognising, comprehending and responding to simple French words and expressions in 'Ratatouille' with some language support from their class teacher and subtitles
- Students create a 'French Foods that You Should Try' investigation task as preparation for their creative design of a French menu for their own dream restaurant in a format negotiated with their class teacher (MI/Blooms)  
3 Weeks

## Christmas Cultural Celebrations in France compared with your own cultural traditions

- Students learn about the cultural traditions of celebrating Christmas in France and compare their own family's cultural traditions over Christmas or Holiday Season. Students from other cultural backgrounds are encouraged to compare these customs with important milestone celebrations at different points of the year.
- Students listen and respond to a selection of music that symbolises cultural traditions in France during this season
- Students create a cultural celebration cards and/or

**Term One Revision: I can speak French!**

- Students consolidate the key glossary expressions that they have learnt throughout Term One – Students perform an oral presentation using the key glossary terms that they have learnt incorporating the use of 'c'est' using presentation tools negotiated with their class teacher.  
1 week

**Cultural Celebrations of Easter in France compared with your own cultural traditions – 1 week**

**Semester One Creative Writing Portfolio Immersion Enrichment Task (Blooms Taxonomy and Multiple Intelligences):**

Teacher-led immersion, multi-modal viewing, reading and listening to unfamiliar language texts, build upon Terms One and Two vocabulary range to embed new expressions throughout the semester in an authentic in-depth script (examine/breakdown language expression patterns and combine/construct/perform a new script according to the listening/writing/speaking assessment criteria rubric – self, peer and teacher evaluation

(10 weeks)

France' Challenge booklet to build their appreciation of the cultural traditions that make this race of international importance

- Students research a specific location along the route to investigate a range of social and cultural points of importance that encompass: historical, geographical, economic factors in a Blooms/MI format negotiated with their class teacher.  
3 weeks

(10 weeks)

appropriately apply the correct French descriptions for different items of stationary that they use at school in French following the correct language conventions  
1 week

(10 weeks)

**Semester Two Creative Writing Portfolio Immersion Enrichment Task (Blooms Taxonomy and Multiple Intelligences):**

Teacher-led immersion, multi-modal viewing, reading and listening to unfamiliar language texts, build upon Semester One, Terms Three and Four vocabulary range to embed new expressions throughout the semester in an authentic in-depth script (examine/breakdown language expression patterns and combine/construct/perform a new script according to the listening/writing/speaking assessment criteria rubric – self, peer and teacher evaluation

decorations in either the French or their own cultural tradition at this time of year  
1 week

(8 weeks)