

VISAGES 1&2

Scope & Sequence

VISAGES 1	Ensemble A		Ensemble B	
THEME	les animaux de compagnie	la télévision	les clowns	les héros
COMMUNICATIVE ORGANIZER	<ul style="list-style-type: none"> making choices and decisions 	<ul style="list-style-type: none"> making choices and decisions 	<ul style="list-style-type: none"> expressing feelings and attributes 	<ul style="list-style-type: none"> expressing feelings and attributes
CROSS-CURRICULAR CONNECTIONS	<ul style="list-style-type: none"> art, drama, science, math, social studies, relationships 	<ul style="list-style-type: none"> art, music, math, social studies, relationships 	<ul style="list-style-type: none"> art, music, drama, relationships 	<ul style="list-style-type: none"> drama, social studies, relationships
CULTURE	<ul style="list-style-type: none"> learning that French and English-speaking people have the same kinds of pets learning that French names for pets sound different than English names reading the results of an authentic survey about favorite pets conducted by a class in Ville St-Laurent, Quebec viewing a poster advertising an authentic French Canadian children's television show 	<ul style="list-style-type: none"> learning that English and French-speaking people watch the same kinds of television shows reading a French television guide learning that some shows are the same and some are different reading and listening to interviews of different children about their favorite TV shows discovering that there are many places in Canada where French-speaking people watch television in French learning about weather conditions across Canada 	<ul style="list-style-type: none"> discovering that both French and English children enjoy clowns learning that we can use body language and voice tone in both languages to express feeling learning the names of clowns in French learning about the famous <i>Cirque du Soleil</i> learning about the different historical types of clowns and clown characters learning about famous clowns and clown characters 	<ul style="list-style-type: none"> discovering that cultures value the same kinds of positive attributes learning about many heroes, both French and English-speaking
COMMUNICATIVE CONTENT	<ul style="list-style-type: none"> describing one's pet singing about pets reading about pets finding out what kind of pets the class likes finding out what kind of pets one's pet likes finding out how well class pets get along with one another making a puppet play 	<ul style="list-style-type: none"> singing about TV shows reading about preferences in TV shows identifying different TV show categories finding out what TV shows the class likes finding out how an awards show is produced making a poster creating a rap for one's favorite TV show 	<ul style="list-style-type: none"> singing about clowns reading about clowns finding out what makes a clown look funny, sad, etc. imitating different kinds of clowns making a clown mask 	<ul style="list-style-type: none"> singing about heroic attributes reading about heroes and heroines portraying heroic attributes discussing heroic attributes in friends finding out about the differences between real and imaginary heroes and heroines writing newspaper articles about heroes and heroines
END-OF-UNIT PERFORMANCE TASK	<ul style="list-style-type: none"> students produce a puppet play starring class pets 	<ul style="list-style-type: none"> students produce an awards show to honor favorite TV programs 	<ul style="list-style-type: none"> students create their own personal clown character 	<ul style="list-style-type: none"> students produce a newspaper about heroes and heroines
LANGUAGE STRUCTURES	<ul style="list-style-type: none"> <i>qu'est-ce que c'est?</i> <i>c'est un..., c'est une...</i> <i>tu as un...? tu as une...?</i> <i>j'ai un... j'ai une...</i> <i>tu aimes les...?</i> <i>j'aime les...</i> <i>tu veux un...? tu veux une...?</i> <i>je déteste les...</i> <i>les... sont...</i> 	<ul style="list-style-type: none"> <i>qu'est-ce que c'est?</i> <i>c'est un..., c'est une...</i> <i>tu as un...? tu as une...?</i> <i>j'ai un... j'ai une...</i> <i>tu aimes les...?</i> <i>j'aime les...</i> <i>tu veux un...? tu veux une...?</i> <i>je déteste les...</i> <i>les... sont...</i> 	<ul style="list-style-type: none"> <i>tu es + adjectif?</i> <i>je suis + adjectif</i> <i>il est + adjectif?</i> <i>il est + adjectif</i> <i>elle est + adjectif?</i> <i>elle est + adjectif</i> 	<ul style="list-style-type: none"> <i>tu es + adjectif?</i> <i>je suis + adjectif</i> <i>il est + adjectif?</i> <i>il est + adjectif</i> <i>elle est + adjectif?</i> <i>elle est + adjectif</i>

Ensemble C		Ensemble D	
les pattes	les pas	dans la forêt	dans une île
<ul style="list-style-type: none"> going places and doing things 	<ul style="list-style-type: none"> going places and doing things 	<ul style="list-style-type: none"> discovering our world 	<ul style="list-style-type: none"> discovering our world
<ul style="list-style-type: none"> art, drama, science, relationships 	<ul style="list-style-type: none"> music, physical education, relationships 	<ul style="list-style-type: none"> art, science, relationships 	<ul style="list-style-type: none"> art, social studies, relationships
<ul style="list-style-type: none"> discovering that French and English-speaking people wear similar types of footwear learning that the brand-names of the footwear are often formed on the same basis in both languages learning that the names of footwear in French and English may differ learning about French surnames 	<ul style="list-style-type: none"> discovering that moving to music is a part of both cultures learning that French songs and movement games are different from English ones learning about different cultural dances listening to and singing traditional French songs 	<ul style="list-style-type: none"> discovering that the school-related experience of both French and English-speaking children is similar learning that the language is different, but the content of the subject areas and the way they are approached are similar 	<ul style="list-style-type: none"> discovering that French and English-speaking children learn about the world in much the same way learning that there are many places in the world where French is spoken learning about Tahiti
<ul style="list-style-type: none"> singing about human and animal actions reading about animals reading about footwear designs based on the shape of animals' feet moving like animals finding out about the shape of an animal's foot and the way the animal moves 	<ul style="list-style-type: none"> singing and moving to music reading about moving to music interpreting action sequence diagrams creating action sequence diagrams performing action sequences created by friends 	<ul style="list-style-type: none"> singing songs about forest discoveries reading about forest life identifying and classifying forest animals and items finding out if one is a good observer studying about the life cycles of animals evaluating science projects 	<ul style="list-style-type: none"> singing songs about island discoveries discovering what interesting things can be found on an island reading about a class field trip to a tropical island reading island maps finding out about French tropical maps studying map legends
<ul style="list-style-type: none"> students produce an advertisement for an original footwear design based on the shape of an animal's foot 	<ul style="list-style-type: none"> students produce an original group action sequence 	<ul style="list-style-type: none"> students produce a science project display about the forest 	<ul style="list-style-type: none"> students produce a tourist map of an island
<ul style="list-style-type: none"> ER verbs tu sautes? je saute saute! interroger le présent l'impératif donner des directives 	<ul style="list-style-type: none"> ER verbs tu sautes? je saute saute! interroger le présent l'impératif donner des directives 	<ul style="list-style-type: none"> qu'est-ce qu'il y a + préposition il y a un..., il y a une... où est le...? où est la...? il y a des... le/la... est... où sont les...? voici un..., voici une... dans, sur 	<ul style="list-style-type: none"> qu'est-ce qu'il y a + préposition il y a un..., il y a une... où est le...? où est la...? il y a des... le/la... est... où sont les...? voici un..., voici une... dans, sur

VISAGES 1&2

Scope & Sequence

VISAGES 2	Ensemble A		Ensemble B	
THEME	la pizza	les t-shirts	les fourmis	dans les nuages
COMMUNICATIVE ORGANIZER	<ul style="list-style-type: none"> making choices and decisions 	<ul style="list-style-type: none"> making choices and decisions 	<ul style="list-style-type: none"> expressing feelings and attributes 	<ul style="list-style-type: none"> expressing feelings and attributes
CROSS-CURRICULAR CONNECTIONS	<ul style="list-style-type: none"> art, math, health and nutrition, language arts, relationships 	<ul style="list-style-type: none"> art, math, social studies, physical education, relationships 	<ul style="list-style-type: none"> art, science, social studies, relationships 	<ul style="list-style-type: none"> art, drama, music, science, social studies, relationships
CULTURE	<ul style="list-style-type: none"> learning about popular food from other cultures; international cuisine; cultural origins of many popular fast foods learning that similar fast foods are enjoyed by both English and French alike comparing first names in different languages reading menus in both English and French that show the same varieties of pizza and pizza toppings learning about the differences in expressing hunger hosting a multi-cultural food fair 	<ul style="list-style-type: none"> learning that the province of Quebec is made up of different regions, each with its unique characteristics; talking about Quebec regions and popular activities learning about landmarks and parks in Quebec discovering that both the English and French enjoy the same types of summer and winter outdoor activities learning that t-shirts advertising regions or activities are popular items of clothing among children in Quebec learning about regions and popular activities in France learning about popular slogans in French learning about the weather in Quebec producing maps of Quebec showing different regions and activities 	<ul style="list-style-type: none"> comparing the similarities and differences between the “culture” of social insects and the “culture” of school discovering that both French and English children engage in similar school activities and share similar attributes learning common French expressions referring to insects discovering that there are proverbs about the ant in many cultures 	<ul style="list-style-type: none"> learning about inventors, aviators, and inventions of French origin, ie. the Montgolfier brothers invented the hot air balloon, which was first released in Ammonay, France discovering that people of many different cultures have contributed to the development of flight learning about similar feelings and attributes that all people possess, regardless of their culture
COMMUNICATIVE CONTENT	<ul style="list-style-type: none"> singing a song about pizza reading about making a pizza finding out about what kinds of pizza the class prefers finding out how to order a pizza miming the steps in making a pizza learning how to make a pizza 	<ul style="list-style-type: none"> singing a song about winter and summer activities finding out the preferred activities of a friend reading about regions in Quebec finding out what activities are popular in your region and in regions of Quebec reading about publicity writing and presenting slogans 	<ul style="list-style-type: none"> singing songs about ant and human attributes reading about ants and life in an anthill creating songs about ants, termites and anthills miming attributes finding out about different kinds of ants and their anthills finding out about termites creating an anthill display comparing ant and human attributes reading about what students do in school 	<ul style="list-style-type: none"> singing songs about flying and the desire of humans to fly reading about the history of flight reading about well-known aviators comparing the attributes of students and aviators finding out about the first landing on the moon learning about choral reading making a time line that represents the history of flight
END-OF-UNIT PERFORMANCE TASK	<ul style="list-style-type: none"> students compose recipes for their favorite kinds of pizza 	<ul style="list-style-type: none"> students produce their own line of t-shirts to advertise their region 	<ul style="list-style-type: none"> students use previously prepared materials to compile and write a comparison booklet about ants and humans 	<ul style="list-style-type: none"> students produce a Reader's Theater about the history of flight
LANGUAGE STRUCTURES	<ul style="list-style-type: none"> <i>ne...pas</i> <i>ne...pas de</i> <i>pourquoi?</i> <i>parce que...</i> <i>du/de la/de l'</i> <i>l'impératif</i> <i>j'ai besoin de/d'</i> <i>beaucoup de/d'</i> <i>j'ai faim</i> <i>le présent du verbe «faire»</i> 	<ul style="list-style-type: none"> <i>ne...pas</i> <i>ne...pas de</i> <i>pourquoi?</i> <i>parce que...</i> <i>du/de la/de l'</i> <i>l'impératif</i> <i>j'ai besoin de/d'</i> <i>beaucoup de/d'</i> <i>j'ai faim</i> <i>le présent du verbe «faire»</i> 	<ul style="list-style-type: none"> <i>nous sommes + adjectif</i> <i>ils sont + adjectif</i> <i>elles sont + adjectif</i> <i>nous ...ons</i> <i>vous ...ez</i> <i>ils..., elles...</i> 	<ul style="list-style-type: none"> <i>nous sommes + adjectif</i> <i>ils sont + adjectif</i> <i>elles sont + adjectif</i> <i>nous ...ons</i> <i>vous ...ez</i> <i>ils..., elles...</i>

Ensemble C		Ensemble D	
les pompiers	les extraterrestres	le temps	les animaux en danger
<ul style="list-style-type: none"> going places and doing things 	<ul style="list-style-type: none"> going places and doing things 	<ul style="list-style-type: none"> discovering our world 	<ul style="list-style-type: none"> discovering our world
<ul style="list-style-type: none"> art, social studies, relationships 	<ul style="list-style-type: none"> music, language arts, social studies, relationships 	<ul style="list-style-type: none"> science, language arts, relationships 	<ul style="list-style-type: none"> art, science, language arts, relationships
<ul style="list-style-type: none"> learning that both the French and English practise fire safety at home and at school discovering that evacuation plans are similar in French and English schools learning that fire safety precautions and rules are similar in both cultures learning about the difference between English and French story designation learning the difference between how the French and English express they are warm 	<ul style="list-style-type: none"> learning about acceptance of cultural diversity discovering that human behaviour and communication may differ depending upon the cultural origin discovering that friendship is built on mutual respect and affection in all cultures discovering that symbols used to convey thought may vary from culture to culture, ie. pictograms are a part of many Pacific Rim languages learning about French chants and rhymes 	<ul style="list-style-type: none"> learning that each culture possesses unique ways to create art from language discovering that poetry directly reflects the culture that produces it appreciating creative works in French appreciating authentic French Canadian art learning about French Canadian artists Gaston Rebry and Pauline Paquin reading authentic French poetry by Anne-Marie Chapouton, Corinne Albaut, Paule Csillag, and Maurice Carême listening to the rhythm and beauty of the French language discovering how familiar strategies such as metaphor, simile, and repetition function in French discovering that many of the strategies used to produce poetry are the same in English and French learning idiomatic expressions that are unique to the French culture learning about the weather 	<ul style="list-style-type: none"> learning that concern for endangered animals of the world is shared among many cultures discovering that there are similar names in French for the continents, the oceans, and for several animals learning about cultural differences related to the French language: the names of animals in French have gender (masculine or feminine)
<ul style="list-style-type: none"> singing songs about fire and what to do during a fire drill reading about a fire drill at school reading about a visit to a fire station finding out about a friend's family members and home writing a story about a fire learning about anatomy reading about escaping a fire learning about fire safety 	<ul style="list-style-type: none"> reading about an alien's visit to Earth miming an alien's visit to Earth reading about school activities discussing class schedules learning about rooms in a school learning a folk dance learning about friendships writing a story about relationships 	<ul style="list-style-type: none"> singing songs about weather describing weather miming weather attributes reading and reciting poetry learning about weather conditions learning about word webs 	<ul style="list-style-type: none"> singing songs about endangered animals describing endangered animals reading about endangered animals learning about why animals are endangered creating riddles about endangered animals classifying endangered animals learning about endangered animals' habitats
<ul style="list-style-type: none"> students produce a visual display about fire safety in their home 	<ul style="list-style-type: none"> students work together to read and interpret a message from an alien 	<ul style="list-style-type: none"> students produce original poetry about the weather 	<ul style="list-style-type: none"> using both written language and representation, students produce a report on an endangered animal
<ul style="list-style-type: none"> <i>vous avez...</i> <i>nous avons...</i> <i>il + verbe</i> <i>elle + verbe</i> <i>tout, toute, tous, toutes</i> 	<ul style="list-style-type: none"> <i>vous avez...</i> <i>nous avons...</i> <i>il + verbe</i> <i>elle + verbe</i> <i>tout, toute, tous, toutes</i> 	<ul style="list-style-type: none"> <i>il est + adjectif</i> <i>elle est + adjectif</i> <i>il + verbe</i> <i>elle + verbe</i> <i>comment est-il?</i> <i>comment est-elle?</i> <i>de quelle couleur est-il?</i> <i>de quelle couleur est-elle?</i> <i>qu'est-ce qu'il mange?</i> <i>qu'est-ce qu'elle mange?</i> 	<ul style="list-style-type: none"> <i>il est + adjectif</i> <i>elle est + adjectif</i> <i>il + verbe</i> <i>elle + verbe</i> <i>comment est-il?</i> <i>comment est-elle?</i> <i>de quelle couleur est-il?</i> <i>de quelle couleur est-elle?</i> <i>qu'est-ce qu'il mange?</i> <i>qu'est-ce qu'elle mange?</i>