

VISAGES 3



OVERALL
EXPECTATIONS



ONTARIO
CURRICULUM



GRADE 6 CORRELATION
EXAMPLES FROM THEMES

Expectation	Theme 1 <i>Natalie au Québec</i>	Theme 2 <i>Pauvre Alphonse</i>	Theme 3 <i>Au travail</i>	Theme 4 <i>Au restaurant</i>	Theme 5 <i>Au camp de vacances</i>	Theme 6 <i>le monde sous-marin</i>
-------------	-------------------------------------	-----------------------------------	------------------------------	---------------------------------	---------------------------------------	---------------------------------------

OVERALL: PARTICIPATE IN DIALOGUES ABOUT FAMILIAR TOPICS, AND LISTEN TO AND TALK ABOUT SHORT ORAL TEXTS.

<p><i>Ask and answer simple questions using complete sentences.</i></p>	<p>The great majority of oral interaction throughout the program encourage students to ask and answer questions.</p>					
	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students ask for help in understanding and communicating by asking questions. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students ask and answer partner's questions about hairstyles, facial features and physical descriptions. 	<p><u>Examples:</u></p> <ul style="list-style-type: none"> Students ask and answer questions in a "mystery guest" game-show format. Students interview one another about career choices. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students ask each other about food preferences. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students ask and answer questions about preferred camp activities. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students pretend to be fish and group members ask questions to determine which fish they are portraying.
<p><i>Use appropriate pronunciation, liaison, intonation, and language in familiar contexts.</i></p>	<p>Throughout instructional strategies.</p>					
	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students perform a chant based on French pronunciation. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students role-play police artists and witnesses in an interview scenario. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students practise pronunciation of masc./fem. forms of professions. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students practise pronouncing language structures used to order food. 	<p><u>Examples:</u></p> <ul style="list-style-type: none"> Students compare camp maps and discuss similarities and differences. Students perform a chant about camp activities. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students discuss their favourite fish with a partner.
<p><i>Respond to oral texts (e.g., answer questions from a tape).</i></p>	<p><u>Examples:</u></p> <ul style="list-style-type: none"> Students listen to and fill in blanks in recorded cloze passage. Students demonstrate understanding of oral text by drawing pictures in blank boxes. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students identify criminals based on recorded descriptions. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students predict career choices based on oral text. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students listen to food orders and match orders to illustrations. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students answer questions based on an oral account of a day at camp. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students identify true/false statements in an oral text about fish locations in reef.
	<p>All oral-based projects and mini-projects require oral presentations.</p>					
<p><i>Give an oral presentation of ten to fifteen sentences in length.</i></p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students demonstrate language learning strategies by role-playing situations based on unit scenarios. 			<p><u>Example:</u></p> <ul style="list-style-type: none"> Students role-play being waiters and customers in a restaurant. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students present their camp map and brochure to the class. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students present their aquarium, describing the marine life and where it is positioned in aquarium.
	<p><u>Example:</u></p> <ul style="list-style-type: none"> Recite rhymes and poems about characters in stories 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students present original dialogues that demonstrate correct usage of <i>tu/vous</i>. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students interview a teacher or French-speaking guest, using questions they have devised. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students role-play waiters who are impolite, based on a polite model. 	<p><u>Example:</u></p> <ul style="list-style-type: none"> Students practise giving directions from different spots on a camp map. 	
<p><i>Make revisions to oral language in form, content and organization (e.g., add details, change word order), using appropriate resources and feedback from teacher and peers.</i></p>						

VISAGES 3

(continued...)



OVERALL EXPECTATIONS



ONTARIO CURRICULUM



GRADE 6 CORRELATION EXAMPLES FROM THEMES

Expectation	Theme 1 <i>Natalie au Québec</i>	Theme 2 <i>Pauvre Alphonse</i>	Theme 3 <i>Au travail</i>	Theme 4 <i>Au restaurant</i>	Theme 5 <i>Au camp de vacances</i>	Theme 6 <i>le monde sous-marin</i>
-------------	-------------------------------------	-----------------------------------	------------------------------	---------------------------------	---------------------------------------	---------------------------------------

OVERALL: READ A VARIETY OF CLASSROOM AND SIMPLE AUTHENTIC MATERIALS, 150 TO 200 WORDS LONG, CONTAINING FAMILIAR AND NEW VOCABULARY, AND DEMONSTRATE UNDERSTANDING.

Read at least nine simple passages or stories (e.g., pamphlets, booklets).	<u>Example:</u> • Students read movie reviews and ads.	<u>Example:</u> • Students read a comic strip story about a crime.	<u>Example:</u> • Students read an interview between a reporter and two students.	<u>Examples:</u> • Students read restaurant menus. • Students read recipes. • Students read dialogues between restaurant waiters and customers.	<u>Examples:</u> • Students read summer camp brochures. • Students read a completed camp application form. • Students read letters home from camp.	<u>Examples:</u> • Students read science project steps. • Students read reference pages about marine life.
Participate in a variety of reading situations, such as guided, shared, choral reading, using expression, correct pronunciation, and intonation.	Students sing along with theme song, reading lyrics from a fiche in all themes.					
Read and produce simple, structured responses that convey understanding of written text (e.g., arrange sentences in proper sequence).	<u>Examples:</u> • Students chant a rap to practise French pronunciation. • Students read story in magazine in pairs and groups.	<u>Example:</u> • Students read a description and illustrate features described.	<u>Examples:</u> • Students formulate interview questions based on magazine readings. • Students read descriptions of “mystery guests” and identify their various professions.	<u>Example:</u> • Students read stories about an incompetent waiter and identify his mistakes.	<u>Example:</u> • Students read descriptions of people and predict their choice of summer camp.	<u>Examples:</u> • Students perform a chant identifying fish you see when snorkelling. • Students read their reef description to a partner.
Identify the main idea and a few supporting details.	Part of reading strategies and activities in all themes.					
Use various reading strategies to determine meaning (e.g., the glossary at the back of a book, various dictionaries).	<u>Example:</u> • Reading strategies are a major focus in this theme. Various strategies are demonstrated to aid in comprehension: context, prominent words, illustrations, cognates and dictionaries or glossaries.		<u>Example:</u> • Students identify cognates for names of professions.	<u>Example:</u> • Students find cognates for food items.	<u>Example:</u> • Students read publicity for summer camps and identify each camp’s attractions and appealing features.	<u>Examples:</u> • Students read magazine story about marine life and identify main points. • Students predict which fish are compatible and what they eat, based on information in magazine reference pages.
	Use of context, key words, cognates, reference to glossaries or dictionaries, and visual cues: throughout.					

OVERALL: COMMUNICATE IDEAS AND FACTS IN WRITING FOR SPECIFIC PURPOSES.

Write sentences and questions that contain learned vocabulary and familiar language structures.	<u>Examples:</u> • Students write answers to simple questions re. language learning strategies. • Students write sentences to identify merchandise for sale at various types of stores.	<u>Example:</u> • Students write questions demonstrating correct use of <i>tu/vous</i> .	<u>Example:</u> • Students write simple sentences identifying their activity preferences.	<u>Example:</u> • Students write out restaurant food orders.	<u>Example:</u> • Students write simple sentences describing camp sites and corresponding activities.	<u>Example:</u> • Students write steps to follow when organizing a research project.
Write in different forms (e.g., paragraphs, dialogues, directions).	<u>Example:</u> • Students write film reviews.	<u>Example:</u> • Students write physical descriptions of partners.	<u>Example:</u> • Students write interview questions based on employment ads.	<u>Example:</u> • Students write a dialogue between a waiter and a customer.	<u>Examples:</u> • Students write a personal camp schedule identifying activities and times. • Students fill in a camp registration form. • Students write song lyrics describing activities they would like to do at camp.	<u>Examples:</u> • Students write a letter home from Martinique. • Students write a paragraph describing their reef drawing.
Write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., pamphlets, booklets).	<u>Example:</u> • Students write a dialogue to demonstrate language learning strategies based on models in magazine.	<u>Example:</u> • Students write descriptions of criminals, modelled in the magazine, and then edit their partner’s work.		<u>Example:</u> • Students write a menu for a <i>café français</i> .	<u>Examples:</u> • Students write letters home from camp. • Students write ad copy for a brochure advertising their own camp, based on numerous models in magazine.	<u>Example:</u> • Students write a detailed description of their aquarium.
Use and spell the vocabulary appropriate for this grade level.	Students create a word list for each theme, to be used as reference in their writing activities (<i>Mon visionnaire fiches</i>).					
	Many PLUS activities reinforce thematic vocabulary, for example cloze activities, crossword puzzles, word searches, etc.					