



Concours pour les professeurs de français en Australie



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Task: To develop a sequence of teaching and learning lessons that focuses on a topic associated with *La Nouvelle Calédonie* (New Caledonia).

« Mon voyage en Nouvelle Calédonie »

Target audience: Junior category: Year 5

Eligibility: I am a French teacher at Townsville Grammar Junior School, located in North Queensland. I work across two primary campus' (Annandale and North Shore). I am an English speaking Australian and I continue to learn French as my second language through the Alliance Française.

Requirements: I understand that my work might be uploaded to the FATFA website as a free pedagogical resource to be shared with the Australian teaching community. Third-party material used in my learning sequence have been referenced and acknowledged.

Duration: My unit is designed to be delivered over a 10 week term where students receive one hour of teaching per week. This is split across two half hour lessons.

Outline of context and rationale: Students at Townsville Grammar School are fortunate to have regular French lessons each week. Students in Prep to Year 2 have one 30 minute lesson per week whereas students from Year 3 to Year 6 have one hour per week, split across two half hour lessons. The target audience for this unit are students in Year 5. These students began their French studies in Year 3 (the introduction of Prep – Year 2 French began later).

Townsville Grammar School is a leading independent school in North Queensland. The student population is somewhat diverse; many learners are of Indian background. As it is a private school, many students do enjoy overseas trips with their families. The unit has been designed to “whet their appetite” for travel to our close French-speaking neighbours.

Listening and speaking will be the predominant macro-skills taught to students as this is likely to be more useful if they were to travel overseas with their families. However, students will also be taught to read and write simple French texts by the end of this unit.

I have chosen to introduce this unit and engage the students with facts and research in English before we zoom in on our unit of clothing and colours. I think students will benefit from a cultural understanding in English first, before we tackle French expressions and phrases. This knowledge base will give their new vocabulary meaning and a context for use. Each lesson begins with an 'échauffement' (warm-up) which is usually an oral activity to encourage language development and lesson flow.

Where written language is introduced, students are discouraged from writing English translations next to their work. Instead, they are encouraged to draw simple pictures so that French is always reinforced and their minds are forced to remember new content rather than relying on English.

The use of audio-visual material has been carefully selected to engage students and occurs frequently throughout the unit. This serves to give students a clear image in their mind of what New Caledonia looks like and this appeals to younger 21st learners.

The unit plan has been designed to progress through these five phases of learning. This is clearly marked in the plan.

- Engage: A learning concept is introduced.
- Explore: Students explore the new concept through learning experiences.
- Explain: The teachers guides students to understand the concept.
- Elaborate: Students apply what they have learnt.
- Evaluate: The teacher and the students review, evaluate, and assess their learning.

** Please note: the resources prepared for this unit are attached as appendices at the end of this document. They have been saved as picture files with their original size reduced so that they may fit into the document more easily. When the students used these worksheets they were given in A4 size.

** The language that is specifically taught is in bold and italicised so that it stands out from the English.

Bon Voyage!



French Unit plan – Year 5

TOWNSVILLE GRAMMAR SCHOOL

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French Unit plan – Year 5

TOWNSVILLE GRAMMAR SCHOOL

Unit title	Year level	Timing and duration of unit
Mon voyage en Nouvelle Calédonie.	Year 5	Term 2

UNIT OVERVIEW

- This unit culture, location and lifestyle of our closest French speaking neighbours, New Caledonia.
- This unit fits with the school priority of valuing language learning and broadening student understanding of French speaking countries –many younger students have the perception that French is only spoken in France.
- The big ideas of this unit are:
 - Establishing where New Caledonia is in relation to Australia – flight times, French airlines, time difference, name of airport and capital city.
 - Comparing the language, weather, size, fauna and flora of Australia and New Caledonia.
 - Looking at the main regions of New Caledonia and what makes them different in terms of their terrain and weather and how this influences what activities there are available to local residents and tourists.
 - The above is then explored in terms of what clothing items people wear to participate in different activities. How do we talk about clothing items and colours in French?
- At the end of this unit, students in Year 5 will be able to confidently talk about New Caledonia and what life is like there. They will have specific images in their mind of what New Caledonia looks like. They will also be able to identify places of interest to visit as a tourist. They will be able to use this knowledge when communicating to their family if a situation arose where they were fortunate enough to visit the country in the future.
- Additionally, Year 5 students will connect their learning of New Caledonia with a unit on clothing / describing clothes – colour and type. They will be able to talk about clothing and what they would need to wear and pack to participate in various tourist activities available in New Caledonia.
- The inquiry questions for the unit are: Where is New Caledonia? Do I know someone who has visited here before? How do I get to New Caledonia? What do I need to know about this country if I was to go there on a holiday? How do I talk about specific clothing items I would need if I was to take part in specific tourist activities in New Caledonia? What do I need to pack in my bag for a holiday in New Caledonia? How do I ask what someone is wearing and how do I answer this question if I was asked?

ACHIEVEMENT STANDARD

By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (For example, Est-ce que je peux ... ? Tu peux..... ?), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as tu forms with friends and family members, and vous for teachers and other adults or when more than one person is involved. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as et, mais, parce que, plus tard, maintenant), positive and negative statements (such as j'ai trois amis, je n'ai plus d'amis), and adverbs such as très, aussi, beaucoup, un peu and lentement. They recognise and use with support verb forms such as le futur proche (je vais + l'infinitif) and le passé composé (j'ai + regular forms of past participle) as set phrases. They identify l'imparfait when reading (for example, c'était, il était). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as avant, après, devant, derrière).

Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly-used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (for example, préparer, préparation; le marché, le supermarché, l'hypermarché). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (such as la vie scolaire, la famille, les courses, les loisirs, la cuisine). They explain to others French terms and expressions that reflect cultural practices (for example, bon appétit, bonne fête). They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.

CONTENT DESCRIPTORS

Communicating

Interact using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy
 [Key concepts: communication, exchange, interests; Key processes: expressing, comparing, socialising] ([ACLFR037 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

Participate in guided tasks such as organising displays, developing projects or budgeting for events
 [Key concepts: task, collaboration, budget; Key processes: planning, organising, budgeting] ([ACLFR038 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

Use questions, statements and responses to participate in learning activities, to indicate understanding and to monitor learning
 [Key concepts: mindful learning, process, outcome; Key processes: discussing, planning, monitoring, reflecting] ([ACLFR039 - Scootle](#))

Understanding

Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts
 [Key concepts: listening discrimination, accuracy, fluency; Key processes: listening, reading, recognising] ([ACLFR048 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

Develop knowledge of grammatical elements such as tenses, and combine them with an increasing range of nouns, adjectives and adverbs to construct simple statements, questions and exclamations
 [Key concepts: grammatical rules, patterns, exceptions; Key processes: classifying, discriminating, vocabulary building] ([ACLFR049 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

Understand how different French texts use language in ways that create different effects and suit different audiences
 [Key concepts: genre, structure, audience, sequencing; Key processes: comparing, noticing, explaining] ([ACLFR050 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

Gather and compare information from a range of sources relating to social and cultural worlds

[Key concepts; environment, communication, social behaviours; Key processes: researching, reading, listening, collating, evaluating] ([ACLFRFC040 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

Convey information and ideas in different formats to suit specific audiences and contexts

[Key concepts: content, audience, purpose; Key processes: organising, comparing, selecting] ([ACLFRFC041 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

Share responses to characters, events and ideas in texts such as stories, cartoons or films, making connections with own experience and feelings

[Key concepts: character, plot, imagination, feelings; Key processes: interpreting, expressing, comparing] ([ACLFRFC042 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

Understand that language is used differently in different contexts and situations

[Key concepts: language, identity, culture, context; Key processes: observing, comparing, analysing, explaining] ([ACLFRF051 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

Understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge

[Key concepts: language contact, word borrowing, digital media; Key processes: observing, identifying, classifying] ([ACLFRF052 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world

[Key concepts: diversity, creoles, dialects, accents; Key processes: mapping, comparing, distinguishing] ([ACLFRF053 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

Present, reinterpret or create alternative versions of songs or stories, adapting events or characters to different modes or contexts
 [Key concepts: adaptation, genre, plot, character; Key processes: imagining, creating, interpreting] ([ACLFRC043 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation
 [Key concepts: meaning, translation, word borrowing; Key processes: comparing, interpreting, translating] ([ACLFRC044 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

Create own bilingual texts and learning resources such as displays, websites, newsletters or word banks
 [Key concepts: bilingualism, word borrowing, meaning; Key processes: identifying, classifying, selecting, explaining] ([ACLFRC045 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

Compare ways of communicating in Australian and French-speaking contexts, and identify ways that culture influences language use
 [Key concepts: difference, language, culture; Key processes: noticing, reflecting, describing] ([ACLFRC046 - Scootle](#))

Reflect on how ways of using language are shaped by communities' ways of thinking and behaving and may be differently interpreted by others
 [Key concepts: cultures, norms, perspectives; Key processes: reflecting, observing, comparing] ([ACLFRC054 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

Reflect on aspects of own identity and language use, for example, by creating personal or group profiles or portfolios

[Key concepts: identity, community, bilingualism; Key processes: identifying, presenting, explaining] ([ACLFRC047 - Scootle](#))

	Term 1	Term 2`	Term 3	Term 4
Year 5				
Year 6				

RELEVANT PRIOR & FUTURE LEARNINGS

Year prior

By the end of Year 4, students interact with teachers and each other through **classroom routines, action-related talk and play**. They **exchange greetings** and wishes, **respond to familiar instructions** and to questions such as *Qu'est-ce que c'est?* and *Qu'est-ce que tu fais?* They **share simple ideas and information, express positive and negative feelings** (for example, *Je suis très contente*; *Je n'aime pas la pluie*) and ask for help, clarification and permission. **They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning**. They **make statements using the present tense** and present + infinitive form about **self, family** and interests (for example, *Je suis australien et italien*; *J'habite à Brisbane*; *Je vais partir demain*). They approximate the sounds, rhythms and pitch of spoken French. They comprehend simple, spoken, written, visual

Year following

By the end of Year 8, **students use written and spoken French to interact with teachers, peers and others and to exchange experiences, opinions and views**. They use descriptive and expressive language to talk and write about immediate environments, personal interests and feelings and technical language to discuss issues of wider interest (for example, *les nouvelles technologies, les rapports entre les générations, le travail, la musique*). They ask, give and follow directions and instructions, using phrases such as *prenez la deuxième rue à gauche ...*, *suivez le boulevard jusqu'à ...* and *choisissez la photo*. They locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience. They use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances,

and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions such as et and mais, and prepositions such as sous, sur and devant. They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (for example, une petite maison, les grands chiens).

Students know that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (for example, it has the same alphabet and basic sentence structure and many shared words) and different in other ways (such as in the use of titles, gestures, some new sounds such as r and u and gender forms). They know that languages change over time and influence each other. They identify French words used in English (such as menu, mousse) and English words used in French (such as le weekend, stop!). They demonstrate understanding of the fact that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types). They explain how French has its own rules for pronunciation, non-verbal communication and grammar. They use terms such as verb, adjective and gender for talking about language and learning. Students identify ways in which languages are connected with cultures, and how the French language, like their own, reflects ways of behaving and thinking as well as ways of using language.

discussions and debate. They plan, draft and present imaginative, informative and persuasive texts, using simple and compound sentences to structure arguments and to explain or justify a position. Students use regular verbs in the passé composé form independently as well as high-frequency irregular verbs such as faire, être and avoir. They use declarative, imperative and interrogative verbs in affirmative and negative forms. They interpret and translate language which has colloquial or cultural associations in either French or Australian English, providing alternative expressions when equivalence is not possible (for example, à tout à l'heure, good on ya!). They make appropriate language choices when communicating in French in different contexts and situations.

Students use metalanguage to explain language features and elements, using appropriate grammatical terms (such as tenses, genres, agreement). They identify how language features such as vocabulary, tenor and register serve different purposes in different modes. They make connections between texts and contexts, comparing expression and representation in similar texts from different cultural contexts (for example, invitations to celebrations or ceremonies, postcards or letters between friends). Students identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. They reflect on their own ways of communicating, discussing how these might be interpreted by others.

HITS of FOCUS

Setting Goals

Structuring Lessons

Explicit Teaching

Worked Examples

Collaborative Learning

Metacognitive Strategies

Metacognitive strategies teach students to think about their thinking. When students become aware of the learning process, they gain control over their learning. In this unit students will need to reflect on what information they want to know, how to phrase this in question forms, what to research and what questions to ask. They will begin this topic with the

HITS of FOCUS

Multiple Exposures
Questioning
Feedback
Metacognitive Strategies
Differentiated Teaching

likelihood of very limited knowledge on the subject and will constantly be thinking about what they are learning and how this shapes their understanding of the French culture and our close French speaking neighbours.

GENERAL CAPABILITIES

Literacy
Numeracy
ICT
Critical & Creative Thinking
Personal & Social Capability
Ethical Understanding
Intercultural Understanding

Literacy

Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. The following activities specifically address literacy within the French unit:

- Reading texts in French and English, translating texts, writing summary paragraphs and descriptive pieces, using vocab lists to create maps, present ideas orally and through the written word.

Intercultural Understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. The following activities specifically address intercultural understanding within the French unit:

GENERAL CAPABILITIES

- Comparing French and Australian school systems, comparing daily routines in Australia with those of students in France.

ICT

Students use class computers and iPads to research information. They will use skills associated with finding key words for research, using valid websites and adjusting their search words to refine their answers. They will learn to use ICT with confidence, care and consideration. During these tasks they will have greater control over what and how they learn, giving them independence and responsibility.

UNIT ASSESSMENT

Title of assessment/s and description	Technique/s	Conditions	Assessment dates
<p>Year 5 Poem Recital.</p> <p>Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts [Key concepts: listening discrimination, accuracy, fluency; Key processes: listening, reading, recognising] (ACLF048 - Scootle)</p>	Speaking.	Poem is recorded at home and then uploaded to Seesaw (online platform for video submissions) for marking by teacher.	Week 6


UNIT ASSESSMENT

<p>Year 5 Poem Knowledge Questions.</p> <p>Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation [Key concepts: meaning, translation, word borrowing; Key processes: comparing, interpreting, translating] (ACLFRC044 - Scootle)</p>	<p>Short reading comprehension test.</p>	<p>Class time. Test conditions.</p>	<p>Week 7</p>
<p>Year 5 Mon Voyage en Nouvelle Calédonie (reflection journal)</p> <p>Gather and compare information from a range of sources relating to social and cultural worlds [Key concepts; environment, communication, social behaviours; Key processes: researching, reading, listening, collating, evaluating] (ACLFRC040 - Scootle)</p>	<p>Written reflections to short answer questions.</p>	<p>Class time. Test conditions.</p>	<p>Week 9</p>
<p>Year 5 Qu'est ce que je porte?</p> <p>Develop knowledge of grammatical elements such as tenses, and combine them with an increasing range of nouns, adjectives and adverbs to construct simple statements, questions and exclamations [Key concepts: grammatical rules, patterns, exceptions; Key processes: classifying, discriminating, vocabulary building] (ACLFRC049 - Scootle)</p>	<p>Speaking.</p>	<p>Class time. Teacher conducts short 'question and answer' interview with students individually.</p>	<p>Week 9</p>

TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
1	<p>Students can recall simple information about New Caledonia, including where the island is located, how to get there and basic travel information.</p> <p>** This content is split across two lessons of half hour each.</p>	<p>Engage: Students are given a blank boarding pass which they glue into their “dossier Français”.</p> <p>Teacher to explain that the class is going on a trip for the term together to a French speaking country! Somewhere very close! We will need to fill the boarding pass in together using the website below for details. Bon voyage!</p> <p>Visit Aircalin website: (Explain that this is the main French airline that flies to New Caledonia). https://www.aircalin.com/en</p> <p>Students create a simple title page... “Mon voyage en Nouvelle Calédonie ».</p> <p>Class discussion – has anyone ever been to New Caledonia before? Has anyone ever heard of New Caledonia? Brainstorm what they might already know on the whiteboard.</p> <p>Using the Aircalin website together, work out the cost in AUST Dollars and write this somewhere on ticket. Explain that in New Caledonia they use euros. Write the flight time is 2h05 on ticket. Teacher to encourage students to work out that there is a one hour time difference. Discover that New Caledonia is not too far away and it is relatively cheap to fly there! (These facts are important as I want the students to feel that visiting New Caledonia is a viable holiday option for their families).</p> <p>Set the scene: As a class we are going to stay in New Caledonia for 10 weeks to gather information.</p> <p>Nouvata is where we have decided to stay due to its location on a scenic beach and it is close to the city centre.</p>	<p>Blank Airline Ticket – Appendix 1</p> <p>Blank New Caledonia Map – Appendix 2</p> <p>New Caledonian Indigenous Flag – Appendix 3</p>


TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p>https://www.nouvata.nc/gallery.html - from this website, visit the “About us” and “Gallery” tabs (property and surrounding). (I selected this hotel as I think the students will enjoy looking at the photos and it is idyllic as it is on the beach – this will ‘whet their appetite’ for their trip).</p> <p>Next, hand out a blank map of New Caledonia. Add location of the hotel above (Nouvata), Anse Vata beach and airport Tontouta to the map using google map zooming in and out to the various locations.</p> <p>https://www.google.com/maps/@-21.2154052,165.1082408,8.23z (discuss mapping skills: use pencil, ensure writing is horizontal, create a colour coded key using coloured pencil).</p> <p>Now look at the flag of New Caledonia – as New Caledonia is a French overseas territory, they use the French flag. Students add a French flag to their title page. Next, explain that like with Australia, there is also an indigenous flag.</p> <p>https://en.wikipedia.org/wiki/Flags_of_New_Caledonia Students use are given Indigenous Flag worksheet to colour in with correct colours.</p> <p>Teacher to explain that this flag is called the ‘kanak’ flag. This is a palindrome – same word in English and French... same spelling forwards as backwards. A key feature on the indigenous flag is the flèche faitière. Google Search Kanak houses to see symbol represented on flag. https://en.wikipedia.org/wiki/Fl%C3%A8che_fa%C3%A9ti%C3%A8re</p> <p>Watch the following clip together as a class to gather more information about what a ‘kanak’ is. Pause video to look for words that are similar in English to help create meaning. Create a class flow chart on whiteboard. Eg. Premiers habitants, colonie française. Etc. https://www.lumni.fr/video/qui-sont-les-kanaks</p>	

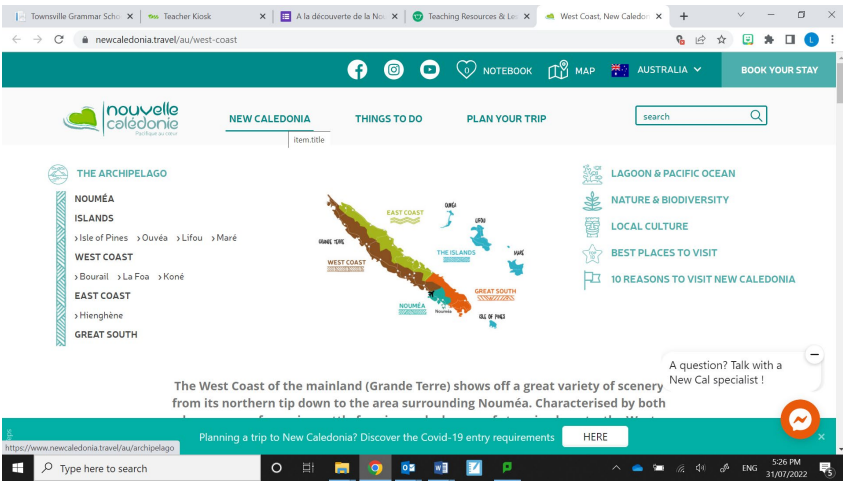
TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
	Suggestions for support and extension	As needed, teacher to support students with mapping activity and check for understanding at conclusion of lesson.	
2	<p>Students can recall information pertaining to the size, weather and variety of plants and animals in New Caledonia.</p> <p>Students understand that New Caledonia is divided into five different regions. They can recall these areas in French with some prompting.</p>	<p>Echauffement : Quick quiz. Students use scrap paper and write down the English for the following French words. (This is a warm up quiz as these words / phrases are ones they have learnt before so it is testing their memory. Teacher to use hand gestures to help with meaning). Words / phrases are: petit, grand, il fait chaud, il fait froid, il pleut, quel temps fait il ?</p> <p>Engage: Ask the class a quick survey. Hands up if you think Australia is bigger than New Caledonia. Hands up if you think New Caledonia is bigger than Australia. Let's find out.</p> <p>It is time for a country size comparison of Australia versus New Caledonia. Visit website where you can see both countries at the same time. https://www.mylifeelsewhere.com/country-size-comparison Which is true..(select and write in books). They already know 'grand' and 'petit' as above (small discussion here on why we spell them both with an 'e' in the following sentences. La Nouvelle Calédonie est plus grande que L'Australie. La Nouvelle Calédonie est plus petite que l'Australie.</p> <p>Ask the class a quick survey. Hands up if you think it snows in New Caledonia? Let's find out. Compare weather in New Caledonia with that in Townsville. Visit the following website: https://www.newcaledonia.travel/au/climate-weather After looking at the following graphs – students will make small statements in their books if they think the weather is similar to that in Townsville. Class discussion on what are the similarities and differences between the weather in Townsville and the weather in New Caledonia.</p>	<p>New Caledonia and Townsville Weather graphs – Appendix 4</p> <p>New Caledonia and Townsville rainfall graphs – Appendix 5</p> <p>Blank New Caledonia Map – Appendix 2</p>


TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p>Which statement is correct ...(select which one and students write in books).</p> <p>Il fait plus froid à Townsville en hiver. Il fait chaud en Nouvelle Calédonie. Il fait chaud à Townsville. Teach students... ‘En’ for country and ‘à’ for city. Il pleut beaucoup en Nouvelle-Calédonie. Il pleut beaucoup en été à Townsville.</p> <p>Ask the class: What does Fauna and Flora mean? What does endemic mean? Show students the following definition of endemic = belonging or native to a particular people or country https://www.merriam-webster.com/dictionary/endemic</p> <p>Let’s zoom in on the fauna and flora of New Caledonia – watch the following to get a feel of the abundance of animals and plants on the island. Youtube clip: https://video.link/w/u7Byd Students write this statement in their books.</p> <p>Il y a une grande variété d’animaux et de plantes en Nouvelle Calédonie. Certains sont mêmes endémique à l’île. Teacher to repeat sentence slowly, students repeat focussing on perfecting their pronunciation.</p> <p>Explore and Explain: Ask students how Australia is divided. Guide discussion to 6 states and 2 territories. Students are given another map to mark the five regions of New Caledonia with a colour coded key. Visit this website: https://www.newcaledonia.travel/au/west-coast. Hover over ‘New Caledonia’ tab on the top bar to see the colour coded five regions.</p>	


TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p>As follows:</p>  <p>Students use a key to colour code these locations on their map. Use French language for these areas:</p> <ul style="list-style-type: none"> Le Grand Sud La Cote Ouest Nouméa Les îles La Cote Est 	

TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p>Student example :</p> 	
	<p>Suggestions for support and extension</p>	<p>Support students with mapping task as needed.</p>	
<p>3</p>	<p>Students understand what the term 'kanak' means and can give some examples of how they live everyday life.</p>	<p>Echauffement: Students stand in a circle. Teacher to repeat the regions of New Caledonia in a random order. Students need to give the correct English answer to stay in the game. (Le Grand Sud, La Côte Ouest, Nouméa, Les îles, La Côte Est). If they give an incorrect answer, they sit down. Game continues. Teacher can start to speak faster when there are fewer students in so students have to listen more carefully.</p>	<p>Who is Déwé Gorodey research task worksheet – Appendix 6</p>


TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
	<p>Students can recall the name and some simple facts about a famous kanak woman who campaigned for right in New Calendonia, Déwé Gorodey.</p> 	<p>Explore and Explain: It's now time to take a closer look at the rich culture the island has to offer. We have already looked at the kanak influence on the New Caledonian flag now let's look closer at the kanaks lifestyle.</p> <p>Youtube clip Culture – New Caledonia: https://video.link/w/z7Byd - only need to watch until 55 seconds.</p> <p>Youtube clip: Discover the kanak culture: https://video.link/w/37Byd</p> <p>Youtube clip: Fascinating KANAK dancing https://video.link/w/G7Byd - only need to watch for 2mins or until the students have an understanding.</p> <p>Having viewed these clips, make observations and discuss as a class....</p> <p>What are they wearing? Men and woman separately (perhaps pause the image so class can analyse).</p> <p>What are they using as props? – (pause image)</p> <p>What colours do you think on their outfits?</p> <p>What instruments are making the sound?</p> <p>What sort of emotions do you feel watching the clip?</p> <p>Where do the performances take place?</p> <p>Laptop activity: Students work individually or in pairs to complete the research questions about Déwé Gorodey. This then leads into students receiving a small portion of a poem written in by Déwé Gorodey in French and translated to English. (* This is a long poem that could be analysed at a deeper level with older students). As the students are only in Year 5, the poem will be understood at surface level.</p>	<p>Year 5 Poem Assessment Task (this can be found at the very end of the document after the appendices).</p>

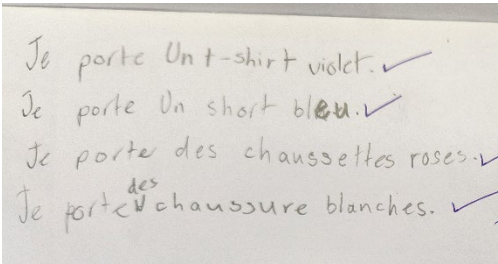
TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p>Students are then given their poem / speaking task for Term 2. This is a shortened version of the poem by Déwé Gorodey. Open class discussion on the meaning of the poem given the research task they have just completed above. (Meaning to be gained: Déwé Gorodey was campaigning for Independence from France. She was a teacher, writer and a politician. She was born in New Caledonia and as she is of indigenous decent, she is a kanak tribe member. She wanted the kanaks to have equal rights in New Caledonia).</p> <p>Teacher to repeat each line of the poem slowly in French for students to copy accent and pronunciation. This will be repeated for each lesson until the due date in Week 6.</p>	
	Suggestions for support and extension	Students can be paired in mixed ability groupings for research task. This will allow students who are less competent at research skills to learn from their peers.	
4	<p>Students can explain what the Great South is like and what activities tourist do there.</p> <p>Students can list clothing items needed for a bike ride and are starting to recognise how to add a simple adjective to written sentence.</p>	<p>Echauffement: Practise poem in French as whole class or in small groups. Teacher to repeat each line of the poem in French for students to copy accent and pronunciation. Also, ensure students understand English translation.</p> <p>Elaborate: Inform students...You have now been at the Island for a week – you have enjoyed local life and learnt a lot about the history of the place. Now time to go visiting and exploring and speak some French!</p> <p>Your first place to visit is Le Grand Sud. View this clip together to get a feel of what the landscape and activities are like in Le Grand Sud. https://www.newcaledonia.travel/au/great-south</p>	Colour reference table – Appendix 7

TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p>The activity we are going to focus on is... Je fais du vélo.</p> <p>Discuss as a class what you would wear bike riding...they offer suggestions in English and teacher helps to translate to French (this is all brand new vocabulary to them, hence why starting in English).</p> <p>Des lunettes de soleil Un t-shirt Des chaussures Des chaussettes Un short Un casque</p> <p>Students draw a simple picture of themselves in their French books wearing these items sitting on a bike. Now add colour!</p> <p>Teacher to introduce 'je porte'. Students to write their sentences. Je porte un t-shirt etc.</p> <p>Now let's change our sentences to add in colour words. Des – requires us to add 's' for our colours.</p> <p>Eg. Je porte un t-shirt bleu. Je porte des lunettes de soleil jaunes.</p>	


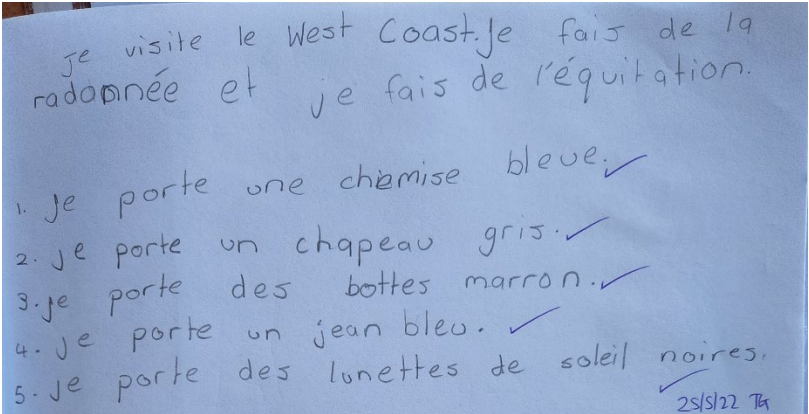
TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p>Student example :</p>  <p>Teacher to hand out colour reference table. Students write own sentences with clothing items and colour words. Teacher offer feedback and correction as needed.</p> <p>Students are paired into mixed ability groups. They are to practise a mini role play. Je visite Le Grand Sud de Nouvelle Calédonie et je fais du vélo. Moi aussi ! Qu'est-ce que tu portes ? Je porte (student reads from the books). Et toi?</p> <p>Students perform roleplays to class.</p>	
	<p>Suggestions for support and extension</p>	<p>It is important that the teacher monitor for understanding of colour words and their different spellings. Teacher to work with a small support group and create sentences together rather than those students working alone.</p>	

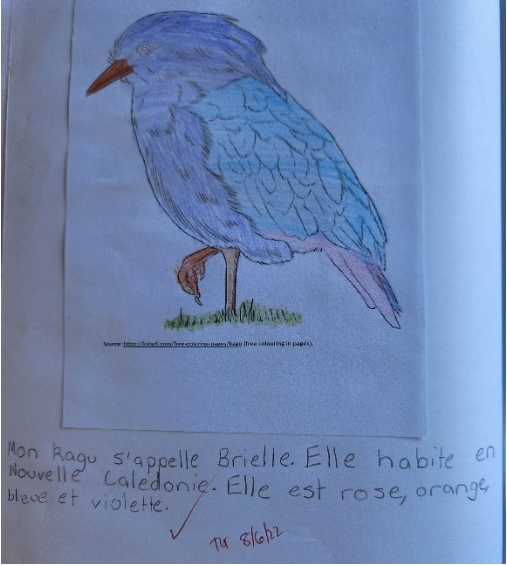
TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
5	<p>Students can explain what a 'cagou' is and where and how it lives.</p> <p>Students can explain what the West Coast is like and what activities tourist do there.</p> <p>Students can confidently explain what 'je porte' means and how to spell it.</p> <p>Students can explain the use of colour agreements for nouns with some success.</p>	<p>Echauffement : Teacher to write the letters a c g o u on the white board (these are currently in alphabetical order. Students have one guess to rearrange and spell the word of an endemic bird species to New Caledonia. Students to write down their guess on their mini white board. 'Petit bonbon' for winning student / students.</p> <p>Practise poem in French as whole class or in small groups depending on student competence.</p> <p>Elaborate:</p> <p>Inform students...During our next week we want to visit La Cote Ouest. Watch this clip together to see what activities we will be doing here. https://www.newcaledonia.travel/au/west-coast</p> <p>Teacher prompt students to see that hiking and riding horses are featured strongly in the clip.</p> <p>Je visite La Cote Ouest. Je fais de la randonnée et je fais de l'équitation. (students copy sentence into their books).</p> <p>As with previous lesson there is a short English discussion on what students would wear hiking and horse riding. For example, long pants and long shirts are ideal for protection etc. The following new clothing vocabulary words are introduced.</p> <p>Un jean Une chemise Des bottes Un chapeau</p>	<p>Mini whiteboards</p> <p>Colour reference table – Appendix 7</p>


TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p>Des lunettes de soleil Un t-shirt Des chaussures Des chaussettes</p> <p>Students draw a stick figure on their books wearing the appropriate clothing items. They then attempt to label their pictures and write 'je porte' sentences with colour words like they did last lesson.</p> <p>Student example:</p>  <p>Inform students... While on our hike someone said to watch out for a “cagou”. They are endemic to New Caledonia. Let's do some research together to find out what a 'cagou' is and what it looks like. https://video.link/w/J7Byd</p>	

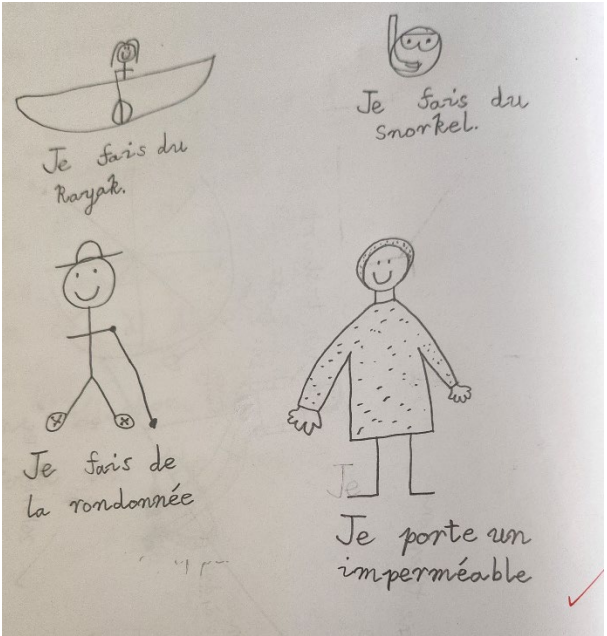
TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p>Students are then given a cagou colouring in worksheet. They write a small sentence – Mon cagou s'appelle... Il / Elle habite en Nouvelle Calédonie. Elle est jaune, bleue etc. (use colour sheet to use correct agreements). Worksheets are hung around classroom for display and colour.</p> <p>Student example:</p> 	
	<p>Suggestions for support and extension</p>	<p>Students may need support to write their 'cagou' sentences. If students are finding the colour words hard, they can complete the first sentence of the above task.</p>	

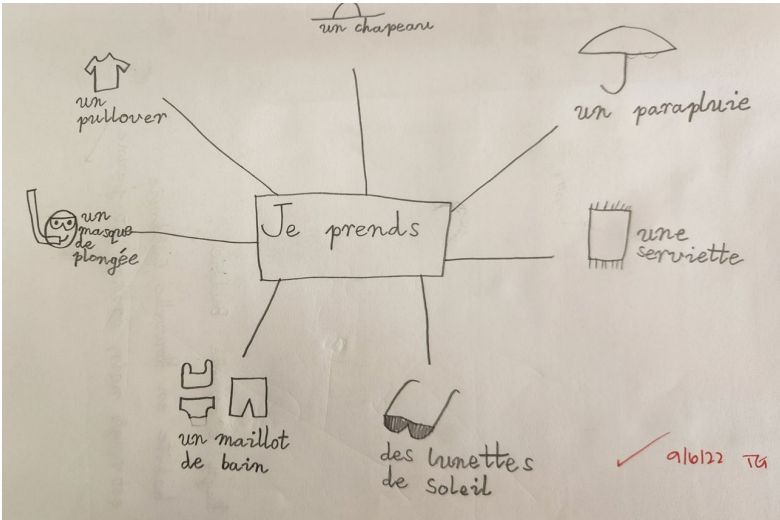
TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
6	<p>Students can confidently use 'je porte' and 'je prends' in a sentence with accurate pronunciation.</p> <p>Students can explain what the East Coast like and what activities tourist do there.</p> 	<p>Echauffement : Oral warm up – students stand in various parts of the room as act out at the same time as saying French phrases. Je fais du kayak. Je fais de la randonnée. Je fais du snorkel / tuba. Next, students stand in a circle and pick one phrase to say to class. Only rule is they can't say what the person before them just said.</p> <p>Reminder: poem assessment task is due on 'seesaw' (online learner platform for students to submit work to their teacher). Teacher can give verbal or written feedback.</p> <p>Elaborate:</p> <p>Inform students... it's time to visit La Cote Est. Watch clip together to become familiar with the landscape etc. https://www.newcaledonia.travel/au/east-coast</p> <p>It appears that is might rain a bit more here. The activities include: je fais du kayak. Je fais de la randonnée. Je fais du snorkel / tuba. Students draw simple pictures in book of themselves doing these activities with the simple French sentence next to the drawing.</p>	

TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p>Student example:</p>  <p>Students draw a picture of themselves again... Je porte un imperméable (colour). (rain coat).</p> <p>Teacher to write 'je porte' and 'je prends' on the white board. Teacher to explain the difference in meaning.</p>	


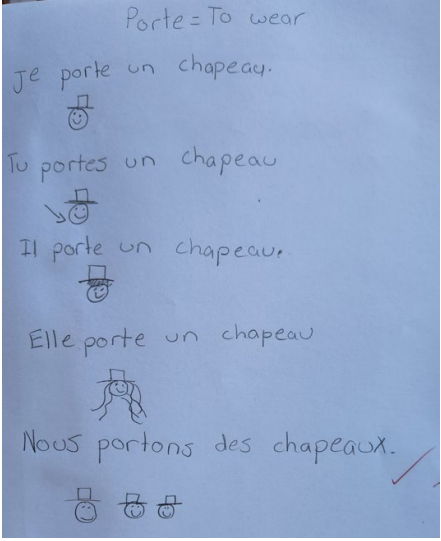
TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p>Dans mon sac à dos je prends.... now draw picture of a bag and arrows to these things in bag. These items will be necessary for us to bring on our visit to the East Coast.</p> <p>Un pullover Un parapluie Un masque de plongée Une serviette Un chapeau Des lunettes de soleil Un maillot de bain</p> <p>Student example:</p> 	

TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		Time for a game between ' <i>filles et garçons</i> '. Students stand in two lines. Teacher says a phrase in French. For example, ' <i>je prends une serviette</i> '. Student responds in English (I take a towel). If they give the wrong English translation they are eliminated. Game continues.	
	Suggestions for support and extension	Teacher can give harder phrases to more competent students. Teacher can provide actions to students who are struggling to understand the French.	
7	<p>Students understand that the verb 'porter' must be changed to suit the subject (spelling and pronunciation). They can list the spelling changes with some success.</p> <p>Students can confidentially use correct French pronunciation when using 'porter' with different subjects.</p>	<p>Echauffement : Teach students to say these letter in order without telling them why. Just say they will need to recall this chant later in the lesson. This creates intrigue! E, ES, E, ONS, EZ, ENT boom boom (say it with a beat to encourage it to stick in their minds).</p> <p>Students complete poem comprehension assessment questions individually.</p> <p>Elaborate:</p> <p>Inform students...Finally it is time to visit Les Iles. Watch the following clip to get a feel for the landscapes. https://www.newcaledonia.travel/au/islands</p> <p>Notice, the activities are similar to those already mentioned so the focus is on now the verb 'porter' and how to use this with different subjects.</p> <p>Teacher uses the following examples. Start by drawing simple pictures to accompany each sentence. The emphasis is on changing 'who' appears as the subject in the picture so that it is obvious they we are changing gender, number or the speaker.</p>	Year 5 Poem Assessment Task (this can be found at the very end of the document after the appendices).


TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
	<p>Students can explain what the Islands are like and what activities tourist do there.</p> 	<p>Je porte un maillot de bain. Tu portes un t-shirt. Il porte des lunettes de soleil / Elle porte un chapeau. Nous portons un masque de plongée. Vous portez un short. Ils portent des tennis / Elles portent sandales.</p> <p>Student example :</p> 	

TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p>After writing out these sentences – see if any students can recall the letter pattern / chant from the beginning of the lesson! See if the “penny drops” as teacher shows the spelling on the words as they recite the letters in order!</p> <p>Role play time! Students are put in groups of 6 or so. They are instructed to create a role play which shows the use of the verb porter. Teacher to use students from the class as examples.</p> <p>For example: Bob: Je porte un t-shirt. Sally (turns to Bob and says): Tu portes un t-shirt. Fred (points to Sam and says): Il porte un t-shirt. Sam (points at his group and says). Nous portons des t-shirts. Jane (ask the group) Vous portez des t-shirt ? Group says Oui! Sarah (point to the boys who stand together and says): Ils portent des t shirt.</p> <p>Class listens to role plays. Each role play must have a different clothing item focus.</p>	
	Suggestions for support and extension	Teacher to create groupings for role play so all students are supported.	
8	Students can explain what Nouméa is like and what activities tourist do there.	Echauffement: show students the following youtube song Encourage students to join in. Les vêtements - Alain LeLait (clothes in French) https://video.link/w/L7Byd	



TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p>Elaborate And Evaluate</p> <p>Inform students... Now it is time to visit the capital Nouméa. What clip to get a feel for what the capital city it like. https://www.newcaledonia.travel/nz/noumea</p> <p>The following sentences are discussed as a class. Discuss, what the new language is in these sentences and which statement is relevant to them. Each student selects a sentence to share aloud to the class.</p> <p>Je visite Nouméa et je fais du shopping! (everyone says this sentence).</p> <p>Students choose between these options: La mode c'est important pour moi. La mode n'est pas importante pour moi. J'aime les marques. Je n'aime pas les marques.</p> <p>Draw two stick figures (girl and boy). Draw them wearing clothing items for a trip to Noumea (these clothing items are a bit 'more dressy' for a trip to the city!).</p> <p>Title... Je porte :</p> <p>Une robe Une jupe Une chemise Des chaussures</p>	

TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p><i>Une chemise</i> <i>Une cravate</i> <i>Un pantalon</i> <i>Des chaussures</i> <i>Des chaussettes</i></p>	
	<p>Suggestions for support and extension</p>	<p>For extension students can add some sentences underneath their pictures with colour adjectives.</p>	
<p>9</p>	<p>Students can showcase their knowledge of New Caledonia in a written reflection task.</p> <p>Students can form sentences detailing what they are wearing for a specific outdoor activity including details about colours.</p>	<p>Echauffement: show students the following youtbue song: Dorothée - La Valise (with lyrics) [French Song] https://video.link/w/O7Byd (students are to raise hand when they hear clothing items that we have studied. There are many others that we haven't looked at in the song. Teacher to briefly explain but is it not the focus. Chorus also needs a brief discussion as the lyrics are J'ai mis dans ma valise (earlier in the term students looked at 'je prends dans ma valise'. Teacher to help students make connection between two phrases.</p> <p>Evaluate: Assessment week.</p> <p>This week is set aside for any necessary catch up due to lesson cancellations. It is also set aside for students to complete following summative tasks:</p> <p>Students complete reflection journal while teacher has individual speaking conference with each student.</p>	<p>Year 5 Mon Voyage en Nouvelle Calédonie (reflection journal assessment task).</p> <p>Year 5 Qu'est ce que je porte? (speaking assessment task)</p> <p>(Both of these items can be found at the very end of the document after the appendices).</p>

TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p>Year 5 Mon Voyage en Nouvelle Calédonie (reflection journal).</p> <p>Year 5 Qu'est-ce que je porte? (speaking assessment).</p>	
	<p>Suggestions for support and extension</p>	<p>These tasks are open ended to allow students to demonstrate their understanding.</p>	
10	<p>Students can share some facts about the tricot rayé snake.</p> 	<p>Echauffement: Give students scrap paper, get them to draw a person who is wearing a sweater. Now add stripes to it. Explain this is un tricot rayé. Now draw a snake! This is also a tricot rayé!</p> <p>Inform students... This is a fun creative activity to finish the term: Inform students that the local tourist office has just contacted you! They have noticed that you have been visiting lots of parts of New Caledonia for the past 10 weeks. They have a project for you! They want you to create a shirt which tourists can buy!</p> <p>There are some requirements: the shirt must feature the tricot rayé on it.</p> <p>Students work in pairs to research the tricot rayé. Each group must report back to the class with 5 interesting facts about the tricot rayé which they can share with the class.</p> <p>Share the following websites with the class to gain some creative ideas:</p> <p>https://www.facebook.com/tricotraye.nc/photos</p> <p>https://video.link/w/R7Byd</p> <p>https://video.link/w/V7Byd</p> <p>Students use blank t-shirt template to create their own unique design. These will be hung up around the classroom to add colour and fun!</p>	<p>Blank T-Shirt Worksheet – Appendix 8</p>

TEACHING & LEARNING SEQUENCE – Year 5

WEEK	Learning intentions and success criteria	Key teaching and learning experiences, including opportunities for feedback	Resources
		<p>Student examples:</p> 	
	<p>Suggestions for support and extension</p>	<p>If students finish early they can write a sentence to go with their picture listing the colours and using the verb 'porter'. Eg. Je porte un t-shirt avec un tricot rayé. Mon t-shirt est bleu, jaune et rouge.</p>	

REVIEW of ADJUSTMENTS

This can be completed at the conclusion of the unit in consultation with the learning support teacher.

EVALUATION

It was during the implementation of this unit during Term 2, 2022, that Townsville Grammar Junior School North Shore campus was under NSSAB (Non State School Accreditation Board) review. This means that this entire unit was reviewed by external assessors who checked that the unit was valid, appropriate, aligned with school values and intentions and met with Australian Curriculum guidelines.

APPENDICES

Appendix 1



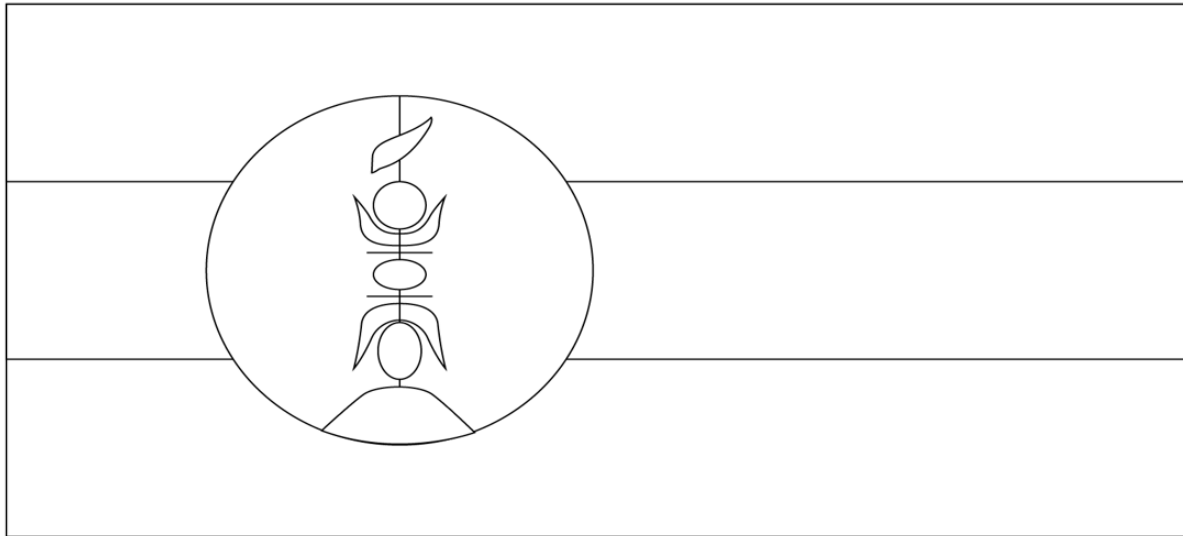
Source: <https://www.dreamstime.com/%D0%BF%D0%B5%D1%87%D0%B0%D1%82%D1%8C-plane-ticket-airline-boarding-pass-template-airport-document-vector-illustration-image211907532>

Appendix 2



Source: <https://www.teacherspayteachers.com/Product/FREE-New-Caledonia-Map-5872260>

Appendix 3



Flag of New Caledonia - Kanak Flag

Adopted on 13 July 2010.

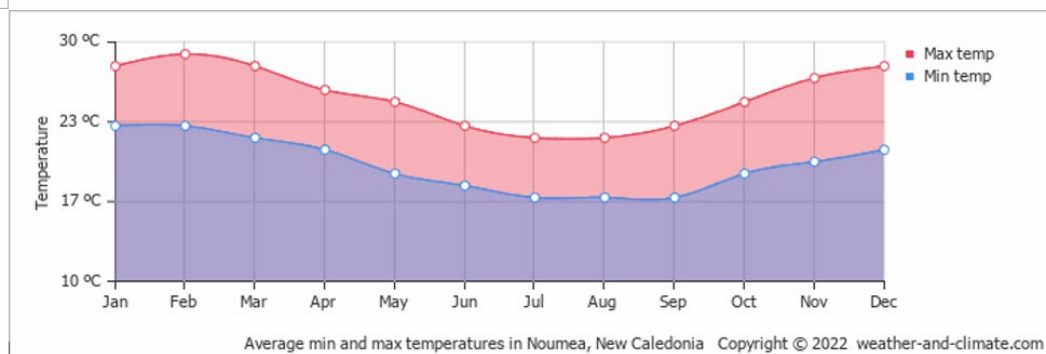


A horizontal tricolour of blue, red, and green charged with a yellow disc fibred black and defaced with a vertical symbol, also black. Up to 2010, the only flag used to represent New Caledonia, an overseas territory of France, was the flag of France. The blue symbolizes both the sky and more importantly the ocean surrounding New Caledonia. The red symbolizes the blood shed by the Kanaks in their struggle for independence, socialism, and unity. The green symbolizes the land itself and by extension the ancestors buried within it. The yellow disc is a representation of the sun and the symbol upon it consists of a fêche faitière, a kind of arrow which adorns the roofs of Kanak houses thrust through tutut shells.

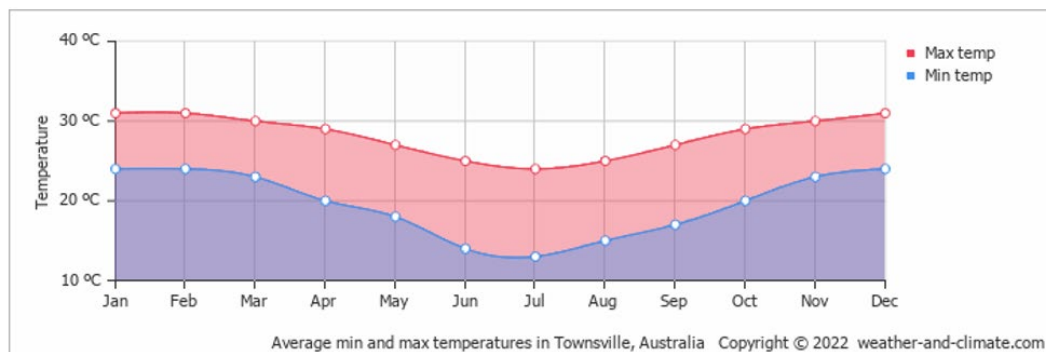


Source: <http://www.supercoloring.com/coloring-pages/flag-of-new-caledonia?version=print>

Appendix 4

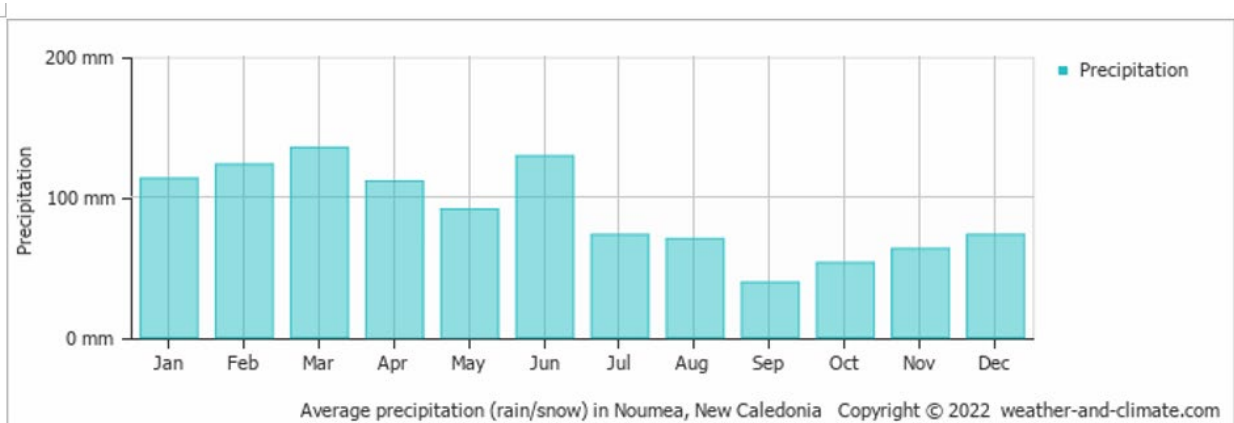


Source: <https://weather-and-climate.com/average-monthly-Rainfall-Temperature-Sunshine,Noumea,New-Caledonia>

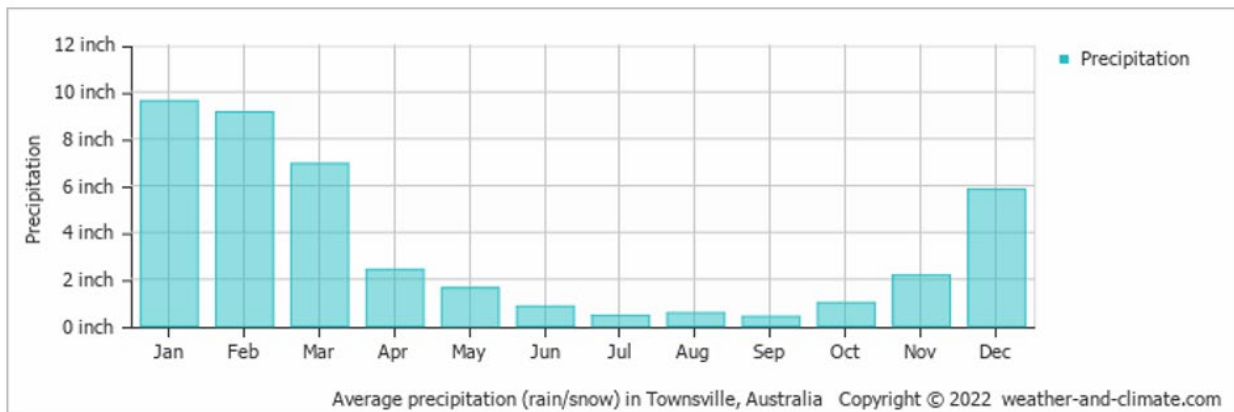


Source: <https://weather-and-climate.com/average-monthly-Rainfall-Temperature-Sunshine,townsville,Australia>

Appendix 5



Source : <https://weather-and-climate.com/average-monthly-precipitation-Rainfall,Noumea,New-Caledonia>



Source : <https://weather-and-climate.com/average-monthly-precipitation-Rainfall-inches,townsville,Australia>

Appendix 6



Mon Voyage en
Nouvelle Calédonie



NAME: _____

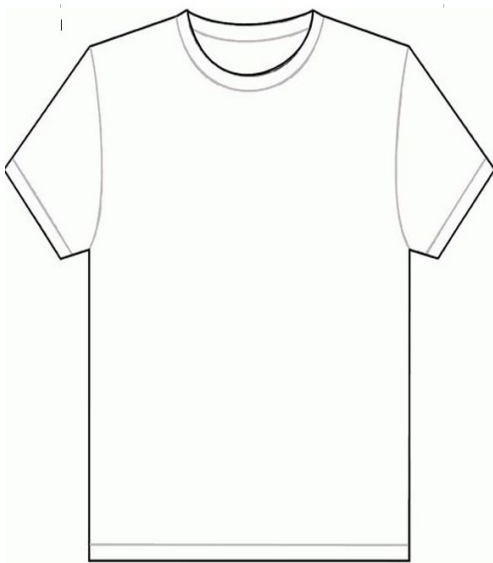
Use the class laptops to research the following questions.

Who is <u>Déwé Gorodey</u> ?
When and where was she born?
What were her professions?
What are some of her achievements?
What did she campaign for?
What happened to <u>Déwé</u> in 1974?

Appendix 7

Masculin	Feminin	Masculin pluriel	Feminin pluriel
vert	verte	verts	vertes
noir	noire	noirs	noires
bleu	bleue	bleus	bleues
gris	grise	gris	grises
rouge	rouge	rouges	rouges
rose	rose	roses	roses
jaune	jaune	jaunes	jaunes
blanc	blanche	blancs	blanches
marron	marron	marron	marron

Appendix 8



Source: <https://www.pinterest.com.au/pin/52846995611971813/>



French Poem Assessment Overview – Year 5

Assessment title:	Millenia
Context:	<p>In Term 2, students were introduced to the poem 'Millenia' by Déwé Gorodey.</p> <p>During whole class sessions students learnt what the poem was about and worked on translating each line to English and understand the context and meaning of the poem. Over a 4 week period students listened to the class teacher say each line of the poem slowly with emphasis on beat and rhythm to develop accurate pronunciation. Students copied the teacher after each line. They were also given opportunities to practice in pairs and small groups.</p> <p>Students had access to a recording of the poem on Seesaw. They were encouraged to visit the site regularly to practise and improve their fluency.</p>
Technique and format:	<p>Part A: Oral Performance</p> <p>Part B: Written response</p>
Mode and conditions:	<p>Part A: Homework task, oral recording posted on Seesaw</p> <p>Part B: In class test conditions, short comprehension questions</p>
Assessment date:	Part A and B – Term 3, Week 6 and Week 7

Years 5 and 6 Australian Curriculum: French achievement standard

Townsville Grammar School

By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (for example, *Est-ce que je peux ... ? Tu peux ... ?* ^{AS1}), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as *tu* forms with friends and family members, and *vous* for teachers and other adults or when more than one person is involved ^{AS2}. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices ^{AS3}. They create connected texts such as descriptions, conversations and picture books ^{AS4}, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as *et, mais, parce que, plus tard, maintenant* ^{AS5}), positive and negative statements (such as *j'ai trois amis, je n'ai plus d'amis* ^{AS6}), and adverbs such as *très, aussi, beaucoup, un peu and lentement* ^{AS7}. They recognise and use with support verb forms such as *le futur proche (je vais + l'infinitif)* and *le passé composé (j'ai + regular forms of past participle)* as set phrases ^{AS8}. They identify *l'imparfait* when reading (for example, *c'était, il était* ^{AS9}). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as *avant, après, devant, derrière* ^{AS10}).

Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly-used text types (for example, greetings, instructions and menus ^{AS11}), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language ^{AS12}) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (for example, *préparer, préparation; le marché, le supermarché, l'hypermarché* ^{AS13}). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (such as *la vie scolaire, la famille, les courses, les loisirs, la cuisine* ^{AS14}). They explain to others French terms and expressions that reflect cultural practices (for example, *bon appétit, bonne fête* ^{AS15}). They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.

Key	^{AS1} , ^{ASx} Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
Source	Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum Version 8 French for Foundation–10</i> , www.australiancurriculum.edu.au/f-10-curriculum/languages/French

French Term 2 Assessment task: Year 5: Millenia

Name:	Teacher:
Class:	Date:

Instructions

Part A: Record your own version of the poem on Seesaw by end of Week 6, Term 2.

Part B: Respond to comprehension questions during class time in Week 7, Term 2.

Comprehension Questions

Please write the English meaning for the following phrases.

1. *écrire* =
2. *une ile* =
3. *la terre* =
4. *a la place de l'Homme* =
5. *à naitre* =

When and where did Déwé Gorodey write this poem?

écrire

(...)

écrire
une île
un pays
où
la terre
et
la pierre
parlent
à la place de l'être
à la place de l'homme
à la place de la femme
pour dire
la place de l'enfant
à
naître

Sydney, 15 July, 1997 Déwé Gorodé

Source: https://pacificinstitute.anu.edu.au/sites/default/files/resources-links/Pandanus/Sharing_As_Custom_Provides.pdf

** The title of this poem is supposed to be lower case.

writing

(...)

writing
an island
a land
where
earth and
stone speak
in the place of beings
in the place of man
in the place of woman
so they may speak
the place of the child
who is
to be
born

Sydney, 15 juillet, 1997 Déwé Gorodé

Source: https://pacificinstitute.anu.edu.au/sites/default/files/resources-links/Pandanus/Sharing_As_Custom_Provides.pdf

** The title of this poem is supposed to be lower case.

Year 5 French Poem Rubric: Term 2

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Communicating	<u>purposeful</u> use of appropriate pronunciation, intonation and non-verbal communication strategies	<u>effective</u> use of appropriate pronunciation, intonation and non-verbal communication strategies	use of appropriate pronunciation, intonation and non-verbal communication strategies (AS1)	<u>partial</u> use of pronunciation, intonation and non-verbal communication strategies	<u>fragmented</u> use of pronunciation, intonation and non-verbal communication strategies
	<input checked="" type="checkbox"/> <u>considered</u> identification of key points and supporting details when reading and listening <input checked="" type="checkbox"/> <u>considered</u> interpretation and <u>fluent</u> translation of short community texts	<input checked="" type="checkbox"/> <u>effective</u> identification of key points and supporting details when reading and listening <input checked="" type="checkbox"/> <u>effective</u> interpretation and <u>effective</u> translation of short community texts	<input checked="" type="checkbox"/> identification of key points and supporting details when reading and listening <input checked="" type="checkbox"/> interpretation and translation of short community texts (AS3)	<input checked="" type="checkbox"/> <u>partial</u> identification of key points and details when reading and listening <input checked="" type="checkbox"/> <u>basic</u> interpretation and <u>partial</u> translation of short community texts	<input checked="" type="checkbox"/> <u>fragmented</u> identification of key points and details when reading and listening <input checked="" type="checkbox"/> <u>fragmented</u> interpretation and translation of <u>elements</u> of short community texts



French Assessment Overview – Year 5, Term 2

Assessment title:	Mon Voyage en Nouvelle Calédonie – Une réflexion
Context:	In Term 2, students went on a virtual trip to New Caledonia. They were immersed in learning about the island; location, temperature, regions, culture, fauna and flora among many other things. As a culminating activity students are to reflect on their experiences and what they have learnt over the past term.
Technique and format:	Written response, short answer
Mode and conditions:	In class test conditions
Assessment date:	Term 2, Week 9

Years 5 and 6 Australian Curriculum: French achievement standard

Townsville Grammar School

By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (for example, *Est-ce que je peux ... ? Tu peux ... ?* ^{AS1}), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as *tu* forms with friends and family members, and *vous* for teachers and other adults or when more than one person is involved ^{AS2}. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices ^{AS3}. They create connected texts such as descriptions, conversations and picture books ^{AS4}, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as *et, mais, parce que, plus tard, maintenant* ^{AS5}), positive and negative statements (such as *j'ai trois amis, je n'ai plus d'amis* ^{AS6}), and adverbs such as *très, aussi, beaucoup, un peu and lentement* ^{AS7}. They **recognise** and use with support verb forms such as *le futur proche (je vais + l'infinifitif)* and *le passé composé (j'ai + regular forms of past participle)* as set phrases ^{AS8}. They identify *l'imparfait* when reading (for example, *c'était, il était* ^{AS9}). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as *avant, après, devant, derrière* ^{AS10}).

Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly-used text types (for example, greetings, instructions and menus ^{AS11}), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language ^{AS12}) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (for example, *préparer, préparation; le marché, le supermarché, l'hypermarché*) ^{AS13}. **Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (such as *la vie scolaire, la famille, les courses, les loisirs, la cuisine* ^{AS14}). They explain to others French terms and expressions that reflect cultural practices (for example, *bon appétit, bonne fête* ^{AS15}).** They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.

Key	^{AS1} , ^{ASx} Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
Source	Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum Version 8 French for Foundation–10</i> , www.australiancurriculum.edu.au/f-10-curriculum/languages/French

French Term 2 Assessment Task: Year 5: Mon Voyage en Nouvelle Calédonie – Une réflexion

Name:	Teacher:
Class:	Date:

Instructions

Reflect on your learning this term by answering the following questions. Remember to give as much detail as possible. Bonne chance!

Where is New Caledonia in relation to Australia?
What do you know about the size of New Caledonia compared to Australia?
What do you know about the weather in New Caledonia compared to that in Townsville?
Australia is made up of six states and two territories. How is New Caledonia different?
Can you name some of the regions in New Caledonia? (In English or French)

Name two endemic fauna (animals) to New Caledonia?

What are some activities that tourists can do when they visit New Caledonia?

Would you like to visit New Caledonia one day? Why or why not.

Year 5 French Rubric: Term 2: Mon Voyage en Nouvelle Calédonie – Une réflexion

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Understanding	<p>purposeful language explanation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> reflections on the experience of French language and culture learning 	<p>effective language explanation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> reflections on the experience of French language and culture learning 	<p>use of:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> language explanation (AS12) <input checked="" type="checkbox"/> reflections on the experience of French language and culture learning 	<p>use of aspects of</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> language explanation <input checked="" type="checkbox"/> reflections on the experience of French language and culture learning 	<p>fragmented language explanation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> reflections on the experience of French language and culture learning
	<p>considered comparisons between French and own language and culture, drawing from texts which relate to familiar routines and daily life</p>	<p>informed comparisons between French and own language and culture, drawing from texts which relate to familiar routines and daily life</p>	<p>comparisons between French and own language and culture, drawing from texts which relate to familiar routines and daily life (AS14)</p>	<p>basic comparisons between French and own language and culture, drawing from texts which relate to familiar routines and daily life</p>	<p>fragmented comparisons between French and own language and culture, drawing from texts which relate to familiar routines and daily life</p>
	<p>considered explanation to others about French terms and expressions that reflect cultural practices</p>	<p>effective explanation to others about French terms and expressions that reflect cultural practices</p>	<p>explanation to others about French terms and expressions that reflect cultural practices (AS15)</p>	<p>partial explanation to others about French terms and expressions that reflect cultural practices</p>	<p>fragmented explanation to others about French terms and expressions that reflect cultural practices</p>
Key	<p>shading emphasises the qualities that discriminate between the A–E descriptors; (AS1), (ASx) is a cross-reference to an example in the achievement standard</p>				



French Assessment Overview – Year 5, Term 2

Assessment title:	Mon Voyage en Nouvelle Calédonie – Une réflexion
Context:	In Term 2, students went on a virtual trip to New Caledonia. They were immersed in learning about the various regions and what activities they might participate in as a tourist if they visited these locations. This was then linked to a unit of clothing as students learnt how to describe what they might wear. As a culminating activity students are to pick one activity and describe, in French, what they would wear.
Technique and format:	Speaking, one on one with the teacher
Mode and conditions:	In class test conditions
Assessment date:	Term 2, Week 9

Years 5 and 6 Australian Curriculum: French achievement standard

Townsville Grammar School

By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (for example, *Est-ce que je peux ... ? Tu peux ... ?* ^{AS1}), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as *tu* forms with friends and family members, and *vous* for teachers and other adults or when more than one person is involved ^{AS2}. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices ^{AS3}. They create connected texts such as descriptions, conversations and picture books ^{AS4}, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as *et, mais, parce que, plus tard, maintenant* ^{AS5}), positive and negative statements (such as *j'ai trois amis, je n'ai plus d'amis* ^{AS6}), and adverbs such as *très, aussi, beaucoup, un peu and lentement* ^{AS7}. They recognise and use with support verb forms such as *le futur proche (je vais + l'infinitif)* and *le passé composé (j'ai + regular forms of past participle)* as set phrases ^{AS8}. They identify *l'imparfait* when reading (for example, *c'était, il était* ^{AS9}). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as *avant, après, devant, derrière* ^{AS10}).

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French Term 2 Assessment Task: Year 5: Mon Voyage en Nouvelle Calédonie – Qu'est-ce que tu portes?

Name:	Teacher:
Class:	Date:

Instructions

In preparation for this task pick an activity that you would like to do in New Caledonia. Here are some ideas:

- Je fais du vélo
- Je fais de la randonnée
- Je fais de l'équitation
- Je fais du kayak
- Je fais de la randonnée
- Je fais du snorkel
- Je fais du shopping!**

Draw a stick figure wearing appropriate clothes for the activity. Make sure you use colour in your pictures.

Your teacher will ask you to describe what you are wearing so make sure you use colours and clothing items that you can say in French. You can use your notes to prepare.

Bonne chance!

Teacher questions:

Qu'est-ce que tu portes?

Qu'est-ce que tu prends pour aller en Nouvelle Calédonie ?

Year 5 French Rubric: Term 2: Mon Voyage en Nouvelle Calédonie

Qu'est-ce que tu portes?

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Communicating	asking and answering questions in purposeful complete sentences in familiar contexts with purposeful use of appropriate pronunciation, intonation and non-verbal communication strategies	asking and answering questions in effective complete sentences in familiar contexts with effective use of appropriate pronunciation, intonation and non-verbal communication strategies	asking and answering questions in complete sentences in familiar contexts with use of appropriate pronunciation, intonation and non-verbal communication strategies (AS1)	asking and answering questions in partial sentences in familiar contexts with partial use of pronunciation, intonation and non-verbal communication strategies	asking and answering questions in fragmented sentences in familiar contexts with fragmented use of pronunciation, intonation and non-verbal communication strategies
Communicating	fluent use of: • present tense verb forms	effective use of: • present tense verb forms,	use of: • present tense verb forms,	use of aspects of: • present tense verb forms	use of elements of: • present tense verb forms
	fluent use of: • adjectives with modelling and support	effective use of: • adjectives with modelling and support	use of: • adjectives with modelling and support (AS10)	partial use of: • adjectives with modelling and support	fragmented use of: • adjectives with modelling and support