

Possibilities for Distributing Learner Outcomes for Long-range Planning



Learner outcomes in the FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES—GRADE 10 TO GRADE 12 can be distributed into individual units in any number of ways; the program of studies is designed to be flexible so as to meet the needs, interests and teaching situations.

This appendix illustrates three ways in which the learner outcomes could be organized into specific units and are meant to be illustrative only. The examples represent the organization of outcomes by contexts, by situation and by special events or celebrations. The division of outcomes has been limited to the language experiences prescribed in the program of studies. Teachers making use of these examples may wish to add other language experiences that relate to the interests and needs of the learners so as to provide ample opportunity for students to reintegrate and reuse the language functions, vocabulary, language structures and the sociocultural, sociolinguistic and cultural knowledge prescribed in the program of studies.

Organization of Outcomes by Contexts and Language Experiences

The first example shows outcomes for French 10–3Y that have been distributed in the following manner: one unit involves language experiences in the personal and occupational contexts; one unit involves the educational context; and three units involve aspects of the public context.

Organization of Outcomes by Situation

The second example shows how outcomes for French 20–3Y can be distributed by situations that may occur in the daily life of a student and within the contexts and language experiences defined for the course. This approach could be chosen to coincide with a continuous storyline found in a particular textbook, a listening comprehension resource or a film series.

Organization of Outcomes by Special Events

The third example provides a listing of various international events and school activities that could occur during the school year in a high school. Depending on which semester the course is offered, a selection of dates could be chosen as a portion of the organizational structure for the French 30–3Y course, for example. This approach is unique in that activities and tasks are built in conjunction with the celebration. Many of the dates are also celebrated in Francophone countries, which provides more authentic contexts for the teaching and learning of French. It is important to note that the Repertoire portion of the program of studies has not been included in this organizational structure; these outcomes will be tied directly to the activities chosen by the teacher.

Organization of Outcomes by Contexts and Language Experiences—Example for French 10–3Y

Unit Title: Unit One—Introducing Myself

Context	Language Experiences	Communicative Acts	Ongoing Outcomes	Unit-specific Linguistic Outcomes	Unit-specific Intercultural Outcomes
Personal context	<ul style="list-style-type: none"> – describing - themselves (10 C 1.1) - family members (10 C 1.3) - friends (10 C 1.4) 	<p>Students will understand and express orally and in writing simple concrete messages related to the ...</p> <ul style="list-style-type: none"> – personal function; e.g., describing their physical appearance and preferences in activities, sports, colours, etc. (A 1) 	<ul style="list-style-type: none"> – word knowledge (R 1.1) – language awareness (R 1.2) – pronunciation (R 1.3) – orthography (R 1.4) – strategies related to vocabulary development and metacognition (R 1.5, R 1.6) – concepts of gender, number, agreement and variety of determiners (R 2.1) – concept of pronoun replacements (R 2.2) – concept of conjugation patterns (R 2.5) – concepts related to adjective placement and agreement (R 2.12a, R 2.12b) – concepts related to word and sentence order (R 2.18) – interaction patterns (R 2.15) – general intercultural strategies (R 3.5) 	<ul style="list-style-type: none"> – use of <i>déterminants définis, indéfinis, possessifs</i> (R 2.1d, R 2.1e) – use of <i>pronoms personnels sujets</i> (R 2.2c) – use of <i>de</i> for possessive form (R 2.3) – question formation with <i>Qui, Comment, Quel, Qu'est-ce que</i> (R 2.4a, R 2.4b) – recognition of questions and statements (R 2.14) – use of regular verbs; e.g., <i>aimer</i> and irregular verbs; e.g., <i>avoir</i> (R 2.5d, R 2.5f) – use of verbal expressions with <i>faire</i>; e.g., <i>faire du sport</i> and <i>avoir</i>; e.g., <i>avoir ... ans</i> (R 2.10c) – use of <i>c'est</i> (R 2.10d) – formation and use of <i>ne... pas</i> (R 2.11a) – use of common adjectives to describe a person (R 2.12d) 	<ul style="list-style-type: none"> – identifying where French is spoken (R 4.1a) – social conventions related to greetings, making introductions, social space (R 3.1) – knowledge of Francophone naming practices; e.g., keeping maiden names, common name choices; common family structures (R 4.1e) – first and last names of Francophones who had an impact on other cultures; e.g., Jeanne d'Arc, Jules Verne, Samuel de Champlain, Yves Saint-Laurent (R 4.1d)
Occupational context	<ul style="list-style-type: none"> – naming occupations of friends and family (C 4.1) 	<ul style="list-style-type: none"> – interpersonal function; e.g., expressing the preferences of family members and friends and asking about others' preferences (A 2) – referential function; e.g., describing their physical appearance, their family and friends' personality traits, identifying their occupations; requesting information about others' families and friends (A 3) – directive function; e.g., using repair functions to sustain communication (A 4) – imaginative function; e.g., brainstorming lists of jobs (A 5) – comprehension strategies* (A 6) – production strategies* (A 7) – metacognitive strategies* (A 8, A 9) 			

* See Appendix 4 for a listing of strategies related to this category.

Unit Title: Unit Two—My School Day

Context	Language Experiences	Communicative Acts	Ongoing Outcomes	Unit-specific Linguistic Outcomes	Unit-specific Intercultural Outcomes
Educational context	<ul style="list-style-type: none"> – identifying: <ul style="list-style-type: none"> - classroom supplies and furnishings (10 C 2.1) - areas in the school (10 C 2.4) – expressing preferences related to their course schedules (10 C 2.2) – describing personal routines related to their course schedules (10 C 2.2) – participating in routine classroom interactions (10 C 2.3) 	<p>Students will understand and express orally and in writing simple concrete messages related to the ...</p> <ul style="list-style-type: none"> – personal function; e.g., expressing likes and dislikes of certain school subjects; expressing a need for a certain school supply (A 1) – interpersonal function; e.g., asking a classmate his or her preferences in school subjects; asking questions related to a classmate's timetable (A 2) – referential function; e.g., asking where a certain room is in the school; indicating where an object is located in the classroom (A 3) – directive function; e.g., giving someone directions from one room to another; giving a routine classroom command (A 4) – imaginative function; e.g., creating a new school plan; creating a personal dictionary (A 5) – comprehension strategies* (A 6) – production strategies* (A 7) – metacognitive strategies* (A 8, A 9) 	<ul style="list-style-type: none"> – word knowledge (R 1.1) – language awareness (R 1.2) – pronunciation (R 1.3) – orthography (R 1.4) – strategies related to vocabulary development and metacognition (R 1.5, R 1.6) – concepts of gender, number, agreement and variety of determiners (R 2.1) – concept of pronoun replacements (R 2.2) – concept of conjugation patterns (R 2.5) – concepts related to adjective placement and agreement (R 2.12a, R 2.12b) – concepts related to word and sentence order (R 2.18) – interaction patterns (R 2.15) – general intercultural strategies (R 3.5) 	<p>Continued use of :</p> <ul style="list-style-type: none"> – <i>déterminants définis, indéfinis, possessifs</i> (R 2.1d, R 2.1e) – <i>pronoms personnels sujets</i> (R 2.2c) – possessive <i>de</i> (R 2.3) – question formation with <i>Qui, Comment, Quel, Qu'est-ce que</i> (R 2.4 a, R 2.4b) – regular verbs; e.g., <i>aimer, détester</i> and irregular verbs; e.g., <i>avoir, être</i> (R 2.5d, R 2.5f) – <i>c'est</i> (R 2.10d) – formation and use of <i>ne... pas</i> (R 2.11a) – use of common adjectives (R 2.12d) <p>Introduction of:</p> <ul style="list-style-type: none"> – <i>déterminants contractés</i> (R 2.1h) – use of <i>il y a</i> (R 2.10d) – question formation with <i>Où, Combien, Quand, Pourquoi</i> (R 2.4a, R 2.4b) – use of <i>aimer, préférer, devoir</i> + infinitive (R 2.5g, R 2.5h) – use of classroom commands (R 2.8a) – use of prepositional phrases of location (R 2.13a) – use of adverbs of time (R 2.13c) – use of verbal expression <i>j'ai besoin de...</i> (R 2.10c) – use of <i>ne...rien</i> (R 2.11) 	<ul style="list-style-type: none"> – social conventions related to punctuality, gestures (R 3.1) – differences in register (R 3.2) – language variations (R 3.3) – differences in capitalization and punctuation (R 3.4) – knowledge of Francophone schools in Alberta (4.1c) – influential Franco-Albertans and the use of their names for French- and English-language schools (4.1d) – comparison of school calendars in various Francophone regions around the world (R 4.1e) – basic introduction of strategies related to accessing information using information and communication technologies (R 4.2a, R 4.2b)

* See Appendix 4 for a listing of strategies related to this category.

Unit Title: Unit Three—Shopping for Items

Context	Language Experiences	Communicative Acts	Ongoing Outcomes	Unit-specific Linguistic Outcomes	Unit-specific Intercultural Outcomes
Public context	<ul style="list-style-type: none"> – identifying shopping venues (C 3.1) – participating in routine interactions related to ... <ul style="list-style-type: none"> - purchases of food (C 3.2) - clothing (C 3.2) - school supplies (C 3.2) - personal items such as magazines featuring celebrities (C3.6) 	<p>Students will understand and express orally and in writing simple concrete messages related to the ...</p> <ul style="list-style-type: none"> – personal function; e.g., identifying preferences in food, clothing, school supplies, personal items (A 1) – interpersonal function; e.g., asking about/expressing someone’s preferences in food, clothing, school supplies, personal items; giving someone a compliment on their choice of food, clothing, school supplies, personal items (A 2) – referential function; e.g., requesting information/ providing information about the cost of food, clothing, school supplies, personal items (A 3) – directive function; e.g., asking for advice on/ providing suggestions for food, clothing, school supplies and other personal items (A 4) – imaginative function; e.g., brainstorming a list of shopping items (A 5) – comprehension strategies* (A 6) – production strategies* (A 7) – metacognitive strategies* (A 8, A 9) 	<ul style="list-style-type: none"> – word knowledge (R 1.1) – language awareness (R 1.2) – pronunciation (R 1.3) – orthography (R 1.4) – strategies related to vocabulary development and metacognition (R 1.5, R 1.6) – concepts of gender, number, agreement and variety of determiners (R 2.1) – concept of pronoun replacements (R 2.2) – concept of conjugation patterns (R 2.5) – concepts related to adjective placement and agreement (R 2.12 a, R 2.12b) – concepts related to word and sentence order (R 2.18) – interaction patterns (R 2.15) – general intercultural strategies (R 3.5) 	<p>Continued use of:</p> <ul style="list-style-type: none"> – <i>déterminants définis, indéfinis</i> (R 2.1d, R 2.1e) – question formation (R 2.4a, R 2.4b) – use of regular and irregular verbs (R 2.5d, R 2.5f) – formation and use of negative expressions (R 2.11a) – use of common adjectives (R 2.12d) – <i>déterminants contractés</i> (R 2.1h) – use of <i>aimer, préférer, devoir</i> + infinitive (R 2.5g, R 2.5h) – use of verbal expression <i>j’ai besoin de...</i> (R 2.10c) <p>Introduction of:</p> <ul style="list-style-type: none"> – <i>déterminants exclamatifs</i> (R 2.1f) – <i>déterminants partitifs</i> (R 2.1g) – adverbs of quantity (R 2.13e) – use of <i>le futur proche</i> (R 2.6a, R 2.6b) – use of the verbal expression <i>je viens de...</i>(R 2.7a) – use of simple commands related to shopping needs (R 2.8a) – use of <i>je te suggère de, je vous recommande de</i> + infinitive (R 2.8b) – use of <i>vouloir</i> + infinitive (R 2.5g, R 2.5h) – use of <i>je voudrais, j’aimerais</i> (R 2.9a, R 2.9b) – use of <i>je viens de</i> + infinitive 	<ul style="list-style-type: none"> – recognize social conventions used by Francophone speakers; e.g., gestures, greetings, leave-takings (R3.1) – conventions related to formal and informal language use (R 3.2) – written conventions related to prices and currencies (R 3.4b) – identify differences in practices related to making purchases (R 4.1e) – aspects of popular culture in the Francophone world; e.g., shopping habits of Francophone youth; Francophone public figures known in North America through magazines (R 4.1f) – strategies for accessing cultural information (R 4.2a, R 4.2b)

* See Appendix 4 for a listing of strategies related to this category.

Unit Title: Unit Four—Community Events and Services

Context	Language Experiences	Communicative Acts	Ongoing Outcomes	Unit-specific Linguistic Outcomes	Unit-specific Intercultural Outcomes
Public context	<ul style="list-style-type: none"> – becoming informed about ... - community events and services (C 3.4) - current weather conditions (C 3.3) 	<p>Students will understand and express orally and in writing simple concrete messages related to the ...</p> <ul style="list-style-type: none"> – personal function; e.g., expressing preferences about the weather; expressing a need for a service based on one’s hobbies, sports or activities (A 1) – interpersonal function; e.g., indicating what someone will be doing based on needs or interests (A 2) – referential function; e.g., asking for and providing information on events and services in the community (A 3) – directive function; e.g., giving someone directions on how to get to an event (A 4) – imaginative function; e.g., creating a new event for one’s community (A 5) – comprehension strategies* (A 6) – production strategies* (A 7) – metacognitive strategies* (A 8, A 9) 	<ul style="list-style-type: none"> – word knowledge (R 1.1) – language awareness (R 1.2) – pronunciation (R 1.3) – orthography (R 1.4) – strategies related to vocabulary development and metacognition (R 1.5, R 1.6) – concepts of gender, number, agreement and variety of determiners (R 2.1) – concept of pronoun replacements (R 2.2) – concept of conjugation patterns (R 2.5) – concepts related to adjective placement and agreement (R 2.12 a, R 2.12b) – concepts related to word and sentence order (R 2.18) – interaction patterns (R 2.15) – general intercultural strategies (R 3.5) 	<p>Continued use of:</p> <ul style="list-style-type: none"> – question formation (R 2.4 a, R 2.4b) – use of regular and irregular verbs (R 2.5d, R 2.5f) – formation and use of negative expressions (R 2.11a) – <i>déterminants contractés</i> (R 2.1h) – concept of <i>pronoms compléments directs</i> (R 2.2b) – use of <i>vouloir</i> + infinitive (R 2.5g, R 2.5h) as well as use of <i>je voudrais, j’aimerais</i> (R 2.9a, R 2.9b) – use of <i>je te suggère de, je vous recommande de</i> + infinitive (R 2.8b) – use of simple commands (R 2.8a) <p>Introduction of:</p> <ul style="list-style-type: none"> – use of <i>pouvoir, vouloir, aller</i> + infinitive (R 2.5g, R 2.5h) – use of <i>futur proche</i> (R 2.6) – use of verbs with prepositional phrases such as <i>jouer à, jouer de, faire de</i> (R 2.10b) – use of discourse markers (R2.17) 	<ul style="list-style-type: none"> – recognize social conventions used by Francophone speakers; e.g., gestures, greetings, leave-takings (R3.1) – conventions related to formal and informal language use (R 3.2) – identify differences in conventions for punctuation, capitalization, dates and abbreviations (R 3.4b) – development of strategies for interpersonal skills (R 3.5) – identify Francophones who have impacted sports and leisure in Alberta (R 4.1d) – aspects of influential popular Francophone culture related to leisure activities (R 4.1f) – strategies for accessing cultural information (R 4.2a, R 4.2b)

* See Appendix 4 for a listing of strategies related to this category.

Unit Title: Unit Five—People in the Public Eye

Context	Language Experiences	Communicative Acts	Ongoing Outcomes	Unit-specific Linguistic Outcomes	Unit-specific Intercultural Outcomes
Public context	<ul style="list-style-type: none"> – identifying Francophone public figures; e.g., public officials, sports or entertainment celebrities (C 3.5) – describing a select group of Francophone public figures (C 3.5) – identifying and describing other public figures of interest to students (C 3.5) 	<p>Students will understand and express orally and in writing simple concrete messages related to the ...</p> <ul style="list-style-type: none"> – personal function; e.g., indicating one’s preference for a particular public figure (A 1) – interpersonal function; e.g., asking someone about who their favourite public figure is (A 2) – referential function; e.g., seeking information on and describing public figures (A 3) – directive function; e.g., giving a public figure advice on his/her future career path (A 4) – imaginative function; e.g., imagining the life of a public figure (A 5) – comprehension strategies* (A 6) – production strategies* (A 7) – metacognitive strategies* (A 8, A 9) 	<ul style="list-style-type: none"> – word knowledge (R 1.1) – language awareness (R 1.2) – pronunciation (R 1.3) – orthography (R 1.4) – strategies related to vocabulary development and metacognition (R 1.5, R 1.6) – concepts of gender, number, agreement and variety of determiners (R 2.1) – concept of pronoun replacements (R 2.2) – concept of conjugation patterns (R 2.5) – concepts related to adjective placement and agreement (R 2.12 a, R 2.12b) – concepts related to word and sentence order (R 2.18) – interaction patterns (R 2.15) – general intercultural strategies (R 3.5) 	<p>Continued use of:</p> <ul style="list-style-type: none"> – question formation (R 2.4 a, R 2.4b) – use of regular and irregular verbs (R 2.5d, R 2.5f) – formation and use of negative expressions (R 2.11a) – <i>déterminants contractés</i> (R 2.1h) – concept of <i>pronoms compléments directs</i> (R 2.2b) – use of <i>vouloir</i> + infinitive (R 2.5g, R 2.5h) as well as use of <i>je voudrais, j’aimerais</i> (R 2.9a, R 2.9b) – use of <i>je te suggère de, je vous recommande de</i> + infinitive (R 2.8b) – use of simple commands (R 2.8a) – use of <i>pouvoir, vouloir, aller</i> + infinitive (R 2.5g, R 2.5 h) – use of <i>futur proche</i> (R 2.6) – use of <i>je viens de</i> + infinitive – use of verbs with prepositional phrases such as <i>jouer à, jouer de, faire de</i> (R 2.10b) – use of discourse markers (R 2.17) 	<ul style="list-style-type: none"> – conventions related to gestures (R3.1) – recognition of language variations (R 3.3) – development of strategies for interpersonal skills (R 3.5) – identify Francophones who have impacted Alberta historically (R 4.1d) – aspects of influential popular Francophone culture related to leisure activities (R 4.1f) – strategies for accessing cultural information (R 4.2a, R 4.2b)

* See Appendix 4 for a listing of strategies related to this category.

Organization of Outcomes by Situation—Example for French 20–3Y

Situation	Language Experiences in the ...	Unit-specific Linguistic Subcomponent of Repertoire	Unit-specific Intercultural Subcomponent of Repertoire
Being invited to a party and meeting new people	Personal Context – interacting with others as it relates to issuing an invitation, accepting or declining an invitation (C 1) – identifying interests (C 1.1)	– review of basic interactions related to Personal Context in French 10–3Y – <i>pronoms compléments d’objet directs et indirects</i> (R 2.2b) – <i>passé récent – venir de</i> (R 2.7a) – verbal expressions such as <i>avoir envie de, parler à/de</i> (R 2.10c) – prepositional phrases, adverbs of location (R2.13a)	– social conventions such as those related to receipt of a gift (R 3.1) – awareness of different regional accents and language variations (R 3.3) – some practices of everyday living in certain Francophone regions (R 4.1e) – aspects of influential popular culture in the Francophone world (R 4.1f)
Getting help with homework	Educational Context – tasks related to school work (C 2.3)	– review of basic interactions related to Educational Context in French 10–3Y – verbal expression <i>être en train de</i> (R 2.10a) – use of negative expressions (R 2.11a)	– social conventions such as those related to requesting assistance (R 3.1) – identifying regions where French is spoken outside of Canada (R 4.1a) – language awareness related to words adopted from other languages, including Aboriginal languages (R 1.2c) – aspects of influential popular culture in the Francophone world (R 4.1f) – some practices of everyday living in certain Francophone regions (R 4.1e)
Arriving late for school	Educational Context – participating in routine interactions with school personnel (C 2.2)	– review of basic interactions related to Educational Context in French 10–3Y – understand and use the imperative mode (R 2.8) – <i>passé composé</i> with frequently used regular verbs (R 2.7b) – <i>pronoms relatifs qui and que</i> (R 2.2c)	– social conventions such as those related to requesting forgiveness (R 3.1)
Taking the bus/train	Public Context – identifying means of public transportation (C 3.3) – participating in interactions related to the use of public transportation (C 3.4)	– review of basic interactions related to Public Context in French 10–3Y – conditional expressions; e.g., <i>j’aimerais</i> (R 2.9a) – prepositional phrases, adverbs of location (R2.13a) – <i>pronoms relatifs qui and que</i> (R 2.2c) – <i>passé composé</i> with frequently used regular verbs (R 2.7b)	– awareness of different regional accents and language variations (R 3.3) – Francophones or French speakers who have had an impact on life in Canada (R 4.1d) – practices of everyday living as it relates to public transport in certain Francophone regions (R 4.1e)

Situation	Language Experiences in the ...	Unit-specific Linguistic Subcomponent of Repertoire	Unit-specific Intercultural Subcomponent of Repertoire
Working at a part-time job	Occupational Context – listing basic tasks related to a part-time job (C 4.1) – interacting with customers (C 4.3)	– review of basic interactions related to Occupational Context in French 10–3Y – <i>déterminants partitifs</i> (R 2.1g) – asking questions (R 2.4a) – use of negative expressions (R 2.11a, b) – comparative and superlative of adjectives (R 2.12b)	– French-language writing conventions; e.g., dates, abbreviations for weight (R 3.4a) – use appropriate formal and informal language based on the situation (R 3.2)
Volunteering at the nursing home	Occupational Context – listing basic tasks related to a volunteer position (C 4.1) – describing minor pain (C 4.3)	– <i>pronoms compléments d’objet directs et indirects</i> (R 2.2b) – <i>passé composé</i> with frequently used regular verbs (R 2.7b) – verbal expressions such as <i>avoir faim, avoir soif, avoir mal, parler à/de</i> (R 2.10c)	– social conventions such as those related to requesting assistance or expressing sympathy (R 3.1) – Francophones or French speakers who have had an impact on life in Canada (R 4.1d) – some practices of everyday living in certain Francophone regions (R 4.1e)
Organizing a special event at school	Educational Context – describing special activities, events or traditions occurring at the school (C 2.1) – participating in routine interactions with school personnel (C 2.2)	– <i>futur proche</i> (R 2.6a) – <i>passé récent – venir de</i> (R 2.7a) – <i>passé composé</i> with frequently used regular verbs (R 2.7b) – verbal expression <i>être en train de</i> (R 2.10a) – understand and use the imperative mode (R 2.8) – verbs with prepositional phrases; e.g., <i>jouer à, jouer de, faire de</i> (R 2.10b) – verbal expressions such as <i>avoir lieu</i> (R 2.10c) – comparative and superlative forms of adjectives (R 2.12b)	– awareness of different regional accents and language variations (R 3.3) – French-language writing conventions; e.g., dates, abbreviations (R 3.4a) – some practices of everyday living in certain Francophone regions (R 4.1e)
Witnessing an accident	Occupational Context – seeking emergency assistance (C 4.2) – describing symptoms (C 4.3)	– concept of verbs followed by <i>à</i> or <i>de</i> such as <i>essayer de, commencer à/de, oublier de, réussir à</i> (R 2.5d) – concept of pronominal verbs; e.g., <i>se sentir, se blesser</i> (R 2.5e) – understand and use the imperative mode (R 2.8) – adverbs of probability (R 2.13e) – use of common conjunctions to link ideas (R 2.17)	– social conventions such as those related to requesting assistance or expressing sympathy (R 3.1)

Situation	Language Experiences in the ...	Unit-specific Linguistic Subcomponent of Repertoire	Unit-specific Intercultural Subcomponent of Repertoire
Getting advice over pizza	Personal Context – describing friendships and relationships (C 1.2) Public Context – purchasing prepared food (C 3.4)	– <i>pronoms compléments d’objet directs et indirects</i> (R 2.2b) – conditional expressions; e.g., <i>pourrais-tu</i> (R 2.9a) – <i>passé composé</i> with frequently used regular verbs (R 2.7b) – concept of verbs followed by <i>à</i> or <i>de</i> such as <i>essayer de, continuer à, oublier de, finir de</i> (R 2.5d) – verbal expressions such as <i>avoir envie de, avoir peur, se faire de</i> (R 2.10c) – adverbs of affirmation and probability (R 2.13e) – directive verbal expressions; e.g., <i>je te suggère de</i> (R 2.8c) – comparative and superlative forms of adjectives (R 2.12b)	– some practices of everyday living in certain Francophone regions (R 4.1e) – aspects of influential popular culture in the Francophone world (R 4.1f)
Taking a visiting relative around town	Public Context – identifying, describing and using leisure and recreation facilities (C 3.1, 3.4) – describing menu offerings at and eating at a kiosk (C 3.2, 3.4) Occupational Context – interacting as a customer (C 4.3)	– conditional expressions, e.g., <i>j’aimerais, je voudrais</i> (R 2.9a) – verbal expressions such as <i>avoir envie</i> (R 2.10c) – verbs with prepositional phrases; e.g., <i>jouer à, jouer de, faire de</i> (R 2.10b) – understand and use the imperative mode (R 2.8) – directive verbal expressions; e.g., <i>je vous recommande de</i> (R 2.8c) – comparative and superlative forms of adjectives (R 2.12b)	– Francophones or French speakers who have had an impact on life in Canada (R 4.1d) – some practices of everyday living in certain Francophone regions (R 4.1e) – aspects of influential popular culture in the Francophone world (R 4.1f)
Picking a restaurant for a family reunion	Public Context – describing menu offerings (C 3.2) Personal Context – describing relationships (C 1.2)	– directive verbal expressions; e.g., <i>je vous recommande de</i> (R 2.8c) – adverbs of affirmation and probability (R2.13e) as well as – incorporation of those linguistic outcomes that have received the least attention or that have provided students with the most challenges	– some practices of everyday living in certain Francophone regions (R 4.1e) – aspects of influential popular culture in the Francophone world (R 4.1f)

Organization of Outcomes by Special Events—Example for French 30–3Y

Approximate Date	Opportunity for Special Events or Project	Possible Related Language Experiences
8 septembre 5 octobre variable variable	Journée internationale de l’alphabétisation Journée mondiale des enseignantes et des enseignants in-school new semester start-up activities library and resource orientation activities	– expressing perspectives on or feelings or emotions about aspects of school life (C 2.3) – identifying French-language speakers or resources within the school community or through the use of the Internet (C 2.1)
26 septembre 21 février 3 ^e lundi de février 15 mai 1 ^{er} octobre 12 juin variable	Journée européenne des langues Journée internationale de la langue maternelle Fête de la famille (en Alberta) Journée internationale des familles Journée internationale des personnes âgées Journée mondiale contre le travail des enfants in-school charity fundraising activities in support of children/families	– describing their childhood (C 1.4) – describing their responsibilities within the home (C 1.3)
31 août 4 octobre 21 novembre 26 novembre variable variable	Journée mondiale du blog Journée internationale des animaux Journée internationale de la télévision Journée mondiale sans achats grands jeux et manifestations sportives (ex., Jeux d’hiver...) in-school events promoting healthy balance of physical and other activities	– identifying and describing their regular daily or weekly routines; e.g., daily access to information and communication technologies; personal preferences in terms of leisure activities (C 1.1)
15 février 20 mars 25 mai 2 juin 5 juin variable	Jour du drapeau national du Canada Journée internationale de la francophonie Journée mondiale de l’Afrique Journée mondiale pour un tourisme responsable et respectueux Journée mondiale de l’environnement Jeux de la Francophonie	– various language experiences in the public context dealing with tourism in Francophone and local communities (C 3)
1 ^{er} octobre 27 mars 18 mai variable	Journée internationale de la musique Journée mondiale du théâtre Journée internationale des musées in-school fine arts events	– comparing the nature, design and availability of public spaces, facilities and/or institutions within one’s own community and selected Francophone communities (C 3.4) – researching and identifying aspects of the arts and popular culture of the Francophone world that have influenced other cultures (R 4.1f)

Approximate Date	Opportunity for Special Events or Project	Possible Related Language Experiences
variable	in-school awareness activities around post-secondary study opportunities	– reflecting on future training or study opportunities (C 2.2)
27 avril 28 avril 1 ^{er} mai	Journée mondiale des adjoints administratifs et secrétaires Journée mondiale sur la sécurité et la santé au travail Journée mondiale du travail	– various language experiences in the occupational context (C 4)
variable	lead up to school graduation ceremonies	– reflecting on their personal image and clothing style preferences (30 C 1.2) – expressing perspectives on or feelings or emotions about aspects of school life (C 2.3)
emerging opportunities	New opportunities may arise throughout the year and become the impetus for unit or lesson planning. For example, a French-language movie might suddenly become very popular, an event related to a French-speaking celebrity might cause an international stir or an event might occur in a Francophone country. These opportunities might be points around which particular course content could be organized.	– language experiences related to needs and interests (C 4)

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