

FR8 Curricular Skills by Unit

Areas highlighted in yellow indicate areas in which the program does not meet the BC curriculum. These need supplementing by the teacher in order to meet curriculum requirements.

Skill	Mon Canada	Que c'est bon!	Écolo	La belle province	Toi et moi	Complète-ment techno
Ask and answer different types of questions for example, <i>Combien...?; Comment...?; Est-ce que...?; Où...?; Pourquoi...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?</i>	Yes	Yes	Yes	Yes	Did not use unit.	Yes
Description of people, objects and personal interests	Yes	Yes	Yes	Yes	Did not use unit.	Yes
Compare and contrast using expressions such as aussi, mais, plus que, aussi que, moins que	It could but would be a supplement	It could but would be a supplement	Yes	Yes	Did not use unit.	Yes
Explain reasons and opinions (parce que...)	Yes	Yes	Yes		Did not use unit.	Yes
Beliefs and opinions ex. À mon avis, je pense que..., selon moi	Needs review	Needs review	Needs review		Did not use unit.	Yes
Basic use of past, present and future tense with common regular and irregular verbs in context , and be able to move back and forth between tenses.	Present, Past (J'ai choisi.... As-tu visité..)	Past (J'ai choisi), Present, Futur (Futur Proche). Basic Intro to conditionnel (Je voudrais, J'aimerais)	Present, Passé Composé,		Did not use unit.	Present, Doesn't appear to have explicit past tense but easily integrated into the unit content.
Expressing time and frequency using key words ex. aujourd'hui, hier, demain, chaque	Needs review	Needs review	Yes		Did not use unit.	Yes

jour, toujours, parfois, jamais						
Use common, high frequency vocabulary and sentence structures.	Yes	Yes	Yes		Did not use unit.	Yes
First Nations / Cultural Content	<p>-Lesson 23: Aboriginal symbols</p> <p>-Lesson 16: l'ours blanc et du huard</p> <p>Throughout unit, Canadian symbols, elements of Canadian culture, currency, Québécois culture are included.</p> <p>Focus is on Eastern Canada – information on Western Canada needs to be added.</p>	<p>La culture québécoise: Poutine</p> <p>-Cultural links were a minor role and difficult for some of our students to connect to because of the cultures described. For example, there is a song featuring Mexican tacos, Italian spaghetti, Greek moussaka, and a French cassoulet. Many students hadn't tried them, but we focused on the ingredients and then compared them to dishes they were familiar with. BUT easy to add cultural connections to this unit.</p>	<p>Easy connections to cultural content of how different countries deal with waste and environmental issues (not explicit in unit)</p> <p>One reading selection is written in a manga style, which is an easy connection for kids and also opens possibilities for other cultures.</p> <p>First peoples principles of learning: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors</p> <p>- By teaching about being more environmentally friendly we are supporting</p>		Did not use unit.	<p>-texting "language"</p> <p>-Une école branchée</p> <p>-Easy to make cultural comparisons between technology use here and in other countries/time periods. (Not explicit in the unit)</p>

			this principle.			
--	--	--	-----------------	--	--	--