



Planning for Communication

Introduction

Planning for Communication is a tool for FSL teachers to use when recording information about how students have demonstrated the communicative targets. Teachers can use Planning for Communication to track students' progress in relation to different outcomes. This information helps guide instruction and assessment.

Planning for Communication is intended to be a companion document for Communicative Functions (Targets) and, therefore, focuses exclusively on the use of the French language.

French as a Second Language Grades 4, 5 and 6 Planning for Communication

What Is the Planning for Communication Document?

Planning for Communication is a hands-on tool to help teachers plan for communicative activities and to record information regarding what students can do in French.

How Is the Planning for Communication Used?

There is space provided in the Planning for Communication section for teachers to record which language skill is being addressed for any particular Communication Function (Target).

When teachers address a Communication Function (Target), they can write a check mark or other symbol and write any relevant information in the spaces provided at the top of the page.

Some of the information teachers may want to record in regard to the Communication Functions (Targets) includes:

- date the target was addressed
- name of the activity used
- type of assessment recording tool used to record evidence of learning; e.g., observational checklist, anecdotal records, rating scale, rubric.

When indicating that a particular Communication Function (Target) has been addressed, teachers may find it helpful to use different colours or symbols to indicate their overall impression of how well a target has been achieved. For example, a red check mark indicates students are achieving a target in a rudimentary fashion. A blue check mark indicates students are able to achieve a target with more proficiency but still require assistance. A black check mark indicates students are able to achieve the target independently.

Teachers should feel free to use the Planning for Communication section in any way that is useful to them.

On the following page is an illustrative example of how Planning for Communication can be used. In the excerpt shown, the teacher indicates which outcomes are addressed through a particular activity and how students' performances are assessed. Only a few communicative outcomes have been shown in this excerpt but, in a full document, several other outcomes would be indicated for the same activities.

Sample of how to use Planning for Communication

| GRADE 4 1. To impart and receive information <i>Students will be able to use French to:</i> 1.1 Share basic information. | | | | | Weather Broadcast - September 29 Assessment - fill in information on weather report | Weather Report from newspaper - October 3 Assessment - informal observation during partner work | E-mail to mom/dad September 20 Assessment - rubric | |
|--|----|----|----|--|---|---|--|------|
| LC | OP | RC | WP | | LC | OP | LC | OP |
| ✓ | ✓ | ✓ | ✓ | | (LC) | OP | LC | OP |
| | | | | | RC | WP | (RC) | WP |
| | | | | <ul style="list-style-type: none"> the date; e.g., days of the week, months of the year | ✓ | | ✓ | ✓ |
| | | | | <ul style="list-style-type: none"> seasons | | | | |
| | | | | <ul style="list-style-type: none"> written numbers 0 – 31 | | | ✓ | |
| | | | | <ul style="list-style-type: none"> statutory holidays in Canada | | | | |
| | | | | <ul style="list-style-type: none"> weather expressions | ✓ | | | |
| | | | | <ul style="list-style-type: none"> seasonal weather | ✓ | | ✓ | |
| | | | | <ul style="list-style-type: none"> expressions of temperature | ✓ | | ✓ | |
| | | | | | | | RC | (WP) |

GRADE 4 – Planning for Communication

General Outcome for Communication

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

| GRADE 4 | | | | | | | | | | | | |
|--|---------|---------|---------|--|----|----|----|----|----|----|----|----|
| 1. To impart and receive information | | | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | | | |
| 1.1 Share basic information. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC | OP | LC | OP | LC | OP | LC | OP |
| | | | | | RC | WP | RC | WP | RC | WP | RC | WP |
| • the date; e.g., days of the week, months of the year | | | | | | | | | | | | |
| • seasons | | | | | | | | | | | | |
| • written numbers 0 – 31 | | | | | | | | | | | | |
| • statutory holidays in Canada | | | | | | | | | | | | |
| • weather expressions | | | | | | | | | | | | |
| • seasonal weather | | | | | | | | | | | | |
| • expressions of temperature | | | | | | | | | | | | |
| • school and classroom supplies | | | | | | | | | | | | |
| • classroom furniture | | | | | | | | | | | | |
| • names of numbers 0 – 69 | | | | | | | | | | | | |
| • shapes | | | | | | | | | | | | |
| • colours | | | | | | | | | | | | |
| • my age | | | | | | | | | | | | |
| • my birthday | | | | | | | | | | | | |
| • parts of the body | | | | | | | | | | | | |
| • my physical traits | | | | | | | | | | | | |
| • my personality traits | | | | | | | | | | | | |
| • units of measurement | | | | | | | | | | | | |
| • my likes and dislikes | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|---|---------|----|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| <ul style="list-style-type: none"> • my immediate family members • their age/birthday • their physical traits • their personality traits • family pets | | | | | | | | | | | | | | |
| 1.2 Identify concrete people, places and things. | | | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> • classroom furniture • school and classroom supplies • names of numbers 0 – 69 • written number words 0 – 31 • making introductions • colours • people in the classroom • parts of the body • immediate family members | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

GRADE 4 – Planning for Communication

General Outcome for Communication

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

| GRADE 4 | | | | | | | | | | | | | | |
|---|---------|----|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 2. To express emotions and personal perspectives | | | | | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | | | | | |
| 2.1 Express simple preferences. | | | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • my likes and dislikes | | | | | | | | | | | | | | |
| • colours | | | | | | | | | | | | | | |
| • family pets | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| 2.2 Express a personal response. | | | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • my likes and dislikes | | | | | | | | | | | | | | |
| • family pets | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

GRADE 4 – Planning for Communication

General Outcome for Communication

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

| GRADE 4 | | | | | | | | | | | | |
|---|---------|---------|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 3. To get things done | | | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | | | |
| 3.1 Indicate basic needs and wants. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC | WP | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> classroom routines and interactions | | | | | | | | | | | | |
| <ul style="list-style-type: none"> school and classroom supplies | | | | | | | | | | | | |
| <ul style="list-style-type: none"> classroom furniture | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 3.2 Give and respond to simple oral instructions or commands. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> classroom routines and interactions | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|--|---------|----|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 3.3 Ask for permission. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC | WP | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> classroom routines and interactions expressions of politeness | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 3.4 Respond to offers, invitations and instructions. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

GRADE 4 – Planning for Communication

General Outcome for Communication

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

| | | | | | | | | | | | | |
|--|---------|----|----|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 3.5 Ask or offer to do something. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| 3.6 Manage turn taking. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC | WP | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> names of numbers 0 to 69 the ordinal number, <i>premier</i> throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

GRADE 4 – Planning for Communication

General Outcome for Communication

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

| GRADE 4 | | | | | | | | | | | | | | |
|---|---------|---------|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 4. To form, maintain and change interpersonal relationships | | | | | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | | | | | |
| 4.1 Exchange greetings and farewells. | | | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> classroom routines and interactions | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> school and classroom supplies | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> classroom furniture | | | | | | | | | | | | | | |
| 4.2 Address a new acquaintance and introduce themselves. | | | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> classroom interactions | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> making introductions | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> greetings | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> leave-taking expressions | | | | | | | | | | | | | | |

GRADE 4 – Planning for Communication

General Outcome for Communication

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

| GRADE 4 | | | | | | | | | | | | | | |
|--|----|---------|----|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 5. To extend their knowledge of the world | | | | | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | | | | | |
| 5.1 Investigate the immediate environment. | | | | | | | | | | | | | | |
| LC | OP | RC ✓ | WP | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> school and classroom supplies | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> classroom furniture | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> French used in the immediate environment | | | | | | | | | | | | | | |
| 5.2 Gather simple information. | | | | | | | | | | | | | | |
| LC ✓ | OP | RC ✓ | WP | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> my physical traits | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> my personality traits | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Who am I? | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Alberta winter celebrations | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> four holidays and celebrations | | | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|--|---------|---------|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 5.3 Organize items in different ways. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • names of numbers 0 – 69 | | | | | | | | | | | | |
| • written number words | | | | | | | | | | | | |
| • shapes | | | | | | | | | | | | |
| • colours | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 5.4 Experience problem-solving situations in the classroom. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • school and classroom supplies | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

GRADE 4 – Planning for Communication

General Outcome for Communication

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

| | | | | | | | | | | | | |
|---|---------|----|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 5.5 Listen attentively to the opinions expressed. | | | | | | | | | | | | |
| LC ✓ | OP | RC | WP | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> Who am I? throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| 5.6 Respond sensitively to the ideas and products of others. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> expressions of politeness approval and praise | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| GRADE 4 | | | | | | | | | | | | |
|--|---------|---------|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 6. For imaginative purposes and personal enjoyment | | | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | | | |
| 6.1 Use the language for fun. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 6.2 Use the language creatively. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

[This page was left blank intentionally]

GRADE 5 – Planning for Communication

General Outcome for Communication

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

| GRADE 5 | | | | | | | | | | | | |
|--|----|----|----|--|----|----|----|----|----|----|----|----|
| 1. To impart and receive information | | | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | | | |
| 1.1 Ask for and provide information. | | | | | | | | | | | | |
| LC | OP | RC | WP | | LC | OP | LC | OP | LC | OP | LC | OP |
| ✓ | ✓ | ✓ | ✓ | | RC | WP | RC | WP | RC | WP | RC | WP |
| • Grade 4 vocabulary and language concepts | | | | | | | | | | | | |
| • time of day | | | | | | | | | | | | |
| • time of day, using 12-hour clock | | | | | | | | | | | | |
| • classroom timetable | | | | | | | | | | | | |
| • school subjects | | | | | | | | | | | | |
| • areas inside and outside the school | | | | | | | | | | | | |
| • school personnel | | | | | | | | | | | | |
| • healthy school snacks | | | | | | | | | | | | |
| • animal anatomy | | | | | | | | | | | | |
| • animal habitats | | | | | | | | | | | | |
| • seasonal clothes | | | | | | | | | | | | |
| • clothes for different occasions | | | | | | | | | | | | |
| • types of dwellings | | | | | | | | | | | | |
| • rooms in my home | | | | | | | | | | | | |
| • structure of a room | | | | | | | | | | | | |
| • <i>Le Festival du Voyageur</i> (FE) | | | | | | | | | | | | |
| • four holidays and celebrations | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|--|---------|----|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 1.2 Respond to simple, predictable questions. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • Grade 4 vocabulary and language concepts | | | | | | | | | | | | |
| • healthy school snacks | | | | | | | | | | | | |
| • categories of animals | | | | | | | | | | | | |
| • common farm animals | | | | | | | | | | | | |
| • common wild animals | | | | | | | | | | | | |
| • seasonal clothes | | | | | | | | | | | | |
| • clothes for different occasions | | | | | | | | | | | | |
| • types of dwellings | | | | | | | | | | | | |
| 1.3 Describe people, places and things. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • classroom timetable | | | | | | | | | | | | |
| • school personnel | | | | | | | | | | | | |
| • adjectives related to size and colours of animals | | | | | | | | | | | | |
| • Grade 4 vocabulary and language concepts | | | | | | | | | | | | |
| • animal anatomy | | | | | | | | | | | | |
| • seasonal clothes | | | | | | | | | | | | |
| • clothes for different occasions | | | | | | | | | | | | |

GRADE 5 – Planning for Communication

General Outcome for Communication

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

| | | | | | | | | | | | | | | |
|---|---------|----|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| • my home | | | | | | | | | | | | | | |
| • types of dwellings | | | | | | | | | | | | | | |
| • objects and furnishings in a student's room | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| GRADE 5 | | | | | | | | | | | | | | |
| 2. To express emotions and personal perspectives | | | | | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | | | | | |
| 2.1 Identify favourite people, places or things. | | | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • school subjects | | | | | | | | | | | | | | |
| • healthy snacks | | | | | | | | | | | | | | |
| • common farm animals | | | | | | | | | | | | | | |
| • categories of animals | | | | | | | | | | | | | | |
| • common wild animals | | | | | | | | | | | | | | |
| • adjectives related to size and colours of animals | | | | | | | | | | | | | | |
| • Grade 4 vocabulary and language concepts | | | | | | | | | | | | | | |
| • clothing preferences | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|--|---------|----|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 2.2 Express a personal response to a variety of situations. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • school subjects | | | | | | | | | | | | |
| • common farm animals | | | | | | | | | | | | |
| • common wild animals | | | | | | | | | | | | |
| • categories of animals | | | | | | | | | | | | |
| • Grade 4 vocabulary and language concepts | | | | | | | | | | | | |
| • clothing preferences | | | | | | | | | | | | |
| 2.3 Identify emotions and feelings. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • my room | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

GRADE 5 – Planning for Communication

General Outcome for Communication

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

| GRADE 5 | | | | | | | | | | |
|--|----|----|----|--|----|----|----|----|----|----|
| 3. To get things done | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | |
| 3.1 Suggest a course of action and respond to a suggestion. | | | | | | | | | | |
| LC | OP | RC | WP | | LC | OP | LC | OP | LC | OP |
| | ✓ | | ✓ | | RC | WP | RC | WP | RC | WP |
| • healthy school snacks | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| 3.2 Make and respond to a variety of simple requests. | | | | | | | | | | |
| LC | OP | RC | WP | | LC | OP | LC | OP | LC | OP |
| ✓ | ✓ | ✓ | ✓ | | RC | WP | RC | WP | RC | WP |
| • Grade 4 vocabulary and language concepts | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

| | | | | | | | | | | | | |
|--|---------|---------|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 3.3 Seek, grant or withhold permission. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • Grade 4 vocabulary and language concepts | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 3.4 Indicate a choice from several options. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • healthy school snacks | | | | | | | | | | | | |
| • seasonal clothes | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

GRADE 5 – Planning for Communication

General Outcome for Communication

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

| | | | | | | | | | | | | |
|--|---------|----|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 3.5 Express a wish or a desire to do something. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> my room | | | | | | | | | | | | |
| <ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 3.6 Ask for help or clarification of what is being said or done in the group. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC | WP | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

GRADE 5 – Planning for Communication

General Outcome for Communication

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

| GRADE 5 | | | | | | | | | | |
|--|----|----|----|--|----|----|----|----|----|----|
| 4. To form, maintain and change interpersonal relationships | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | |
| 4.1 Initiate relationships. | | | | | | | | | | |
| LC | OP | RC | WP | | LC | OP | LC | OP | LC | OP |
| | ✓ | | ✓ | | RC | WP | RC | WP | RC | WP |
| <ul style="list-style-type: none"> Grade 4 vocabulary and language concepts | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| 4.2 Apologize and refuse politely. | | | | | | | | | | |
| LC | OP | RC | WP | | LC | OP | LC | OP | LC | OP |
| | ✓ | | ✓ | | RC | WP | RC | WP | RC | WP |
| <ul style="list-style-type: none"> Grade 4 vocabulary and language concepts | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

| GRADE 5 | | | | | | | | | | |
|---|----|----|----|--|----|----|----|----|----|----|
| 5. To extend their knowledge of the world | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | |
| 5.1 Investigate the immediate environment. | | | | | | | | | | |
| LC | OP | RC | WP | | LC | OP | LC | OP | LC | OP |
| | | ✓ | | | RC | WP | RC | WP | RC | WP |
| <ul style="list-style-type: none"> • areas inside and outside the school | | | | | | | | | | |
| 5.2 Make and talk about personal observations. | | | | | | | | | | |
| LC | OP | RC | WP | | LC | OP | LC | OP | LC | OP |
| ✓ | ✓ | ✓ | | | RC | WP | RC | WP | RC | WP |
| <ul style="list-style-type: none"> • common farm animals • common wild animals • animal anatomy • adjectives related to size and colours of animals • clothing preferences • types of dwellings | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

GRADE 5 – Planning for Communication

General Outcome for Communication

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

| 5.3 Sequence items in different ways. | | | | | | | | | | | | | | |
|---|---------|----|---------|--|----|----|----|----|----|----|----|----|----|----|
| LC | OP ✓ | RC | WP ✓ | | LC | OP | LC | OP | LC | OP | LC | OP | LC | OP |
| | | | | | RC | WP | RC | WP | RC | WP | RC | WP | RC | WP |
| • classroom timetable | | | | | | | | | | | | | | |
| • healthy school snacks | | | | | | | | | | | | | | |
| • categories of animals | | | | | | | | | | | | | | |
| • Grade 4 vocabulary and language concepts | | | | | | | | | | | | | | |
| • common farm animals | | | | | | | | | | | | | | |
| • common wild animals | | | | | | | | | | | | | | |
| • seasonal clothes | | | | | | | | | | | | | | |
| • objects and furnishings in a student's room | | | | | | | | | | | | | | |
| 5.4 Define a problem and search for solutions. | | | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC | OP | LC | OP | LC | OP | LC | OP | LC | OP |
| | | | | | RC | WP | RC | WP | RC | WP | RC | WP | RC | WP |
| • areas inside and outside the school | | | | | | | | | | | | | | |
| • school personnel | | | | | | | | | | | | | | |
| • our friends – the animals | | | | | | | | | | | | | | |
| • seasonal clothes | | | | | | | | | | | | | | |
| • types of dwellings | | | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|--|---------|---------|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 5.5 Choose between alternative solutions. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • healthy school snacks | | | | | | | | | | | | |
| • our friends – the animals | | | | | | | | | | | | |
| • clothes for different occasions | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 5.6 Recognize differences of opinion. | | | | | | | | | | | | |
| LC ✓ | OP | RC ✓ | WP | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • clothes for different occasions | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

GRADE 5 – Planning for Communication

General Outcome for Communication

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

| GRADE 5 | | | | | | | | | | | | |
|--|---------|---------|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 6. For imaginative purposes and personal enjoyment | | | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | | | |
| 6.1 Use the language for fun. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 6.2 Use the language creatively. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

GRADE 6 – Planning for Communication

General Outcome for Communication

Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

| GRADE 6 | | | | | | | | | | | | |
|---|----|----|----|---|----|----|----|----|----|----|----|----|
| 1. To impart and receive information | | | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | | | |
| 1.1 Describe people, places, things and series or sequence of events or actions. | | | | | | | | | | | | |
| LC | OP | RC | WP | | LC | OP | LC | OP | LC | OP | LC | OP |
| | ✓ | | ✓ | | RC | WP | RC | WP | RC | WP | RC | WP |
| | | | | • my neighbourhood | | | | | | | | |
| | | | | • neighbourhood buildings | | | | | | | | |
| | | | | • people in my neighbourhood | | | | | | | | |
| | | | | • neighbourhood transportation | | | | | | | | |
| | | | | • cardinal and intermediate points | | | | | | | | |
| | | | | • Alberta – location | | | | | | | | |
| | | | | • Alberta – communities and their festivals | | | | | | | | |
| | | | | • Alberta – common wild animals | | | | | | | | |
| | | | | • natural environments and habitats | | | | | | | | |
| | | | | • dangers to the environment | | | | | | | | |
| | | | | • endangered animals | | | | | | | | |
| | | | | • protection of the environment | | | | | | | | |
| | | | | • <i>Le Carnaval de Québec</i> | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| GRADE 6 | | | | | | | | | | | | |
|---|---------|---------|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 2. To express emotions and personal perspectives | | | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | | | |
| 2.1 Inquire about and express likes and dislikes. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • basic food items | | | | | | | | | | | | |
| • nutritious foods | | | | | | | | | | | | |
| • expressions of feelings and emotions | | | | | | | | | | | | |
| • grades 4 and 5 vocabulary and language concepts | | | | | | | | | | | | |
| • seasonal sports and physical activities | | | | | | | | | | | | |
| • Alberta – landscapes | | | | | | | | | | | | |
| 2.2 Inquire about, record and share personal experiences that involve an emotion or feeling. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • expressions of feelings | | | | | | | | | | | | |
| • seasonal sports and physical activities | | | | | | | | | | | | |
| • emotions | | | | | | | | | | | | |

| GRADE 6 | | | | | | | | | | | | |
|--|---------|---------|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 3. To get things done | | | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | | | |
| 3.1 Encourage or discourage others from a course of action. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • protection of the environment | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 3.2 Give and follow a simple sequence of instructions. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • my neighbourhood | | | | | | | | | | | | |
| • neighbourhood buildings | | | | | | | | | | | | |
| • neighbourhood plan | | | | | | | | | | | | |
| • Alberta – location | | | | | | | | | | | | |
| • cardinal and intermediate points | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|--|---------|---------|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 3.3 Make an offer and an invitation and respond to offers and invitations made by others. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • healthy eating | | | | | | | | | | | | |
| • meals and meal times | | | | | | | | | | | | |
| • seasonal sports and physical activities | | | | | | | | | | | | |
| • feeling well/feeling ill | | | | | | | | | | | | |
| • expressions of physical state | | | | | | | | | | | | |
| • expressions of health | | | | | | | | | | | | |
| • grades 4 and 5 vocabulary and language concepts | | | | | | | | | | | | |
| • my neighbourhood | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 3.4 Inquire about and express ability and inability to do something. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • seasonal sports and physical activities | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|--|---------|---------|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 3.5 Encourage other group members to participate. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> seasonal sports and physical activities | | | | | | | | | | | | |
| <ul style="list-style-type: none"> endangered animals | | | | | | | | | | | | |
| <ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 3.6 Assume a variety of roles and responsibilities as group members. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|--|---------|----|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 3.7 Negotiate, in a simple way, with peers in small group tasks. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC | WP | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 3.8 Offer to explain or clarify. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| GRADE 6 | | | | | | | | | | |
|---|----|----|----|--|----|----|----|----|----|----|
| 4. To form, maintain and change interpersonal relationships | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | |
| 4.1 Talk about themselves and respond to the talk of others by showing attention and interest. | | | | | | | | | | |
| LC | OP | RC | WP | | LC | OP | LC | OP | LC | OP |
| ✓ | ✓ | | | | RC | WP | RC | WP | RC | WP |
| • basic food items | | | | | | | | | | |
| • grades 4 and 5 vocabulary and language concepts | | | | | | | | | | |
| • meal and meal times | | | | | | | | | | |
| • expressions of feelings and emotions | | | | | | | | | | |
| • seasonal sports and physical activities | | | | | | | | | | |
| • my neighbourhood | | | | | | | | | | |
| • people in my neighbourhood | | | | | | | | | | |
| • Alberta – landscapes | | | | | | | | | | |
| • Alberta – its riches | | | | | | | | | | |
| • Alberta – location | | | | | | | | | | |
| • cardinal and intermediate points | | | | | | | | | | |
| • protection of the environment | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

| GRADE 6 | | | | | | | | | | | | |
|--|---------|---------|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 5. To extend their knowledge of the world | | | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | | | |
| 5.1 Explore alternative classification systems and criteria for categories. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • the food groups | | | | | | | | | | | | |
| • nutritious foods | | | | | | | | | | | | |
| • meals and meal times | | | | | | | | | | | | |
| • seasonal sports and physical activities | | | | | | | | | | | | |
| • Alberta – its riches | | | | | | | | | | | | |
| 5.2 Discuss relationships and patterns. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • nutritious foods | | | | | | | | | | | | |
| • the food groups | | | | | | | | | | | | |
| • my neighbourhood | | | | | | | | | | | | |
| • neighbourhood buildings | | | | | | | | | | | | |
| • people in the neighbourhood | | | | | | | | | | | | |
| • Alberta – common wild animals | | | | | | | | | | | | |
| • Alberta – landscapes | | | | | | | | | | | | |
| • protection of the environment | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|---------|----|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 5.3 Compare and contrast items in simple ways. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • seasonal sports and physical activities | | | | | | | | | | | | |
| • my neighbourhood | | | | | | | | | | | | |
| • people in my neighbourhood | | | | | | | | | | | | |
| • Alberta – landscapes | | | | | | | | | | | | |
| • cardinal and intermediate points | | | | | | | | | | | | |
| 5.4 Compose questions to guide research. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • healthy eating | | | | | | | | | | | | |
| • basic food items | | | | | | | | | | | | |
| • expressions of feelings and emotions | | | | | | | | | | | | |
| • grades 4 and 5 vocabulary and language concepts | | | | | | | | | | | | |
| • seasonal sports and physical activities | | | | | | | | | | | | |
| • Alberta – location | | | | | | | | | | | | |
| • Alberta – communities and their festivals | | | | | | | | | | | | |
| • cardinal and intermediate points | | | | | | | | | | | | |
| • endangered animals | | | | | | | | | | | | |
| • natural environments and habitats | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|---------|---------|----|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 5.5 Identify sources of information. | | | | | | | | | | | | |
| LC | OP ✓ | RC ✓ | WP | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • the environment | | | | | | | | | | | | |
| • dangers to the environment | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|---------|----|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 5.6 Record observations. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • healthy eating | | | | | | | | | | | | |
| • basic food items | | | | | | | | | | | | |
| • nutritious foods | | | | | | | | | | | | |
| • seasonal sports and physical activities | | | | | | | | | | | | |
| • expressions of feelings and emotions | | | | | | | | | | | | |
| • endangered animals | | | | | | | | | | | | |
| • natural environments and habitats | | | | | | | | | | | | |
| • cardinal and intermediate points | | | | | | | | | | | | |
| • protection of the environment | | | | | | | | | | | | |
| • quantity and intensity | | | | | | | | | | | | |
| • healthy eating | | | | | | | | | | | | |
| • basic food items | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|---------|---------|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 5.7 Understand and use the steps in the problem-solving process. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • neighbourhood plan | | | | | | | | | | | | |
| • abbreviations for <i>rue</i> and <i>avenue</i> | | | | | | | | | | | | |
| • protection of the environment | | | | | | | | | | | | |
| 5.8 Express their views on a variety of topics within their direct experience. | | | | | | | | | | | | |
| LC | OP ✓ | RC | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • healthy eating | | | | | | | | | | | | |
| • basic food items | | | | | | | | | | | | |
| • nutritious foods | | | | | | | | | | | | |
| • expressions of feelings and emotions | | | | | | | | | | | | |
| • grades 4 and 5 vocabulary and language concepts | | | | | | | | | | | | |
| • my neighbourhood | | | | | | | | | | | | |
| • neighbourhood buildings | | | | | | | | | | | | |
| • people in the neighbourhood | | | | | | | | | | | | |
| • natural environments | | | | | | | | | | | | |
| • dangers to the environment | | | | | | | | | | | | |
| • endangered animals | | | | | | | | | | | | |
| • protection of the environment | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|---------|---------|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| 5.9 Gather opinions on a topic within their direct experience. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| • basic food items | | | | | | | | | | | | |
| • nutritious foods | | | | | | | | | | | | |
| • expressions of feelings and emotions | | | | | | | | | | | | |
| • seasonal sports and physical activities | | | | | | | | | | | | |
| • Alberta – its riches | | | | | | | | | | | | |
| • protection of the environment | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|--|---------|---------|---------|--|----------|----------|----------|----------|----------|----------|----------|----------|
| GRADE 6 | | | | | | | | | | | | |
| 6.0 For imaginative purposes and personal enjoyment | | | | | | | | | | | | |
| <i>Students will be able to use French to:</i> | | | | | | | | | | | | |
| 6.1 Use the language for fun and to interpret simple humour. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| 6.2 Use the language creatively and for aesthetic purposes. | | | | | | | | | | | | |
| LC ✓ | OP ✓ | RC ✓ | WP ✓ | | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP | LC RC | OP WP |
| <ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

[This page was left blank intentionally]