



AO Scenario Web

Grade 8 Core French

Les clubs parascolaires

Instructions for teachers

This resource consists of a collection of Action-oriented (AO) Scenarios created by the CEFR Eastern Region Working Group, designed for use in Ontario French as a Second Language (FSL) classrooms. AO Scenarios are an integral part of the Common European Framework of Reference's (CEFR) Action-oriented Approach (AoA).

The CEFR and the Action-oriented Approach in the Ontario Context

The CEFR is a complete framework used to support learning, teaching, and assessment of second/additional languages. Developed by the Council of Europe, that continent's leading human rights organization, the CEFR has been translated into 40 languages and is used across the world. In 2010, the Council of Ministers of Education, Canada recommended the use of the CEFR in the Canadian context. In Ontario, concepts of the CEFR are integrated throughout the FSL Curriculum.

The AoA is one of the key concepts of the CEFR. With the AoA, learners are seen as 'social agents' (i.e., someone who exerts their own **agency** to accomplish real-life **tasks**). Tasks are critical in the AoA as it is the task that provides the purpose for action, and also frames the learning that takes place within the scenario (i.e., learning module) so that the learner can successfully accomplish the task at hand. The AoA moves away from 'forward design' in curriculum planning, instead, favouring 'backward design' (Piccardo & North, 2019), which involves planning back from action-oriented tasks (see Figure 1).

"Communication is a social act. In order to learn French, therefore, students need to see themselves as social [agents] communicating for real purposes"
(The Ontario Curriculum, FSL, p. 9).

"teaching language as a system of disconnected and isolated components gives learners some knowledge of the language, but does not allow them to use the language effectively. In contrast, communicative and action-oriented approaches to teaching French put meaningful and authentic communication at the centre of all learning activities"
(The Ontario Curriculum, FSL, p. 9).

Figure 1: Components of an Action-oriented Scenario



AO Scenarios in this Resource

This resource offers the following AO Scenarios (i.e., AO Task/support material and Subtasks that help the learner to develop the competences needed to accomplish the task) that are aligned with the Ontario Curriculum, and the CEFR:

Grade / Program	CEFR Level	AO Scenario
Grade 4 Core French	A1	Welcoming a New Student to the Class (Best used in conjunction with Pearson's <i>Échos Pro 1</i>)
Grade 5 Core French	A1	Planning a Fun Afternoon at School (Best used in conjunction with Pearson's <i>Échos Pro 2</i>)
Grade 6 Core French	A1	A Contest to Win Concert Tickets (Best used in conjunction with Pearson's <i>Échos Pro 3</i>)
Grade 6 French Immersion / Social Studies	A2	Les expériences virtuelles - Commemorer la Journée internationale dédiée à la mémoire des l'Holocauste, et apprécier les contributions de la communauté juive au Canada
Grade 7 Core French	A1	La journée de la santé (Best used in conjunction with Pearson's <i>Mon réseau, ma vie 1</i>)
Grade 8 Core French	A1/A2	Les clubs parascolaires (Best used in conjunction with Pearson's <i>Mon réseau, ma vie 2</i>)
Grade 9 Core French (FSF 1D)	A2	Organiser une soirée à Montréal
Grade 10 Core French (FSF 2D)	A2	Organiser une sortie (Best used in conjunction with Pearson's <i>Jusqu'au bout</i>)

Using the Resource

All of the content that has been created can be found on the link [CEFR Eastern Region Working Group Website](#). On the website, you will find information about this group, suggested resources to learn more about the CEFR and the AoA, the above-mentioned AO Scenarios, and information on the Creative Commons licence that applies to the resource.

To view a scenario, click the sub-page of the desired grade level from the ‘AO Scenario Webs’ tab (see Figure 2).

Once on the page for the desired AO Scenario, the link to the appropriate Curriculum document will be accessible. In addition, the title of the AO Scenario, a hyperlinked graphic organizer of the AO Scenario, and a link to access the AO Scenario will be visible.

Throughout this resource, the term “Scenario Web¹” is used. A Scenario Web is a way to conceptualize an AO Scenario. At the centre of the web is the AO Task (e.g., Organiser une soirée à Montréal, Grade 9 Core French) along with the support resources for the AO Task, which are all hyperlinked and lead to ready-to-use/modify documents (see Figure 3). AO Task support materials include:

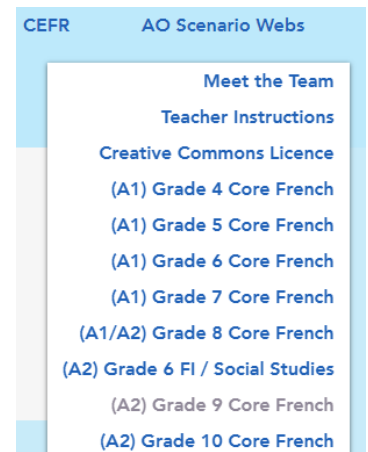


Figure 2

- AO Teacher Planning Sheet (to view an example, click [here](#))
 - This document provides a description of the task, connections to the Ontario Curriculum, and CEFR descriptors / Student friendly “I can” statements
- AO Task Student View (to view an example, click [here](#))
 - This document provides the AO Task in French, in a student-friendly format
- Assessment Tools (to view an example, click [here](#))
 - Assessment tools are provided to evaluate the components of the AO Task
- Student Planning Sheet (to view an example, click [here](#))
 - This document allows students to monitor their learning throughout the AO Scenario. It is also to be used as a Universal Design for Learning strategy whereby students can ‘chunk’ their learning into more manageable pieces

Around the AO Task and support materials are different threads (e.g., Exploring restaurants, Budgeting). These threads illustrate clusters of possible competences to be developed during the AO Scenario to support students in successfully completing the AO Task (see Figure 4). Each thread is hyperlinked, leading to a table composed of possible subtasks that are designed to build competences connected to a particular area of learning. This table includes links to ready-to-use and/or modify resources, the ‘I can’ statements being targeted, the CEFR communicative language activities and competences that are most prevalent for the sub-task, and possible assessment opportunities based on the four skills of FSL Ontario Curriculum (i.e., Speaking, Listening, Reading, Writing).

¹ The notion of “Scenario Webs” is part of Danielle Hunter’s PhD thesis, under the supervision of Dr. Enrica Piccardo

IMPORTANT: The threads and the possible subtasks are not presented in any order, and are not intended to be a step-by-step method to planning (unless it is connected to a publisher program). In fact, it is quite the contrary. Key principles of the AoA stipulate that teaching and learning are non-linear, flexible, and dynamic (i.e., changes over time). It is with this in mind that the threads and possible subtasks are presented more like a “bouquet” (Piccardo & North, 2019) whereby teachers pick and choose the ‘flowers’ (i.e., the threads and subtasks) that they would like to include in their bouquet for their students. Students can also play a role in determining the ‘flowers’ to add to the bouquet when sub-tasks are co-created by the teacher and the students.

Figure 3 - Structure of an AO Scenario Web (Grade 9 Example)

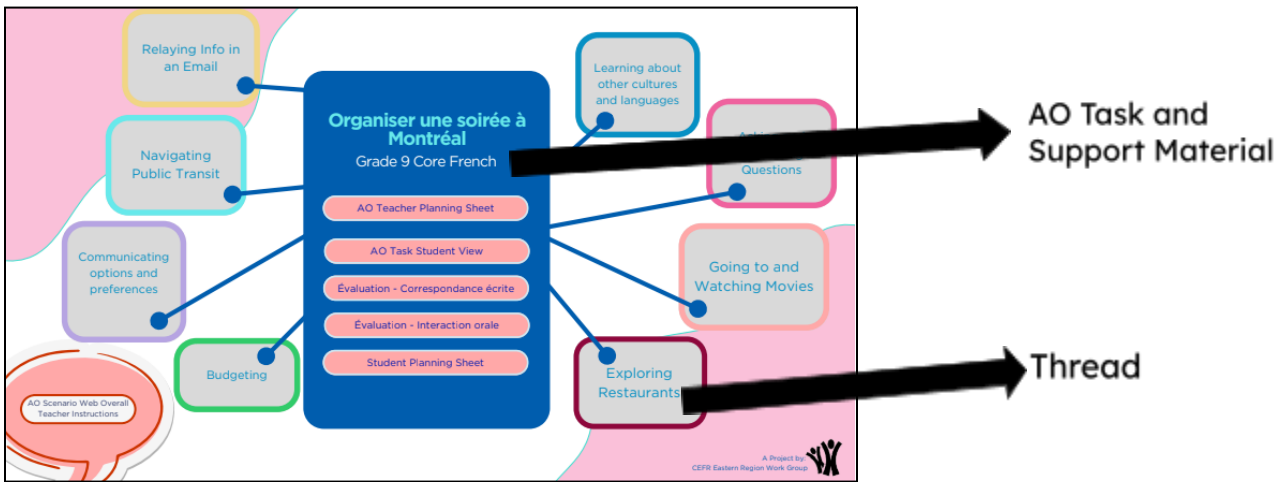


Figure 4 - Table of Possible Subtasks (Grade 9 Example)

SUB-TASKS RELATED TO: Going to and watching movies		CEFR EASTERN ONTARIO			
Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task
Analyzing film genres and finding compromises.	Movie listings reading comprehension Soirée cinéma! - student copy Soirée cinéma - Teacher Instructions	I can find different types of information on movie listings. / Je peux trouver différents types d'information d'un horaire de film. I can share information and ideas with sufficient vocabulary. / Je peux partager de l'information et des idées avec un vocabulaire suffisant. I can use simple grammar structures correctly so I am understood. / Je peux utiliser correctement des structures grammaticales simples pour être bien compris.	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing

CEFR Eastern Ontario, 2023

Expanding the AO Scenario Webs

In keeping with the spirit of collaboration, teachers are invited to contribute other possible subtasks using this [Google Form](#), which will be added to the resource (funding dependent). Contributions need to be compliant with copyright laws, with special attention paid to the images used (it is recommended that teachers only use images from the [Canva Education licence](#) and that the source be indicated next to the images), and the links provided (do not take screenshots of materials and include them in the submission. Instead, provide a direct link to the resource).

Here are a couple of resources related to copyright, and Creative Commons:

[Camerise Fiche express - Creative Commons et choix de ressources](#)

[Creative Commons - Share your Work](#)

Les clubs parascolaires

Grade 8 Core French

AO Teacher Planning Sheet

AO Task Student View

Évaluation : Production orale

Évaluation : Production écrite

Student Planning Sheet

2.
Planning activities for the first meeting of a club

1.
Exploring ideas for school clubs linked to health and wellness

3.
Developing arguments to support your case

4.
Creating and presenting a formal proposal

AO Scenario Web Overall
Teacher Instructions

Teacher Notes

Subtasks are presented in a particular order as the content aligns with Pearson's Mon réseau, ma vie resource



SUB-TASKS RELATED TO: Exploring ideas for school clubs linked to health and wellness

Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task (See Teacher Notes for Assessment as/for Learning Tool)
Exploring extra-curricular clubs to promote health and wellness	<p>Teacher Instructions</p> <p>Les clubs à l'école</p> <p>Les clubs à l'école - Teacher copy</p> <p>Slideshow - Suggérer des clubs</p> <p>Des phrases utiles #1-</p> <p>Student Copy #1: Exit Ticket</p>	<p>I can make simple suggestions for creating different types of clubs relating to health and wellness. <i>Je peux faire des suggestions simples pour créer des clubs de santé.</i></p> <p>I can understand some expressions on health and well-being. <i>Je peux comprendre quelques expressions sur la santé et le bien-être.</i></p> <p>I can use a range of vocabulary related to health and wellness. <i>Je peux utiliser une gamme de vocabulaire lié à la santé</i></p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

		<i>et au bien-être.</i>			
Describing a club	Teacher Instructions Slideshow: Les avantages des clubs Student Copy #1 - Quels sont les bienfaits de notre club ? Student Copy #2 - Description de notre club	<p>I can write a text on familiar topics using simple words and basic expressions. <i>Je peux écrire un texte sur des sujets familiers avec un vocabulaire simple et des expressions de base.</i></p> <p>I can use a few simple grammatical structures with limited accuracy. <i>Je peux utiliser quelques structures grammaticales avec une précision limitée.</i></p> <p>I can use a range of vocabulary to express basic communicative needs. <i>Je peux utiliser une gamme de vocabulaire pour exprimer mes besoins communicatifs de base.</i></p>	<input type="checkbox"/> Reception <input checked="" type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing
Creating a club logo	Teacher Instructions Websites with games like: Quiz Max - Les logos de marques YouTube - Devine le	<p>I can express simple opinions with friends. <i>Je peux exprimer des opinions simples avec des amis.</i></p> <p>I can use simple words, sentences and images to exchange information.</p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/Pluriculturalism	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing

	<p>logo en 3 secondes</p> <p>Quiz Max - Trouve le vrai logo</p> <p>Websites: Agent majeur - Les 6 caractéristiques d'un bon logo Les 6 critères d'un bon logo</p> <p>Slideshow: Les critères d'un bon logo</p> <p>Video: Canva - Creating a Logo</p>	<p><i>Je peux utiliser des mots, des phrases, et des images, pour échanger des informations.</i></p>			
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*** For certain subtasks, marked as “Mon réseau, ma vie (Pearson),” students and teachers will need a subscription to access the content. Contact your FSL Consultant for your school board to see if this licence has been purchased centrally.**

***It is up to teachers to determine whether the sub-tasks are assessments FOR learning, OF learning, or AS learning.**

SUB-TASKS RELATED TO: Planning activities for the first meeting of a club

Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task (See Teacher Notes for Assessment as/for Learning Tool)
<p>Making introductions and greeting each other.</p>	<p>Teacher Instructions</p> <p><i>On reste en bonne santé, Lesson 3, Une nouvelle amitié, TM p.22-25, and Pour communiquer, SB p.13 for support.)</i></p> <p><i>On reste en bonne santé, Lesson 12, Centre 2 : Pour mieux te connaître, TM p.53.</i></p> <p>Further activity ideas are available at Icebreaker Games.</p>	<p>I can recognize and understand common words and phrases from different languages in a simple conversation. <i>Je peux reconnaître et comprendre des mots ou des phrases de langues différentes dans une conversation très simple.</i></p> <p>I can communicate basic personal information. <i>Je peux communiquer des informations personnelles de base.</i></p> <p>I can use simple and appropriate forms of address when I take part in a conversation. <i>Je peux utiliser des formes de politesse très simples et appropriées quand je fais</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation 	<ul style="list-style-type: none"> <input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism 	<ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

		<i>partie d'une conversation, (bonjour, salut, s'il te plaît, s'il vous plaît, merci, au revoir, à la prochaine, etc.)</i>			
Creating a student interest survey to determine what activities would be offered during a French Club.	Teacher Instructions Student Copy #1: Sondage Google Forms SurveyMonkey	I can use simple words, sentences and gestures to exchange information about possible activities for my club. <i>Je peux utiliser des mots, des phrases, et des gestes non-verbaux, pour échanger des informations sur des activités possibles pour mon club.</i> I can read and understand surveys on possible activities that represent my school community. <i>Je peux lire et comprendre des sondages sur des activités possibles qui représentent ma communauté scolaire.</i> I can exchange information in short conversations to perform simple tasks. <i>Je peux échanger des informations dans de courtes conversations pour effectuer des tâches simples.</i>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

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SUB-TASKS RELATED TO: Developing arguments to support your case

Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task (See Teacher Notes for Assessment as/for Learning Tool)
Giving opinions, agreeing and disagreeing	<p>Teacher Instructions</p> <p>Des phrases utiles #3</p> <p>Slideshow: Opinions</p>	<p>I can use a range of vocabulary to express basic opinions. <i>Je peux utiliser une gamme de vocabulaire pour exprimer des opinions simples.</i></p> <p>I can ask my friends what they think of an idea. <i>Je peux demander à mes amis ce qu'ils pensent d'une idée.</i></p> <p>I can express simple opinions with friends. <i>Je peux exprimer des opinions simples avec des amis.</i></p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing

<p>Discussing the benefits of participating in clubs - Reading club offerings at a school</p>	<p>Teacher Instructions</p> <p>Website: Les différents clubs possibles du collège</p> <p>Activité de lecture - Student Copy #1</p>	<p>I can read and understand authentic texts to find specific information. <i>Je peux lire et comprendre des textes authentiques pour trouver des informations spécifiques.</i></p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing</p>
<p>Discussing the benefits of participating in clubs - Leaving a voicemail for a friend</p>	<p>Teacher Instructions</p> <p>Slideshow: Les avantages des clubs</p>	<p>I can exchange information in short conversations to perform simple tasks. <i>Je peux échanger des informations dans de courtes conversations pour effectuer des tâches simples.</i></p>	<p><input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input checked="" type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/ Pluriculturalism</p>	<p><input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing</p>

* It is up to teachers to determine whether the sub-tasks are assessments FOR learning, OF learning, or AS learning.

SUB-TASKS RELATED TO: Creating and presenting a formal proposal

Sub-task (Building Competences to Support the Completion of the AO Task)	Possible Activities/ Resources (e.g., links, slideshows, videos, podcasts, articles, classroom activities)	“I can” / “Je peux” Statements for Sub-task (these connect to the “I can statements” on the teacher planning sheet for the AO Task)	Communicative Language Activities/ Strategies (the what)	Communicative Language Competences (the how), and Plurilingualism/ Pluriculturalism	Possible Assessment for Sub-task (See Teacher Notes for Assessment as/for Learning Tool)
Preparing posters and an announcement to promote a club	Teacher Instructions Canva Description Sample	<p>I can exchange information in short conversations to perform simple tasks. <i>Je peux échanger des informations dans de courtes conversations pour effectuer des tâches simples.</i></p> <p>I can write a description of a school club using simple vocabulary and basic expressions. <i>Je peux écrire une description d'un club parascolaire avec un vocabulaire simple et des expressions de base.</i></p>	<input type="checkbox"/> Reception <input type="checkbox"/> Production <input checked="" type="checkbox"/> Interaction <input type="checkbox"/> Mediation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Socio-linguistic <input type="checkbox"/> Pragmatic <input type="checkbox"/> Plurilingualism/ Pluriculturalism	<input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing

<p>Preparing and making a short presentation</p>	<p>Teacher Instructions</p> <p>Video: Présenter un exposé</p> <p>Student Copy #1: Activité de visionnement</p> <p>Student Copy #2: Éléments clés d'une bonne présentation.</p> <p>Des phrases utiles #4</p>	<p>I can make simple suggestions to my friends to help perform a task. <i>Je peux faire des suggestions très simples à mes amis pour effectuer une tâche.</i></p> <p>I can use a short, prepared text to make a formal presentation. <i>Je peux utiliser un court texte préparé pour faire une présentation formelle.</i></p>	<p><input type="checkbox"/> Reception</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Mediation</p>	<p><input type="checkbox"/> Linguistic</p> <p><input type="checkbox"/> Socio-linguistic</p> <p><input type="checkbox"/> Pragmatic</p> <p><input type="checkbox"/> Plurilingualism/Pluriculturalism</p>	<p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Speaking</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Writing</p>
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N.B. The Assessment of Learning Tools used to evaluate the final Action-Oriented Task can be found in the Teacher Notes.

*** It is up to teachers to determine whether the sub-tasks are assessments FOR learning, OF learning, or AS learning.**