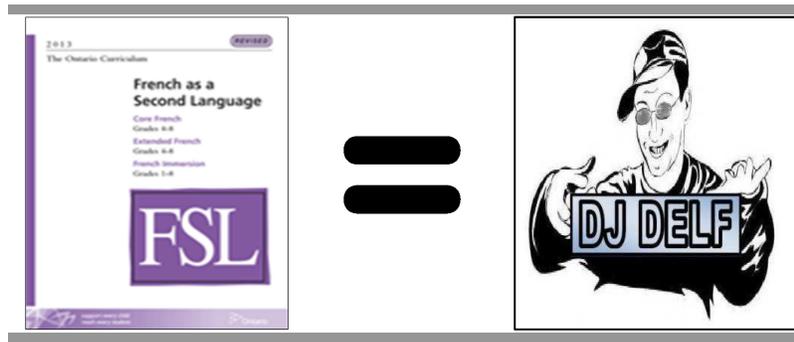
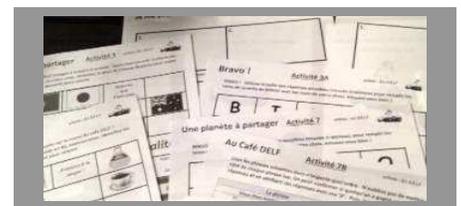


New Ontario French Curriculum + C.E.F.R. = The DJ DELF Kit



The DJ DELF Kit

Each aspect of life covered in this French resource (via songs, videos and activities) is designed to assist students in becoming fluent, independent users of the French language in specific topics related to everyday, functional living. DJ D.E.L.F. is “Déterminé à Enseigner la Langue Française”!



Skits and activities with interchangeable vocabulary allow students to practice real-life situations multiple times in preparation for live practice in class or on video-chat with DJ DELF himself.

Authentic tools and activities include...

Real-Life Skits with Interchangeable Vocabulary * Everyday French * Authentic Tasks * Practice Order Forms, Menus, Maps and More * Daily Journal Entry Subjects * 20+ Years of Research-Based Activities * Anticipation Guides * Songs * Music Videos w/ Lyrics * Listening, Speaking, Reading & Writing Exercises * Big Ideas * R.A.F.T.S. * Interactive BINGO & Board Games * Music Video Making Unit * Internet Research Tasks * Graphic Organizers * Hypoallergenic Ball * Metacognitive Checklists * Evaluation and Assessment Tools



Interactive videos and songs allow students to listen to, to understand and to practice, authentic, everyday, useful French vocabulary and expressions.

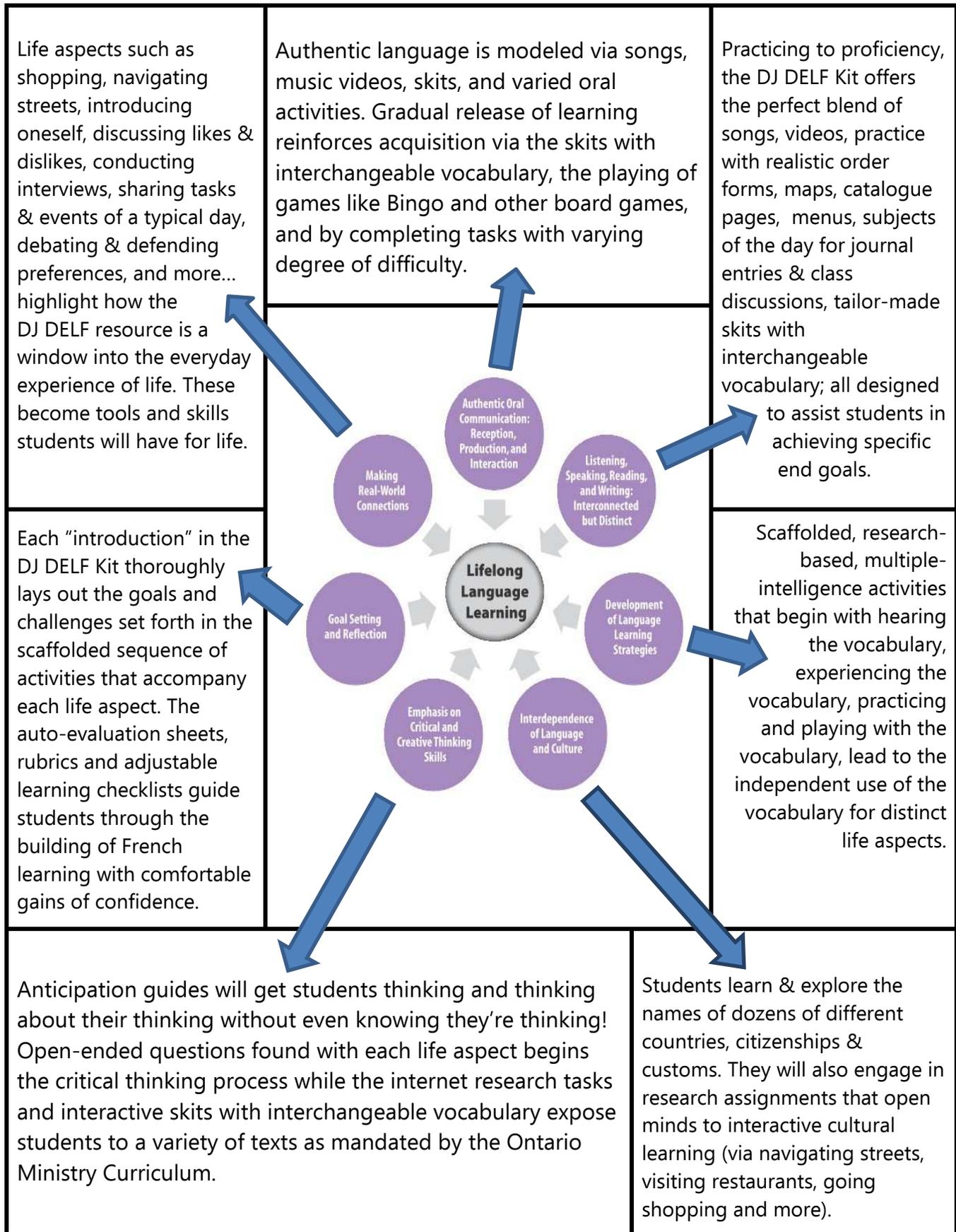
Life aspects and songs are designed to assist with the Common European Framework of Reference (CEFR) French proficiency tests towards earning their « Diplôme d'Études en Langue Française » (DELFL Categories: A1, A2, B1, B2 & C1).

This resource of authentic French tasks is perfect for fulfilling 100% of the considerations and expectations of the new Ontario Ministry of Education French Curriculum and most other Provincial and State Curriculum expectations.

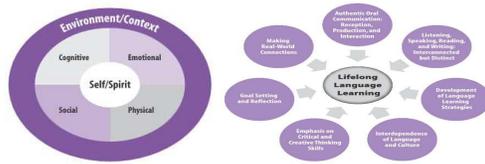
The DJ DELF Kit includes :

| Life Aspect | CEFR / DELF CATEGORY | Description |
|--------------------------------|-----------------------|---|
| Je me présente | A1, A2, B1 | This driving, hip-hop song and unit introduce four different people and teach students how to introduce and speak about themselves, where they live, their interests and hobbies. Accompanying activities provide hours of practice perfecting proficiency, creating comfort and confidence. |
| Ma journée typique | A1, A2, B1 | D.J. D.E.L.F. introduces students to a typical day in the life of a rock star. This hard-core rap song and unit covers common phrases used to describe many aspects of daily life. The activities build students' aptitude in this area. The unit culminates with the option for teachers to arrange an actual "interview" (via Skype or Facetime) between their class and DJ DELF from live in his studio. |
| C'est moi | A1, A2, B1, B2 | D.J. D.E.L.F. opens up about himself in this rock-rap anthem song and unit. The song and activities guide students toward independent proficiency, increasing their ability to maintain a spontaneous conversation regarding their ever-changing thoughts, deeds and feelings. |
| Mon point de vue | A2, B1, B2, C1 | This serious rap song and unit serves as a guide to assist students in explaining viewpoints, constructing arguments, defending opinions, and negotiating within various situations. The song is structured in the form of a formal essay and is rich with key phrases and expressions. |
| Suivez mes directions ! | A1, A2, B1 | D.J. D.E.L.F. uses a techno beat to navigate students through to streets of the city on their way to his apartment. This unit promotes fluency regarding simple and routine tasks as one goes about their business navigating from workplace, to shops, to all types of buildings found in a typical city. Send your students on their own Amazing Race with this comprehensive song and unit! |
| Faisons du shopping ! | A1, A2, B1 | Go shopping with D.J. D.E.L.F. in this thumping dance track! Via the interactive activities, students will discover and practice the vocabulary needed to interact in any shopping environment and independently discuss opinions and choices. Tasks include mastering catalogue pages, placing orders by phone and completing order forms. |
| Au Café DELF | A1, A2, B1 | Step into D.J. D.E.L.F.'s personal café where you can order as much as you want off the menu! This upbeat song and unit provides students with the tools necessary capably maintain interaction at a restaurant while holding discussions and expressing opinions. Students will complete menus, place and take orders. |
| Une planète à partager | A1, A2, B1, B2 | D.J. D.E.L.F. raps about his friends and family around the world in this energetic hip-hop song. The accompanying activities engage students in learning and practicing over 30 different countries and nationalities. Perfect for beginners introducing world geography vocabulary and for those more serious students learning how to carry on political conversations. |
| Bravo ! | A1, A2, B1 | D.J. D.E.L.F. pumps out 40 positive, polite, energetic and commonly used phrases that can be frequently and seamlessly injected into any daily, life conversation. Tasks include the skit "La guerre de compliments" where they practice outdoing each other with compliments. |

DJ DELF promotes Lifelong Language Learning



ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT



Authentic Oral Communication: Reception, Production, and Interaction
 The main purpose of learning a language is communication. Communication is a social act. In order to learn French, therefore, students need to see themselves as social actors communicating for real purposes. 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 **DJ DELF Kit** is specifically designed to meet **100%** of the Ontario Ministry of Education target **CONSIDERATIONS** for Assessment and Evaluation of Student Achievement.

| ✓ | Considerations from Ontario Ministry Document | The <u>nine</u> authentic, life aspects included in the DJ DELF Kit provide: |
|---|--|--|
| ✓ | Fundamental Principles (p.22) | Fair, transparent and equitable instruction for all students. The DJ DELF Kit provides a collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning. |
| ✓ | Learning Skills and Work Habits (p.23) | A multiple intelligences-based variety of tasks; ensuring that the 6 learning skills & work habits of self-regulation, responsibility, organization, independent work, collaboration & initiative are covered. |
| ✓ | Content and Performance Standards (p.23) | A common framework that encompasses all Ontario Ministry required curriculum expectations and considerations across the grades. The DJ DELF Kit guides the development of high-quality assessment tasks and tools (including rubrics) to help teachers plan instruction for learning and provides a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards. |
| ✓ | Assessment <u>for</u> and <u>as</u> Learning (p.24) | Assessment <i>for</i> learning where teachers provide students with descriptive feedback and coaching for improvement and assessment <i>as</i> learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. |
| ✓ | Evaluation (p.24) | Evaluation based on assessment <i>of</i> learning that provides evidence of student achievement at strategic times throughout the school year, and at the end of particular periods of learning. |
| ✓ | Reporting Student Achievement (p.25) | Detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home. |
| ✓ | Levels of Achievement (p.27) | Activities encouraging subject-specific knowledge and understanding of content, concepts, language structure and opinions. Each DJ DELF life aspect challenges use of critical and creative thinking skills and processes. Students communicate and convey meaning through various real-life situations in oral and written forms while expressing and organizing ideas and information. Students will show application of knowledge by making connections within and between various contexts. |
| ✓ | Differentiated Approach To Learning (p.30) | An understanding of students' strengths, needs, and experiences. The DJ DELF Kit helps teachers plan effective instruction and assessment; building their awareness of students' learning strengths and needs by observing and assessing readiness to learn, interests, and learning styles and preferences. |
| ✓ | Cross-curricular & Integrated Learning (p.34) | Cross-curricular learning. Students are provided with opportunities to learn and use related content and/or skills in two or more subjects. For example, the life aspect "Faisons du shopping" incorporates math literacy and "Une planète à partager" promotes world literacy. Authentic materials such as websites, order forms, maps, and catalogue pages make real-world connections and allow students to apply their language skills and strategies in various subjects across the curriculum. |
| ✓ | Healthy Relationships and FSL (p.43) | Students with the ability to view themselves as valued and connected members of an inclusive social environment; involved in healthy relationships with their peers, teachers, and other members of the school community. The DJ DELF Kit goal is to promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all students reach their full potential. |
| ✓ | Literacy, Math and Financial Literacy in FSL (p.44) | A strong mix of language, numbers and images in rich and varied forms. DJ DELF Kit literacy involves a range of critical-thinking skills and is essential for learning across the curriculum. Financial literacy is promoted through the designing, selling, purchasing and promoting of goods and services. |
| ✓ | Critical Thinking and Critical Literacy (p.46) | Students the skills to become critical thinkers that can move beyond superficial conclusions to a deeper understanding of the issues they are examining. DJ DELF encourages students to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers; hence enhancing the idea of "real-life" experiences. |
| ✓ | Role of Information Technology in FSL (p.49) | Information and communications technology (ICT) through a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning in FSL. The DJ DELF Kit includes multimedia resources (audio/video), databases (pdf, docx files), websites, and suggestions to use an extensive array of medias. The DJ DELF experience can also be used to connect students to DJ DELF himself via interviews and live video chat performances, as well as, connect with other schools in Ontario and abroad, to bring the global community to the local classroom. |

The DJ DELF Kit is specifically designed to meet **100%** of the Ontario Ministry of Education target EXPECTATIONS for demonstrating awareness, comprehension, understanding and metacognition.

| TYPE | OVERALL EXPECTATIONS | SPECIFIC EXPECTATIONS with DJ DELF KIT TOOLS |
|--|--|--|
| L I S T E N I N G | <p>A1. Listening to Understand: determine meaning in a variety of oral French texts, using appropriate listening strategies</p> <p>Songs Teacher Modeling Cues Music Videos Subjects of the day Journal Reading</p> | <p>A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts</p> <p>A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations</p> <p>A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support</p> <p>A1.4 Responding to and Evaluating Media Texts: express in verbal and non-verbal ways thoughts and opinions of messages and how they are presented in oral media texts about familiar, everyday topics, with support and guidance as appropriate</p> |
| | <p>A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences</p> <p>Games Ball Toss Video Chats Stories</p> | <p>A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit the situation while participating in a variety of structured and guided social and academic interactions about familiar, everyday topics</p> <p>A2.2 Interacting: respond with understanding to what others say while participating in interactions about familiar, everyday topics</p> <p>A2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills</p> |
| | <p>A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world</p> | <p>A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities</p> <p>A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities</p> <p>Virtual Trips Dining Grocery Shopping Fashion Shows Radio</p> |
| S P E A K I N G | <p>B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and grade-appropriate language suited to the purpose and audience</p> <p>Speeches Debates</p> | <p>B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences</p> <p>B1.2 Producing Oral Communications: produce rehearsed and increasingly spontaneous messages in French to communicate ideas and information about matters of personal interest, with contextual, auditory, and visual support</p> <p>B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about a range of familiar topics</p> |
| | <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes with diverse audiences</p> <p>Phone Talk Interviews Voicemail Questions Drama News TV Shows</p> | <p>B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behavior in a variety of situations</p> <p>B2.2 Interacting: exchange information and ideas with the teacher and their peers in guided, increasingly spontaneous spoken interactions about matters of personal interest, with teacher modelling and support as appropriate</p> <p>B2.3 Metacognition: (a) describe, with teacher and peers, strategies found helpful before, during, and after speaking to communicate effectively; (b) identify areas of greater and lesser strength as speakers; plan steps to improve their speaking skills</p> |
| | <p>B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world</p> <p>Presentations Gossip</p> | <p>B3.1 Intercultural Awareness: communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to <i>la francophonie</i> and the world, and make connections to personal experiences and their own and other communities</p> <p>B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions</p> <p>Video Conferencing New Friends Sales Compliments</p> |

The DJ DELF Kit is specifically designed to meet **100%** of the Ontario Ministry of Education target EXPECTATIONS for demonstrating awareness, comprehension, understanding and metacognition.

| TYPE | OVERALL EXPECTATIONS | SPECIFIC EXPECTATIONS with DJ DELF KIT TOOLS |
|---------|--|--|
| READING | <p>C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies</p> <p>Skits Menus Forms Lyrics Research Maps Journal Entries Lists Guides Catalogues</p> | <p>C1.1 Using Reading Comprehension Strategies: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modeled, shared, guided, and independent reading contexts</p> <p>C1.2 Reading for Meaning: demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modeling</p> <p>C1.3 Reading with Fluency: read a variety of texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text</p> <p>C1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words</p> |
| | <p>C2. Purpose, Form and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms</p> <p>Poetry Street Signs</p> | <p>C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms</p> <p>C2.2 Characteristics of Text Forms: identify characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms</p> <p>C2.3 Metacognition: (a) describe, in conversation with teacher & peers, strategies found helpful before, during, and after reading to understand texts; (b) identify areas of greater and lesser strength as readers, plan steps to be taken to improve skills</p> |
| | <p>C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world</p> | <p>C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, learning about aspects of cultures, and make connections to personal experiences and their own and other communities</p> <p>C3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities</p> <p>Websites Advertisements Magazines Books</p> |
| WRITING | <p>D1. Purpose, Audience and Form: write in French in a variety of forms and for a variety of purposes and audiences</p> <p>Essays Bios Applications</p> | <p>D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create</p> <p>D1.2 Writing in a Variety of Forms: write a variety of grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form</p> <p>D1.3 Applying Language Conventions: communicate meaning clearly, using proper parts of speech, conventions for correct spelling, word order, and punctuation</p> <p>Tweets Posts Graphic Organizers Word Games</p> |
| | <p>D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively</p> <p>Emails Texts Surveys</p> | <p>D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources</p> <p>D2.2 Drafting and Revising: plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies</p> <p>D2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication</p> <p>D2.4 Metacognition: (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing; (b) identify areas of greater and lesser strength as writers, and plan steps to improve writing skills while tracking progress</p> |
| | <p>D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world</p> <p>Maps Postcards</p> | <p>D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to <i>la francophonie</i> and the world, and make connections to personal experiences and their own and other communities</p> <p>D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work</p> <p>Posters Directions Descriptions Checklists Documentaries</p> |

QUESTION: POURQUOI TAKE FRENCH?



ANSWER: THE DJ DELF KIT



Get a preview of the DJ DELF Kit at :

www.djdelf.com

"Charismatic... unbelievable.... students are actually excited about learning." The Hamilton Spectator

"He is dubbed the Eminem of Children's Music because his unique blend of music wins over audiences." Windsor Star

"...The performer that teachers trust most." London Free Press

"Parents are impressed and grateful to see their children enhance their language skills, but have fun doing it." Shoreline Weekly

"The music is life-changing" M. Goble, Teacher

phone 519.978.9899
fax 519.978.0097
email info@educorock.com
websites www.djdelf.com
www.educorock.com

Educorock Productions Inc.

PO Box 37005, LaSalle, ON, N8H 1S0 Canada

Follow on Twitter : <https://twitter.com/etienne2>

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