

CORE FRENCH
Grades 5–12

- **texts:** Text is defined as any piece of oral, visual, or written communication. Texts may be delivered through many different modes, such as face-to-face communication, audio and video recordings, print materials, or digital media. Examples of texts include but are not limited to:
 - *advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, First Peoples oral histories, forms, graphs, instructions, interviews, invitations, legends, letters, myths, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, and text messages*

Teachers are encouraged to use a wide range of grade-appropriate text types in their classrooms.

Teachers may choose to use authentic or adapted Francophone texts with their students. Purposes for using adapted texts include:

- to increase student comprehension (e.g., by simplifying the text)
- to increase student exposure to target vocabulary and patterns (e.g., by repeating key vocabulary or grammatical structures throughout a text)
- to increase the saliency of high-frequency vocabulary and patterns (e.g., by underlining, bolding, or highlighting)

BIG IDEAS

Listening and viewing with intent helps us acquire French.	Both verbal and non-verbal cues contribute meaning in language.	Reading helps us make connections to what we have already learned through oral language.	With basic French, we can describe ourselves and our interests.	Reciprocal communication is possible in French using simple, high-frequency words and patterns.	Each culture has traditions and ways of celebrating.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> Recognize the relationship between pronunciation, including common intonation patterns, and meaning Comprehend high-frequency vocabulary in slow, clear speech and other simple texts Identify key information in slow, clear speech and other simple texts Understand simple stories Interpret non-verbal cues to increase understanding Begin to use strategies to increase understanding Respond appropriately to simple commands and instructions Seek clarification of meaning using common statements and questions Participate, with support, in simple interactions about everyday situations: <ul style="list-style-type: none"> ask and answer simple questions in context describe themselves and their interests provide simple descriptions Use visuals or technology to assist in understanding and communicating Demonstrate basic awareness that there are Francophone and Francophone Métis communities across Canada Identify basic information about a Francophone cultural festival or celebration in Canada 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> French alphabet French phonemes gender and number common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> asking and responding to simple questions expressing basic information about themselves and others expressing likes, dislikes, and preferences providing simple descriptions describing common elements of cultural festivals and celebrations location of Francophone and Francophone Métis communities across Canada a Francophone cultural festival or celebration in Canada

Big Ideas – Elaborations	CORE FRENCH
	Grade 5
<ul style="list-style-type: none"> reciprocal: involving back and forth participation 	

Curricular Competencies – Elaborations

- **common intonation patterns:** recognize whether someone is making a statement or asking a question
- **Understand:** identify key information and events
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
- **non-verbal cues:** for example, gestures, facial expressions, pictures, props
- **strategies:** for example, using context, prior knowledge, cognates, similar words in first language
- **Seek clarification of meaning using common statements and questions:** for example, *Je ne comprends pas; Répétez, s'il vous plaît; Répète, s'il te plaît; Comment dit-on...?*
- **in context:** for example, concerning a current theme, daily life
- **visuals or technology:** for example, digital media, pictures, posters, props
- **information about a Francophone cultural festival or celebration:** for example, activities, clothing, dance, decorations, First Peoples regalia, food, music, parades, sports

Content – Elaborations

- **phonemes:** individual speech sounds (for example, *b, s, o*, nasal vowels, *r, u/ou*); students are expected to be aware of and attempt to produce French phonemes, but they are not expected to master them
- **gender and number:** introduction to masculine and feminine forms of words (gender); for example, the determiners *le, la, un, une*; singular and plural forms of words (number); for example, the determiners *un, une* versus *des*, and *le, la* versus *les*
- **simple questions:** for example, *Comment...?; Est-ce que...?; Où...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?*
- **expressing basic information about themselves and others:** basic expressions used in greetings, salutations, and getting to know others; for example, *Bonjour; Salut; Comment ça va?; Quel âge as-tu?; Je m'appelle...; J'ai...ans; Je suis...; J'aime...*
- **expressing likes, dislikes, and preferences:** for example, *J'aime...; J'adore...; Je n'aime pas...; Je déteste...; Je préfère...*
- **providing simple descriptions:** using descriptive words, such as numbers, colours, sizes, and words for other physical attributes
- **describing common elements of cultural festivals and celebrations:** for example, activities, clothing, dance, decorations, First Peoples regalia, food, music, parades, sports
- **Francophone and Francophone Métis communities across Canada:** Students should be introduced to some Francophone communities across Canada; for example, *les Acadiens, les Franco-Albertains, les Franco-Colombiens, les Fransaskois*, Métis community in Baie St. Paul (Manitoba), Métis community in Fort Nelson (BC), Métis community in *Île-à-la-Crosse* (Saskatchewan), *les Québécois*
- **a Francophone cultural festival or celebration in Canada:** for example, *le Carnaval de Québec, le Festival Acadien de Caraquet, le Festival du Voyageur, le Festival du Bois, Métis Fest*

BIG IDEAS

Listening and viewing with intent helps us understand a message.	Using strategies helps us understand and acquire language.	With basic French, we can describe important people in our lives.	Reciprocal communication is possible in French using simple, high-frequency words and patterns.	Stories communicate ideas in a meaningful way	Learning about Francophone communities helps us develop cultural awareness.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> Recognize the relationship between pronunciation, including the role of intonation and tone of voice, and meaning Begin to recognize the relationship between French letter patterns and pronunciation Comprehend high-frequency words and patterns in slow, clear speech and other simple texts Identify key information and some details in slow, clear speech and other simple texts Understand simple stories Interpret non-verbal cues to increase understanding Use strategies to increase understanding Respond appropriately to questions, simple commands, and instructions Seek clarification of meaning using common statements and questions Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> ask and answer simple questions in context describe common emotions and states of physical health describe people and objects give reasons for likes and dislikes share basic information about events Use visuals or technology to assist in communicating Demonstrate awareness of Francophone and Francophone Métis communities across Canada Recognize that some Francophone communities are connected to First Peoples communities Identify and share information about a Francophone community in Canada 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> French phonemes French letter patterns common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> asking and responding to different types of questions describing others describing hobbies and topics of interest expressing reasons for likes, dislikes, and preferences expressing common emotions and describing states of physical health describing cultural aspects of communities there are many Francophone and Francophone Métis communities across Canada basic information about a Francophone or Francophone Métis community in Canada

Big Ideas – Elaborations

- **reciprocal:** involving back and forth participation
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)

Curricular Competencies – Elaborations

- **the role of intonation and tone of voice:** recognize whether someone is making a statement or asking a question; recognize the emotion of the speaker and how it relates to their message
- **Begin to recognize the relationship between French letter patterns and pronunciation:** Students should begin to identify some groupings of letters that make the same sound (e.g., *au*, *aux*, *eau*, and *ô*), rhyming words, and letter patterns that have consistent pronunciations (e.g., *ait*, *-ment*, *oi*, *-tion*, and others)
- **key information and some details:** answers to questions such as *qui*, *qu'est-ce que*, *où*, *quand*, and *pourquoi*
- **Understand:** comprehend key information and events
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
- **non-verbal cues:** for example, gestures, facial expressions, pictures, props
- **strategies:** for example, using context, prior knowledge, cognates, similar words in first language
- **Seek clarification of meaning using common statements and questions:** for example, *Je ne comprends pas*; *Répétez s'il vous plait*; *Répète s'il te plait*; *Comment dit-on...?*
- **in context:** for example, questions related to current theme, daily life, physical health
- **describe people and objects:** for example, describing family, pets, friends, or community members; describing objects in the classroom, in their backpack, desk, locker, home
- **share basic information about events:** for example, in the form of posters or invitations, including information such as what, where, and when the event will take place
- **visuals or technology:** for example, digital media, pictures, posters, props
- **Some Francophone communities are connected to First Peoples communities:** for example, Francophone Métis communities
- **share:** students may use visual supports or technology to help convey their message

Content – Elaborations

- **phonemes:** individual speech sounds; for example, *b, s, o*, nasal vowels, *r, u/ou*; students are expected to be aware of and attempt to produce French phonemes, but they are not expected to master them
- **French letter patterns:** such as groupings of letters that make the same sound (e.g., *au, aux, eau*, and *ô*), rhyming words, and letter patterns that have consistent pronunciations (e.g., *ait, -ment, oi, -tion*, and others)
- **different types of questions:** for example, *Combien...?; Comment...?; Est-ce que...?; Où...?; Pourquoi...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?*
- **describing others:** using the third person singular to describe family members and friends (e.g., *Il/Elle/On est...; Il/Elle/On a...; Il/Elle/On aime...*)
- **describing hobbies and topics of interest:** for example, *Je joue au/à la...; J'aime...*
- **expressing reasons for likes, dislikes, and preferences:** for example, *J'aime...parce que...; J'adore...parce que...; Je n'aime pas...parce que...; Je déteste...parce que...; Je préfère...parce que*
- **expressing common emotions and describing states of physical health:** for example, *Je suis triste; Je suis content; J'ai mal à la tête; J'ai mal au dos*
- **describing cultural aspects of communities:** for example, activities, celebrations, clothing, festivals, food, land, music, protocol, traditions
- **Francophone and Francophone Métis communities across Canada:** for example, *les Acadiens, les Franco-Albertains, les Franco-Colombiens, les Fransaskois*, Métis community in Baie St. Paul (Manitoba), Métis community in Fort Nelson (BC), Métis community in *Île-à-la-Crosse* (Saskatchewan), *les Québécois*
- **information about a Francophone or Francophone Métis community:** for example, celebrations, festivals, food, geography, history, population, territory, traditions

BIG IDEAS

Listening and viewing with intent helps us understand an increasing variety of messages.

Using strategies helps us understand and acquire language.

With simple French, we can discuss our interests.

Reciprocal interactions are possible even with limited French.

Stories allow us to understand ideas in a meaningful way.

Deepening our knowledge of Francophone communities helps us develop cultural awareness.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Recognize the relationship between French letter patterns and pronunciation • Use intonation and tone effectively to convey meaning in French • Understand increasingly complex key information and supporting details in slow, clear speech and other simple texts • Understand simple stories • Use strategies to increase understanding • Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions • Seek clarification of meaning using a variety of statements and questions • Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> – ask and answer questions in context – describe important people in their community and key characters in texts – describe locations and give simple directions – explain reasons for likes, dislikes, and preferences – make simple comparisons • Share information using more than one mode of presentation • Demonstrate basic awareness that there are Francophone communities around the world • Identify, share, and compare information about Francophone and Francophone Métis communities in Canada • Identify cultural aspects of Francophone communities 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • French letter patterns • common, high frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> – asking and responding to different types of questions – describing others – describing locations and giving directions – explaining reasons for likes, dislikes, and preferences – making simple comparisons – describing cultural aspects of communities • common elements of stories • information about Francophone and Francophone Métis communities across Canada • Francophone people live on First Peoples territories across Canada • where French is spoken around the world

Big Ideas – Elaborations

- **reciprocal:** involving back and forth participation
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)

Curricular Competencies – Elaborations

- **Recognize the relationship between French letter patterns and pronunciation:** Students should be able to identify groupings of letters that make the same sound (e.g., *au, aux, eau, and ô*), rhyming words, and letter patterns that have consistent pronunciations (e.g., *ait, -ment, oi, -tion*, and others)
- **Use intonation and tone effectively to convey meaning in French:** for example, use question and statement intonation patterns; use tone to express different emotions
- **key information and supporting details:** answers to questions such as *qui, qu'est-ce que, où, quand, and pourquoi*
- **Understand:** comprehend key information and events
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
- **strategies:** for example, using context, prior knowledge, cognates, similar words in first language
- **Seek clarification of meaning using a variety of statements and questions:** for example, *Je ne comprends pas; Répétez s'il vous plaît; Répète s'il te plaît; Peux-tu répéter?; Que veut dire...?; Comment dit-on ...?; Comment écrit-on...?*
- **in context:** for example, questions related to classroom theme, daily life, immediate physical health, texts
- **describe locations and give simple directions:** Students may use gestures to enhance communication
- **mode of presentation:** for example, digital, visual, verbal; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, videos
- **share, and compare:** Students may use visual supports or technology to help convey their message

Content – Elaborations

- **French letter patterns:** such as groupings of letters that make the same sound (e.g., *au, aux, eau,* and *ô*), rhyming words, and letter patterns that have consistent pronunciations (e.g., *ait, -ment, oi, -tion,* and others)
- **different types of questions:** for example, *Combien...?; Comment...?; Est-ce que...?; Où...?; Pourquoi...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?*
- **describing others:** such as family members, First Peoples Elders, friends, teachers, heroes; for example, *Mon père est un enseignant. Il est grand. Il aime les chiens. Il joue au tennis.*
- **describing locations and giving directions:** for example, *à gauche, au parc, sur la table*
- **explaining reasons for likes, dislikes, and preferences:** for example, *J'aime...parce que...; J'adore...parce que...; Je n'aime pas...parce que...; Je déteste...parce que...; Je préfère...parce que...*
- **making simple comparisons:** for example, *J'aime les pommes, mais je préfère les bananes; Elle joue au basketball, mais je joue au soccer*
- **describing cultural aspects of communities:** for example, activities, celebrations, clothing, festivals, food, land, music, protocol, traditions
- **common elements:** place, characters, setting, and plot
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
- **information:** for example, celebrations, festivals, food, geography, history, population, territory, traditions
- **Francophone and Francophone Métis communities across Canada:** for example, *les Acadiens, les Franco-Albertains, les Franco-Colombiens, les Fransaskois,* Métis community in Baie St. Paul (Manitoba), Métis community in Fort Nelson (BC), Métis community in *Île-à-la-Crosse* (Saskatchewan), *les Québécois*
- **Francophone people live on First Peoples territories across Canada:** acknowledging First Peoples territories, including the local First Peoples territory on which your school and community are located
- **where French is spoken around the world:** Students should be introduced to the locations of some Francophone communities around the world (for example, France, Haiti, Ivory Coast, Morocco, Senegal, Vietnam, Switzerland, Belgium)

BIG IDEAS

Listening and viewing with intent deepens our understanding of French.

We can express ourselves and talk about the world around us in French.

With increased fluency in French, we can participate more actively in **reciprocal** interactions.

Stories allow us to communicate ideas in a meaningful way.

Creative works allow us to experience culture in an authentic way.

Acquiring a new language and learning about another culture deepen our understanding of our own language and culture.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Recognize the relationship between French letter patterns and pronunciation • Use a variety of strategies to increase understanding • Understand increasingly complex key information and supporting details in texts • Understand and retell stories • Narrate simple stories • Seek clarification and provide verification of meaning • Exchange ideas and information using complete sentences orally and in writing: <ul style="list-style-type: none"> – ask and answer a variety of questions about familiar topics – describe people, objects, and personal interests – compare and contrast basic characteristics of objects and people – explain reasons for emotional and physical states – express basic beliefs and opinions • Identify and share information about Francophone communities around the world • Expand their experience of Francophone culture through the exploration of Francophone creative works • Describe cultural aspects of Francophone communities, practices, and traditions • Describe similarities and differences between their own cultural practices and traditions and those of Francophone communities • Explore ways to engage with Francophone communities, people, or experiences 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • French letter patterns • common, high frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> – asking and responding to different types of questions – expressing time and frequency – describing people, objects, and personal interests – comparing and contrasting – explaining reasons for preferences, emotions, and physical states – expressing basic beliefs and opinions – describing cultural aspects of communities • past, present, and future timeframes • common elements of stories • there are many Francophone communities around the world • information about Francophone communities around the world • cultural aspects of Francophone communities, practices, and traditions

Big Ideas – Elaborations

- **reciprocal:** involving back and forth participation
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
- **creative works:** for example, books, dance, paintings, pictures, poems, songs

Curricular Competencies – Elaborations

- **Recognize the relationship between French letter patterns and pronunciation:** Students should be able to identify and pronounce groupings of letters that make the same sound (e.g., *au, aux, eau,* and *ô*), rhyming words, letter patterns that have consistent pronunciations (e.g., *ait, gn, -ille, -ment, oi, th, -tion, ui* and others), *les liaisons,* and *les élisions*
- **strategies:** for example, interpreting gestures, facial expressions, intonation, tone of voice, contextual cues, and familiar words
- **key information and supporting details:** such as *qui, qu'est-ce que, où, quand, comment,* and *pourquoi*
- **Understand and retell:** understand key information and events in oral and written stories and retell stories orally or in writing
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
- **Seek clarification and provide verification of meaning:** Students may make use of one or more of the following: requesting or providing repetition, word substitution, reformulation, reiteration
- **people:** including main characters in texts
- **creative works:** for example, books, dance, paintings, pictures, poems, songs
- **Describe similarities and differences:** may include discussing the purpose of activities, celebrations, customs, holidays, practices, and traditions
- **Francophone communities, people, or experiences:** for example, blogs, classroom and school visits (including virtual/online visits), concerts, exchanges, festivals, films, pen-pal letters, plays, social media, stores/restaurants with service in French

Content – Elaborations

- **French letter patterns:** such as groupings of letters that make the same sound (e.g., *au, aux, eau*, and *ô*), rhyming words, letter patterns that have consistent pronunciations (e.g., *ait, gn, -ille, -ment, oi, th, -tion, ui* and others), *les liaisons*, and *les élisions*
- **different types of questions:** for example, *Combien...?; Comment...?; Est-ce que...?; Où...?; Pourquoi...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?*
- **expressing time and frequency:** for example, *aujourd'hui, hier, demain, chaque jour, toujours, parfois, jamais*
- **comparing and contrasting:** using expressions such as *aussi, mais, plus que, aussi que, moins que* (for example, *Sarah est plus jeune que Nicole*)
- **explaining reasons for preferences, emotions, and physical states:** for example, *Je préfère... parce que...; J'ai peur parce que...; Elle est fatiguée parce que...*
- **expressing basic beliefs and opinions:** for example, *À mon avis...; Je pense que...; Selon moi...;* often uses the present indicative tense
- **describing cultural aspects of communities:** for example, activities, celebrations, clothing, dance, festivals, First Peoples regalia, food, history, land, music, protocol, rituals, traditions
- **past, present, and future timeframes:** Students should know that sentences change according to when events occur (i.e., a change in timeframe requires a change in wording). Students should be able to understand and attempt to express past, present, and future timeframes for very common verbs in context; for example, *Je suis fatigué aujourd'hui; J'ai mangé une pizza hier; Je vais jouer au soccer demain.*
- **common elements:** place, characters, setting, and plot
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
- **Francophone communities around the world:** for example in France, Haiti, Ivory Coast, Morocco, Senegal, Vietnam, Switzerland, Belgium
- **information about:** for example, celebrations, festivals, food, geography, history, population, territory, traditions
- **Francophone communities around the world:** for example in France, Haiti, Ivory Coast, Morocco, Senegal, Vietnam, Switzerland, Belgium
- **cultural aspects:** for example, activities, celebrations, clothing, dance, festivals, First Peoples regalia, food, history, land, music, protocol, rituals, traditions

BIG IDEAS

Listening and viewing with intent strengthens our understanding and acquisition of French.

We can have meaningful conversations about things that are important to us in French.

Stories give us unique ways to interpret and share knowledge, thoughts, and feelings.

Francophone **creative works** are an expression of Francophone culture.

Acquiring French provides opportunities to explore our own cultural identity from a new perspective.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Recognize the relationship between French letter patterns and pronunciation • Derive meaning from a variety of texts • Use a growing variety of strategies to increase understanding • Narrate stories • Recognize the importance of story in personal, family, and community identity • Seek clarification and provide verification of meaning through a variety of strategies • Participate in short and simple conversations • Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> – ask and respond to questions on familiar topics – describe people, objects, places, and personal interests – compare and contrast characteristics of people, objects, places, and personal interests – describe sequences of events – express simple needs in familiar situations – express opinions on familiar topics • Describe cultural practices, traditions, and attitudes in various Francophone regions and describe their role in cultural identity • Recognize how Francophone culture is expressed through creative works • Describe similarities and differences between their own cultural practices and traditions and those of Francophone communities in various regions • Engage with Francophone communities, people, or experiences 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • French letter patterns • an increasing range of commonly used vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> – asking and responding to various types of questions – describing people, objects, places, and personal interests – comparing and contrasting – sequencing events – expressing simple needs – expressing opinions – describing cultural aspects of communities • past, present, and future timeframes • elements of common types of texts • common elements of stories • cultural practices, traditions, and attitudes in various Francophone regions

Big Ideas – Elaborations

- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
- **creative works:** for example, books, dance, paintings, pictures, poems, songs

Curricular Competencies – Elaborations

- **Recognize the relationship between French letter patterns and pronunciation:** Students should be able to predict the pronunciation of written words and groups of words
- **Derive meaning:** understand key elements, supporting details, time, and place
- **strategies:** for example, interpreting gestures, facial expressions, intonation, tone of voice, contextual cues, and familiar words, orally and in writing
- **Narrate:** using common expressions of time and transitional words to show logical progression; using present, past, and future timeframes
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
- **Recognize the importance of story in personal, family, and community identity:** First Peoples stories express their perspectives, values, beliefs, worldviews, and knowledge
- **Seek clarification and provide verification of meaning through a variety of strategies:** strategies such as requesting or providing repetition, word substitution, reformulation, and reiteration
- **Participate in short and simple conversations:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **people:** including characters in texts
- **creative works:** dance, film, literature, music, paintings, and other creative works
- **Describe similarities and differences:** including discussing the purpose of activities, celebrations, customs, holidays, and traditions
- **Francophone communities, people, or experiences:** for example, blogs, classroom and school visits (including virtual/online visits), concerts, exchanges, festivals, films, pen-pal letters, plays, social media, stores/restaurants with service in French

Content – Elaborations

- **French letter patterns:** such as groupings of letters that make the same sound (e.g., *au, aux, eau,* and *ô*), rhyming words, letter patterns that have consistent pronunciations (e.g., *ait, gn, -ille, -ment, oi, th, -tion, ui* and others), *les liaisons*, and *les élisions*
- **various types of questions:** including inversion questions; for example, *As-tu un crayon?; Va-t-il au cinéma?; Aimez-vous ce livre?*
- **comparing and contrasting:** using expressions such as *aussi, mais, plus que, aussi que, moins que, plus de, autant de, moins de*
- **sequencing events:** using words that indicate sequence; for example, *premièrement, au début, deuxièmement, après, ensuite, troisièmement, finalement*
- **describing cultural aspects of communities:** for example, activities, celebrations, clothing, dance, festivals, First Peoples regalia, food, history, land, music, protocol, rituals, traditions
- **past, present, and future timeframes:** Students should know that sentences change according to when events occur (i.e., a change in timeframe requires a change in wording). Students should understand and be able to express past, present, and future timeframes for common verbs in context; for example, *Nous avons une question (maintenant); Elle a donné le livre à Marc hier; Je vais faire mes devoirs ce soir.*
- **elements:** for example, format (letter vs. email message), language, context, audience, register (informal vs. formal), purpose
- **common elements:** for example, place, characters, setting, plot, problem and resolution
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
- **cultural practices, traditions, and attitudes:** relating to celebrations, holidays, and events (such as *Le Tour de France, la bûche de Noël, le Mardi Gras, le poisson d'avril*), daily practices (such as meal times), and the idiomatic use of language

BIG IDEAS

Listening and viewing with intent strengthens our understanding and acquisition of French.

Expressing oneself and engaging in conversation in French requires courage and risk taking.

Acquiring a language can shape one's perspective, identity, and voice.

Acquiring a language provides us with new opportunities to appreciate and value **creative works** and cultural diversity.

Acquiring French opens the door to interacting with the Francophone world.

Acquiring French allows us to explore career, travel, personal growth, and study abroad opportunities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Use a growing number of strategies to derive and negotiate meaning • Recognize that choice of words affects meaning • Derive meaning from a variety of simple texts • Locate and explore a variety of online media in French • Narrate stories orally and in writing • Recognize the importance of story in personal, family, and community identity • Engage in short conversations • Express themselves with growing fluency, orally and in writing: <ul style="list-style-type: none"> – ask and respond to a variety of questions – describe situations, day-to-day activities, and series of events – express the degree to which they like or dislike objects and activities – express hopes, dreams, desires, and ambitions – express opinions on familiar topics • Appreciate that there are regional variations in French • Recognize how cultural identity is expressed through Francophone texts and creative works • Recognize contributions of Francophone Canadians to society • Engage with Francophone communities, people, or experiences 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • increasing range of commonly used vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> – asking and responding to various types of questions – describing activities, situations, and events – expressing different degrees of likes and dislikes – expressing hopes, dreams, desires, and ambitions – expressing opinions • past, present, and future timeframes • elements of a variety of common texts • common elements of stories • idiomatic expressions from across <i>la francophonie</i> • contributions of Francophone Canadians to society

Big Ideas – Elaborations

- **creative works:** for example, books, dance, paintings, pictures, poems, songs

Curricular Competencies – Elaborations

- **strategies to derive and negotiate meaning:** for example, using circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution; interpreting body language, expression, and tone; using contextual cues; interpreting familiar words
- **choice of words:** for example, different degrees of formality, degrees of directness, choice of verb tense and modality
- **Derive meaning:** comprehend key elements, supporting details, time, and place
- **a variety of online media in French:** for example, articles, blogs, cartoons, music, news, videos
- **Narrate:** using expressions of time and transitional words to show logical progression; using present, past, and future timeframes
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
- **Recognize the importance of story in personal, family and community identity:** First Peoples stories express their perspective, values, beliefs, worldviews, and knowledge
- **Engage in short conversations:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **regional variations in French:** for example, idiomatic expressions from across *la francophonie*
- **creative works:** for example, books, dance, paintings, pictures, poems, songs
- **Francophone communities, people or experiences:** for example, blogs, classroom and school visits (including virtual/online visits), concerts, exchanges, festivals, films, pen-pal letters, plays, social media, stores/restaurants with service in French

Content – Elaborations

- **various types of questions:** including inversion questions; for example, *As-tu un crayon?*; *Va-t-il au cinéma?*; *Aimez-vous ce livre?*
- **describing activities, situations, and events:** using appropriate tenses (e.g., *le future proche*, *le future simple*, *le conditionnel*) in both the affirmative and the negative
- **expressing different degrees of likes and dislikes:** for example, *J'aime...*; *J'aime bien...*; *J'adore...*; *Je n'aime pas...*; *Je n'aime pas du tout...*; *Je déteste...*
- **expressing hopes, dreams, desires, and ambitions:** for example, *Je veux...*; *J'aimerai...*; *Je vais...*; *J'aurai...*; *Je finirai...*
- **past, present, and future timeframes:** Students should be able to understand and express past, present, and future tenses of regular and irregular verbs in context; differentiate between *le passé composé* and *l'imparfait*
- **elements:** for example, format (letter vs. email message), language, context, audience, register (informal vs. formal), purpose
- **common elements:** for example, place, characters, setting, plot, problem and resolution
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
- **idiomatic expressions from across la francophonie:** from, for example, *le patois*, *le verlan*, *l'argot*; jokes, French expressions derived from Arabic; expressions such as *jaser* for *bavarder*; expressions with *avoir*, *faire*, *être* (e.g., *avoir tort*, *faire froid*, *être en retard*)

BIG IDEAS

Listening and viewing with intent deepens our acquisition of French.

The communicative context determines how we express ourselves.

Language and culture are interconnected and intertwined.

Experiencing the **creative works** of another culture promotes an understanding of one's own culture.

Acquiring French provides a unique opportunity to access and interact with the Francophone world.

Developing proficiency in French opens up career, travel, personal growth, and study abroad opportunities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Derive and negotiate meaning in a wide variety of contexts • Recognize how choice of words affects meaning • Locate and explore a variety of authentic texts in French • Explore and interpret a wide variety of texts • Identify biases in texts • Analyse cultural points of view in texts • Respond personally to a variety of texts • Narrate stories orally and in writing • Engage in meaningful conversations on a variety of topics • Adjust their register in speech and writing to reflect different purposes • Express themselves with growing fluency, orally and in writing: <ul style="list-style-type: none"> – share personal experiences – make predictions about future events – express and justify personal opinions on topics of interest – compare and contrast points of view and opinions • Appreciate that there are regional variations in French • Recognize connections between language and culture • Recognize that language and culture have been influenced by the interactions between First Peoples and Francophone communities in Canada • Engage with Francophone communities, people, or experiences • Identify educational and career opportunities requiring proficiency in French 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • a range of increasingly complex vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> – asking and responding to complex questions – sequencing events in stories – describing a diverse range of the personal lifestyles and relationships that shape our society – explaining and justifying opinions – comparing and contrasting points of view and opinions • past, present, and future timeframes • register and language etiquette • distinguishing features of major French regional dialects

Big Ideas – Elaborations

- **creative works:** for example, books, dance, paintings, pictures, poems, songs

Curricular Competencies – Elaborations

- **contexts:** for example, contexts differing in terms of audience, purpose, setting, formal vs. informal
- **how choice of words affects meaning:** for example, nuances between verb tenses (e.g., *J'avais peur* vs. *J'ai eu peur*), pronouns (*tu* vs. *vous*), word placement within a sentence (e.g., *ma proper chambre* vs. *ma chambre propre*), words with close but not identical meanings (e.g., *les chaussures* vs. *les souliers*)
- **Locate:** Students are expected to search for various types of Francophone texts themselves
- **biases:** Texts often reflect the personal points of view of the author, which can sometimes be arbitrary or prejudiced
- **Respond personally:** for example, provide personal interpretations, opinions
- **Narrate:** using expressions of time and transitional words to show logical progression; using multiple timeframes
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
- **Engage in meaningful conversations:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **purposes:** for example, to convince, inform, entertain
- **topics of interest:** local, regional, national, or global topics of interest, such as current events, matters of public debate, political issues, social trends
- **regional variations in French:** for example, distinguishing features of major French regional dialects
- **connections between language and culture:** as expressed through, for example, creative works (e.g., books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **Recognize that language and culture have been influenced by the interactions between First Peoples and Francophone communities in Canada:** for example, the Michif language, which includes Aboriginal and French vocabulary and structures, expresses a distinctive Métis culture
- **Francophone communities, people, or experiences:** for example, blogs, classroom and school visits (including virtual/online visits), concerts, exchanges, festivals, films, pen-pal letters, plays, social media, stores/restaurants with service in French

Content – Elaborations

- **sequencing events:** using appropriate verb tenses and expressions of time; for example, *premièrement, deuxièmement, ensuite, finalement, après 30 minutes, une heure plus tard, le lendemain*
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
- **describing a diverse range of the personal lifestyles and relationships that shape our society:** for example, diverse family structures, diverse types of relationships
- **explaining and justifying opinions:** for example, *À mon avis...parce que...; Je pense que...parce que...; Quant à moi...parce que...*
- **comparing and contrasting points of view and opinions:** for example, *Je crois que...mais il croit que...; Elle a raison; Quant à moi...*
- **past, present, and future timeframes:** may include *le passé (le passé composé and l'imparfait), le présent, le future (le future proche and le future simple), le conditionnel*; nuances between verb forms (e.g., *le passé composé vs. l'imparfait; le future proche vs. le future simple*)
- **register and language etiquette:** elements of formal vs. informal speech and writing; for example, *cela vs. ça, que l'on vs. qu'on*; etiquette, such as addressing people they have not met as *monsieur* or *madame* + surname/title (e.g., *monsieur le directeur*); use of topic-specific jargon, abbreviations, and txt spk (e.g., *mdr = mort de rire [LOL]; @+ = à plus tard; cad = c'est-à-dire; bp de = beaucoup de; qqn = quelqu'un; qqch = quelque chose*)
- **distinguishing features of major French regional dialects:** for example, accents, idiomatic expressions, local slang vocabulary

BIG IDEAS

Acquiring a language is a lifelong process.

With increased proficiency in French, we can discuss and justify opinions with nuance and clarity.

Sharing our feelings, opinions, and beliefs in French contributes to our identity as a French speaker.

Appreciation of Francophone culture allows us to understand and explore global issues with greater awareness.

Experiencing the **creative works** of other cultures helps us develop our appreciation of cultures worldwide.

Becoming more proficient in French allows us to explore career, travel, personal growth, and study abroad opportunities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Derive and negotiate meaning in a wide variety of contexts • Locate and explore a variety of authentic texts in French • Explore and interpret a wide variety of texts • Recognize different purposes, degrees of formality, and cultural points of view in a variety of texts • Identify and explain biases in texts • Respond personally to a variety of texts • Narrate stories orally and in writing • Engage in conversations on a variety of topics of interest, orally and in writing • Adjust their speech and writing to reflect different purposes and degrees of formality • Express themselves effectively, with fluency and accuracy, orally and in writing: <ul style="list-style-type: none"> – express doubts, wishes, possibilities, and hypotheticals – express and explain needs and emotions – express, support, and defend opinions on a variety of topics of interest – synthesize, evaluate, and respond to the opinions of others • Analyze and compare elements of creative works from diverse communities • Recognize and explain connections between language and culture • Recognize that language and culture have been influenced by the interactions between First Peoples and Francophone communities in Canada • Engage with Francophone communities, people, or experiences • Identify and explore opportunities to continue language acquisition beyond graduation • Identify and explore career opportunities requiring proficiency in French 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • a wider range of increasingly complex vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> – asking and responding to a wide range of complex questions – sequencing events in stories – expressing doubts, wishes, possibilities, and hypotheticals – expressing needs – explaining emotions – expressing, supporting, and defending opinions • multiple forms of past, present, and future timeframes • register and language etiquette • distinguishing features of major French regional dialects • where to access French resources and services

Big Ideas – Elaborations

- **creative works:** for example, books, dance, paintings, pictures, poems, songs

Curricular Competencies – Elaborations

- **contexts:** for example, contexts differing in terms of audience, purpose, setting, formal vs. informal
- **Locate:** Students are expected to search for various types of Francophone texts themselves
- **purposes:** for example, to convince, inform, entertain
- **biases:** Texts often reflect the personal points of view of the author, which can sometimes be arbitrary or prejudiced
- **Respond personally:** for example, provide personal interpretations, opinions
- **Narrate stories:** using expressions of time and transitional words to show logical progression; using multiple timeframes
- **Engage in conversations:** with peers, teachers, and members of the wider community; can include virtual/online conversations and social media
- **topics of interest:** personal, local, regional, national, or global topics of interest, such as current events, matters of public debate, political issues, social trends
- **Express themselves effectively with fluency and accuracy:** includes using the full range of tenses and moods, developing flow, employing precise vocabulary, and using appropriate structures
- **creative works:** for example, books, dance, paintings, pictures, poems, songs
- **diverse communities:** Francophone, Aboriginal, and other communities
- **connections between language and culture:** as expressed through, for example, creative works (e.g., books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **Recognize that language and culture have been influenced by the interactions between First Peoples and Francophone communities in Canada:** for example, the Michif language, which includes Aboriginal and French vocabulary and structures, expresses a distinctive Métis culture
- **Francophone communities, people, or experiences:** for example, blogs, classroom and school visits (including virtual/online visits), concerts, exchanges, festivals, films, pen-pal letters, plays, social media, stores/restaurants with service in French
- **opportunities to continue language acquisition beyond graduation:** for example, clubs, meet-ups, online resources, personal connections, travel, volunteering

Content – Elaborations

- **sequencing events:** using appropriate verb tenses and expressions of time; for example, *premièrement, deuxièmement, ensuite, finalement, après 30 minutes, une heure plus tard, le lendemain*
- **stories:** stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)
- **expressing doubts, wishes, possibilities, and hypotheticals:** using *l'indicatif, le subjonctif, and le conditionnel* moods; for example, *Je ne pense pas que...; Je doute que...; J'espère que...; J'aimerais...; Il est possible que...*
- **expressing needs:** for example, *J'ai besoin de...; Il faut que...*
- **explaining emotions:** for example, *Je suis triste que...*
- **multiple forms of past, present, and future timeframes:** with attention to nuances among tenses and moods, including *le passé composé, l'imparfait, le plus-que-parfait, le passé simple, le conditionnel, and le subjonctif*
- **register and language etiquette:** elements of formal vs. informal speech and writing; for example, *cela* vs. *ça*; *que l'on* vs. *qu'on*; etiquette, such as addressing people they have not met as *monsieur* or *madame* + surname/title (e.g., *monsieur le directeur*); use of topic-specific jargon, abbreviations, and txt spk (e.g., *mdr = mort de rire* [LOL]; *@+ = à plus tard*; *cad = c'est-à-dire*; *bp de = beaucoup de*; *qqn = quelqu'un*; *qqch = quelque chose*)
- **distinguishing features of major French regional dialects:** for example, accents, idiomatic expressions, local slang vocabulary
- **resources and services:** for example, *l'annuaire*, blogs, courses, clubs, community centres, newspapers, magazines, online resources