

BIG IDEAS

Images and written words convey meaning.

Our mastery of a language improves when we take risks in communicating.

Texts often contain elements inspired by real-life situations that reflect the experiences of readers.

Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.

Communicating in French helps to develop a sense of belonging to a Francophone **community**.

Learning Standards

Curricular Competencies	Content
<p>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> • Recognize and manipulate phonological units. • Recognize the letters of the alphabet and common words. • Rely on images to construct the meaning of a story. • Predict how events will unfold based on images. • Draw on prior knowledge to make connections between texts and personal and cultural experiences. • Identify the elements and structure of Aboriginal and other stories in order to understand the overall meaning. <p>Creating and Communicating</p> <ul style="list-style-type: none"> • Communicate orally using complete sentences. • Ask questions to improve one's understanding of a text. • Use communication and socialization strategies to deepen understanding. • Demonstrate writing skills by using the letters of the alphabet or non-conventional writing to convey a message. • Participate in activities and discussions to develop a sense of belonging to the class. 	<p>Students are expected to be able to know and understand the following:</p> <ul style="list-style-type: none"> • phonological awareness: <ul style="list-style-type: none"> — words — syllables — phonemes — rhyme • spelling conventions <ul style="list-style-type: none"> — letters of the alphabet • text organization: <ul style="list-style-type: none"> — elements of a book — literary elements: <ul style="list-style-type: none"> — elements of a story — communication and socialization — reading

BIG IDEAS

Through **texts**, we learn about ourselves and discover the world around us.

Reading consists not only in decoding the words, but also in understanding the meaning and structure of a text.

Though we may lack the ability to write all the words, we can still convey a message in writing.

Our mastery of a language improves when we take risks in communicating.

All communication has a content and structure.

Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.

Communicating in French helps to develop a sense of belonging to a Francophone **community**.

Learning Standards

Curricular Competencies	Content
<p>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> • Segment and combine phonological units to develop phonological awareness. • Rely on images to understand a text. • Identify the main idea in a text and restate it in your own words. • Draw on prior knowledge to make connections between texts and personal and cultural experiences. • Identify the elements and structure of Aboriginal and other stories in order to understand the overall meaning. <p>Creating and Communicating</p> <ul style="list-style-type: none"> • Respect sentence structure and make logical links between ideas when expressing oneself. • Respond to a message by asking questions and giving one's opinion. • Make connections between a text and a personal experience. • Convey a message following a sequence of events. • Make short oral presentations that are clear and well structured. 	<p>Students are expected to be able to know and understand the following:</p> <ul style="list-style-type: none"> • phonological awareness: <ul style="list-style-type: none"> — words — syllables — phonemes — rhyme • written conventions: <ul style="list-style-type: none"> — word order — spaces between words — capital letters and periods • spelling conventions: <ul style="list-style-type: none"> — graphophonic correspondence • text organization: <ul style="list-style-type: none"> — text elements — structure of a story • literary elements: <ul style="list-style-type: none"> — elements of a story

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Read previously seen short texts with fluency, following the final punctuation of sentences. • Correctly spell words commonly used in writing. • Write a short story by following a template. 	<ul style="list-style-type: none"> • language elements: <ul style="list-style-type: none"> – structure of simple sentences – verb moods and tenses associated with the texts studied • strategies studied: <ul style="list-style-type: none"> – communication and socialization – reading – writing

BIG IDEAS

The manner in which the originators of a message express themselves is influenced by the verbal and non-verbal language of the recipients.

The meaning of a message is influenced by the clarity of the vocabulary used and the way the message is organized.

Reading consists not only in decoding the words, but also in understanding the meaning and structure of a text.

Stories emerge from our imagination and reflect the experiences, dreams, and reality of the author.

The words and sentences of a **text** often contain clues and a context that can cue readers on its meaning.

Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.

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Learning Standards

Curricular Competencies	Content
<p>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> Recognize the root of unknown words in order to infer their meaning. Visualize information when reading to enhance comprehension. Plan and organize ideas by theme using graphic organizers. Draw on prior knowledge to make connections between texts and personal and cultural experiences. Identify important information in Aboriginal narratives and other texts. Make connections between texts, one's experience, and Francophone culture. <p>Creating and Communicating</p> <ul style="list-style-type: none"> Express oneself with accuracy and fluency using the strategies studied. Ask questions to clarify the meaning of a message. Share one's reactions to a text by giving an opinion and expressing emotions. Adapt gestures and voice to a specific communication situation and audience. Read previously seen short texts with fluency, following the punctuation studied. Write texts with short paragraphs, following the structure and language conventions studied. 	<p>Students are expected to be able to know and understand the following:</p> <ul style="list-style-type: none"> spelling conventions: <ul style="list-style-type: none"> graphophonic correspondence of complex sounds use of the letter "s" to form the plural of nouns and adjectives text organization: <ul style="list-style-type: none"> narrative structure structure of informational texts markers of temporal and spatial relationships punctuation literary elements: <ul style="list-style-type: none"> elements of a story language elements: <ul style="list-style-type: none"> types of sentences syntactic groups gender and number of words word families verb moods and tenses associated with the texts studied

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Use discourse markers to ensure that a text is coherent. • Collaborate with peers, and take their views and ideas into consideration to achieve a common goal. 	<ul style="list-style-type: none"> • strategies studied: <ul style="list-style-type: none"> – communication and socialization – reading – writing

BIG IDEAS

The structure, textual clues, and words of a **text** all help to convey a message.

Communication is a social act in which we assert ourselves by expressing our opinions, feelings, and preferences.

Fairy and folk tales illustrate themes that are universal and timeless.

Every language follows a system of rules that distinguishes it from other languages.

Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.

Communicating in French helps to develop a sense of belonging to a Francophone **community**.

Learning Standards

Curricular Competencies	Content
<p>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> • Define the meaning of a word based on its root and affixes. • Make inferences based on the clues found in a text. • Identify the referents in a text in order to enhance comprehension. • Compare texts by identifying their similarities and differences. • Recreate the narrative structure of a text in order to summarize it. • Distinguish between facts and opinions. • Identify the human characteristics and behaviour of non-human characters in fairy and folk tales. • Become aware of the role of oral traditions in Aboriginal narratives. <p>Creating and Communicating</p> <ul style="list-style-type: none"> • Express oneself with accuracy and fluency using the strategies studied. • Establish a communicative intention when planning one's texts and deciding on how they will be presented. • Write texts made up of complex sentences, following the structures and language conventions studied. • Revise own texts or those of others. • Respond to a message by asking questions, making connections with personal experiences, expressing preferences and opinions, and respecting others' ideas. 	<p>Students are expected to be able to know and understand the following, particularly in informational texts, letters, and fairy and folk tales:</p> <ul style="list-style-type: none"> • spelling conventions • text organization: <ul style="list-style-type: none"> – structure of informational texts – structure of fairy and folk tales – narrative structure – circular structure – elements of written correspondence – markers of causal relationship and purpose – punctuation • literary elements: <ul style="list-style-type: none"> – characteristics of fairy and folk tales – language elements: <ul style="list-style-type: none"> – roots and affixes – sentence structure – groups in a sentence – pronouns – parts of speech – verb moods and tenses associated with the genres studied

Learning Standards (continued)

Curricular Competencies	Content
	<ul style="list-style-type: none">• strategies studied:<ul style="list-style-type: none">– communication and socialization– reading– writing

BIG IDEAS

Hypotheses are formed based on clues in the texts .	Intonation and gestures have an impact on the transmission and comprehension of spoken messages.	Texts transport us to another world as we experience the events lived by different characters.	Every language follows a system of rules that distinguishes it from other languages.	Aboriginal narratives are part of Canada's Francophone history and culture.	Communicating in French helps to develop a sense of belonging to a Francophone community .
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Learning Standards

Curricular Competencies	Content
<p>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> • Make inferences by drawing on personal experiences and prior knowledge, identifying clues, and asking questions. • Identify the purpose of a text, as well as its steps and organization. • Identify discourse markers to show the connections between the various ideas in a text. • Specify the roles of the different characters in a text. • Make connections between the characters' feelings and their actions. • Ask questions to develop one's creative thinking ability. • Identify how narratives in Aboriginal cultures connect people to their environment. <p>Creating and Communicating</p> <ul style="list-style-type: none"> • Express oneself with accuracy and fluency using the strategies studied. • Express the ways in which a text can generate an emotional response. • Adapt communication to the audience, taking into account speech arts. • Reformulate the main idea in a text. • Write texts that reflect the characteristics of the types of texts and language conventions studied. • Revise own texts and clarify ideas. 	<p>Students are expected to be able to know and understand the following, particularly in injunctive texts, youth novels and speech arts:</p> <ul style="list-style-type: none"> • text organization: <ul style="list-style-type: none"> – narrative structure – structure of youth novels – structure of injunctive texts – markers of causal relationship and condition – punctuation • literary elements: <ul style="list-style-type: none"> – characteristics of the youth novel – language elements: <ul style="list-style-type: none"> – structure of exclamatory and imperative sentences – adverbs – synonyms and antonyms – verb moods and tenses associated with the genres studied • strategies studied: <ul style="list-style-type: none"> – communication and socialization – reading – writing

BIG IDEAS

Texts create a portrait of an era and a population's values, practices, and beliefs.

The meaning of a **text** is a function of form as well as words.

Using references and examples gives our arguments more credibility.

Aboriginal narratives are part of Canada's Francophone history and culture.

Communicating in French helps to develop a sense of belonging to a Francophone **community**.

Learning Standards

Curricular Competencies	Content
<p>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> • Distinguish important ideas from secondary ideas in a text. • Formulate hypotheses on the basis of textual clues, and verify these hypotheses. • Recognize that a text can develop in a non-linear fashion, by identifying flashbacks and flash forwards. • Analyze a text to establish connections between the characters, plot, and resolution of the problem. • Support ideas or opinions with facts and arguments extracted from texts. • Demonstrate how Aboriginal legends reflect specific beliefs. • Understand the importance of the storyteller and the art of storytelling in Aboriginal cultures. • Identify cultural elements in texts and compare them with one's own cultural points of reference. • Recognize that there is linguistic variety within the Francophonie. <p>Creating and Communicating</p> <ul style="list-style-type: none"> • Express oneself with accuracy and fluency using the strategies studied. • Plan a text for a particular audience, selecting the subject, recipient, and main ideas in advance. 	<p>Students are expected to be able to know and understand the following, particularly in legends, biographies, and autobiographies:</p> <ul style="list-style-type: none"> • text organization: <ul style="list-style-type: none"> – narrative structure – structure of running text – textual coherence – chronological organization – bibliographies • literary elements: <ul style="list-style-type: none"> – elements of oral tradition in Aboriginal texts – characteristics of the legend – characteristics of the biography and autobiography • language elements: <ul style="list-style-type: none"> – structure of the comparative and superlative – qualifying adjectives and their grammatical function – adverbs and their grammatical function – sequence of tenses • strategies studied: <ul style="list-style-type: none"> – communication and socialization – reading – writing



Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Express and justify a point of view with the help of examples and sources. • Create a portrait of a character, period, place, etc., based on explicit or implicit elements in texts. • Write texts following the characteristics of the types of texts and language conventions studied. • Summarize a text. • Revise, correct, and improve own work with the use of reference tools. 	

BIG IDEAS

In illustrated **texts**, pictures and words complement one another, since the meaning of a picture can be different from that of words.

The plot of a story is defined through the decisions and actions of the characters, and the context in which they find themselves.

Texts enable students to consolidate or transform their perceptions.

Aboriginal narratives are part of Canada's Francophone history and culture.

Communicating in French helps to develop a sense of belonging to a Francophone **community**.

Learning Standards

Curricular Competencies

As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:

Exploring and Reflecting

- Identify the characteristics of a **text** and the genre to which it belongs.
- Analyze the relationship between a **text** and image to better understand the author's intentions.
- Analyze the symbolic value of words and images.
- Make connections between different characters, their respective roles in the plot, and their motivations.
- Identify the values and world view presented in **texts**.
- Identify cultural elements found in different **texts**.
- Recognize the existence of different registers, dialects, and accents.

Creating and Communicating

- Use words, images, and **prosody** to express emotions and enrich writing.
- Read and interpret a variety of poetic **texts** fluently and with intonation to convey the author's intention.
- Identify and reformulate the main ideas in a **text** to verify and deepen one's understanding.
- Explore the potential of language by playing with words to transform a **text**.
- Write **texts** following the characteristics of the types of **texts** and **language conventions studied**.
- Revise, correct, and improve own **texts**, being mindful of the quality of form and expression.

Content

Students are expected to be able to know and understand the following, **particularly** in comic books, youth novels, and poetry (including songs):

- text organization:
 - **narrative structure**
 - **actantial narrative schema**
 - **paragraph structure**
- literary elements:
 - **characteristics of the comic book**
 - characteristics of the youth novel
 - **characteristics of poetry**
 - **stylistic devices**
 - **registers of language**
 - language elements:
 - information reiteration
 - **verb moods and tenses** associated with the genres studied
 - strategies studied:
 - **communication and socialization**
 - **reading**
 - **writing**

BIG IDEAS

Literature invites us to reflect on the human condition by presenting elements from real life in an imaginary form.

Words have connotative and denotative values that shape the perception of the audience.

The themes of certain **texts** reflect the concerns of the era in which they were written.

By analyzing different stylistic choices, we learn to develop our own writing style.

To express oneself well, it is essential to follow language conventions, use a rich vocabulary, and pay attention to text organization.

Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other's languages and cultures.

Communicating in French helps to develop a sense of belonging to a Francophone **community**.

Learning Standards

Curricular Competencies	Content
<p>As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:</p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> Identify the characteristics of a text and the genre to which it belongs. Understand how authors use different stylistic elements to give their text a unique character. Put a work into context based on the era, setting, and the characters and their interactions. Consider the role that the message of a text plays in society and the ways in which it is perceived, depending on the era and society. Analyze the similarities and differences in myths from different eras to determine changes over time. Analyze the cultural symbols in Aboriginal and other texts. 	<p>Students are expected to be able to know and understand the following, particularly in short stories, myths, and essays:</p> <ul style="list-style-type: none"> text organization: <ul style="list-style-type: none"> narrative structure structure of the essay logical connection of sentences and ideas discourse markers bibliography literary elements: <ul style="list-style-type: none"> characteristics of the short story and the myth stylistic devices registers of language

Learning Standards (continued)

Curricular Competencies	Content
<p>Creating and Communicating</p> <ul style="list-style-type: none"> • Organize and structure an oral presentation. • Present own opinion on a text based on examples drawn from it. • Write texts following the characteristics of the types of texts and conventions studied. • Practice creative writing to develop a sense of the abstract and the imaginary. • Use citations to substantiate own point of view. • Use stylistic tools to enrich and improve one's text. • Improve own texts, being mindful of the quality of form and expression. 	<p>Content</p> <ul style="list-style-type: none"> • language elements: <ul style="list-style-type: none"> – sentence types and forms – verb moods and tenses associated with the genres studied • strategies studied: <ul style="list-style-type: none"> – communication and socialization – reading – writing • tools to enrich a text: <ul style="list-style-type: none"> – imagery – connotation and denotation – nuance – varied vocabulary

BIG IDEAS

The effectiveness of an argument lies as much in the way ideas are organized as in the argument itself.

Our environment influences our perceptions and shapes our **texts**.

Through their **texts**, authors share their identity, culture, perception of the world, and portrait of the era with readers.

By organizing ideas and relying on a variety of sources, the originator supports his or her point of view and influences the recipient.

To express oneself well, it is essential to follow language conventions, use a rich vocabulary, and pay attention to text organization.

Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other's languages and cultures.

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Learning Standards

Curricular Competencies

As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:

Exploring and Reflecting

- Identify the literary elements in a **text** and their role.
- Evaluate the objectivity or subjectivity of an author through clues found in a **text**.
- Question the assumptions, values or points of view presented in a **text**, using relevant arguments.
- Consider the role that the message of a **text** plays in society and the ways in which it is perceived, depending on the era and society.
- Explain how descriptions create contextual subtleties that help readers to better understand a **text** and the author's intentions.
- Compare Aboriginal and other **texts** based on their themes and points of view, and the intentions of their authors, as a way of examining different perspectives and approaches.
- Make connections between one's own Francophone cultural reference points, those of others, and those found in **texts**.

Content

Students are expected to be able to know and understand the following, **particularly** in poetry, novels, and argumentative texts:

- text organization:
 - narrative structure
 - structure of argumentative texts
- literary elements:
 - characteristics of the novel
 - characteristics of poetry
 - descriptive elements
 - point of view
 - stylistic devices
- language elements:
 - the role of complex sentences
 - overall impression
- strategies studied:
 - communication and socialization



Learning Standards (continued)

Curricular Competencies	Content
<p>Creating and Communicating</p> <ul style="list-style-type: none"> • Adapt expression to generate an emotional response in one’s audience. • Identify the non-verbal reactions of interlocutors, and adjust discourse accordingly, in order to be better understood and to be more persuasive. • Write texts following the characteristics of the types of texts and language conventions studied. • Write argumentative texts that are convincing and well-structured. • Enrich one’s texts using descriptive elements. • Improve own texts, being mindful of the quality of form and expression. 	<p>– reading</p> <p>– writing</p> <ul style="list-style-type: none"> • elements for enriching a text: <ul style="list-style-type: none"> – imagery – connotations and denotations – nuance – lexical fields – choice and variety of vocabulary

BIG IDEAS

Authors can cast a critical gaze on social issues through their works.

Stage adaptations offer a way to look at a work differently.

Certain **texts** are timeless and, as such, reflect values that transcend the social context from which they emerge.

The “**character effect**” depends on both implicit and explicit elements.

To express oneself well, it is essential to follow language conventions, use a rich vocabulary, and pay attention to text organization.

Through their interactions, Aboriginal peoples and Francophone communities in Canada influence each other’s languages and cultures.

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Learning Standards

Curricular Competencies

As authors, readers, and speakers, students are expected to be able to do the following, using oral and written, digital and print, and textual and visual materials:

Exploring and Reflecting

- Determine an author’s implicit message or vision on the basis of specific clues.
- Identify choices in **stage adaptations** and explain their effects.
- Situate a work in its context by relying on author biographies and textual clues related to the socio-historical dimension of a **text**.
- Consider the role that the message of a **text** plays in society and the ways in which it is perceived, depending on the era and society.
- Clarify the criticisms conveyed through fables and identify the target audience.
- Recognize the importance of **dramatization** in the genres studied.
- Identify the elements that help to define the “**character effect**.”
- Recognize the similarities and differences between texts from different socio-historical contexts.
- Recognize the literary diversity in the French-speaking world and among Aboriginal communities.

Content

Students are expected to be able to know and understand the following, **particularly** in fables, plays, and **comparative essays**.

- text organization:
 - narrative structure
 - structure of the fable
- comparative essays
- literary elements:
 - characters
 - characteristics of the fable
 - characteristics of the play
- stylistic devices
- language elements:
 - types of discourse
 - registers of language
- strategies:
 - communication and socialization
 - reading
 - writing

Learning Standards (continued)

Curricular Competencies	Content
<p>Creating and Communicating</p> <ul style="list-style-type: none"> • Share one's reactions to the themes in a text. • Use different stylistic elements to create an effect on the recipient. • Prepare and present stagings of portions of texts or complete texts. • Write texts following the characteristics of the types of texts and language conventions studied. • Improve own texts, being mindful of the quality of form and expression. 	<ul style="list-style-type: none"> • elements for enriching a text: <ul style="list-style-type: none"> – imagery – idiomatic expressions – richness and variety of vocabulary – lexical field