**Area of Learning: CORE FRENCH Grade 5**

**BIG IDEAS**

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| Listening and viewing with intent helps us begin to understand French. |  | Both verbal and **non-verbal cues** contribute meaning in language. |  | With simple French, we can describe ourselves and our interests. |  | **Reciprocal** communication in French is possible using high-frequency vocabulary and sentence structures. |  | **Stories** help us to acquire language. |  | Each culture has traditions and ways of celebrating. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Comprehend key informationin slow, clear speech and other simple **texts**
* **Comprehend** simplestories
* Interpret non-verbal cues to increase comprehension
* Use various **strategies to support communication**
* **Seek clarification** of meaning
* Recognize the relationships between **intonation and meaning**
* Respond to simple commands and instructions
* Participate, with support, in simple interactions involving everyday situations
* Express themselves and comprehend others through various **modes of presentation**

Personal and social awareness* Identify Francophone communities across Canada
* Demonstrate awareness of connections between **First Peoples communities and the French language**
* Identify a Francophone cultural festival or celebration in Canada
 | *Students are expected to know the following:** French alphabet
* French **phonemes**
* **gender and number**
* common, high-frequency vocabulary and sentence structures for communicating meaning:
	+ common **questions**
	+ **greetings and introductions**
	+ basic **information** about themselves and others
	+ **likes, dislikes, preferences, and interests**
	+ simple **descriptions**
	+ **common elements of cultural festivals and celebrations**
* **communities where French is spoken** across Canada
* a **Francophone cultural festival or celebration** in Canada
* ethics of **cultural appropriation** and plagiarism
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**Area of Learning: CORE FRENCH Grade 6**

**BIG IDEAS**

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| Listening and viewing with intent helps us understand French. |  | Using various strategies helps us understand and acquire language. |  | With simple French, we can describe others and their interests. |  | **Reciprocal** communication in French is possible using high-frequency vocabulary and sentence structures. |  | **Stories** help us to acquire language and **understand the world** around us. |  | Learning about Francophone communities helps us develop cultural awareness. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Begin to recognize therelationships between French **letter patterns and pronunciation**
* Comprehend **key information and some details** in slow, clear speech and other simple **texts**
* **Comprehend** simple stories
* Use various **strategies to support communication**
* **Seek clarification** of meaning
* Recognize the relationships between **intonation and meaning**
* Respond to questions, simple commands, and instructions
* Exchange ideas and information using complete sentences, both orally and in writing
* Express themselves and comprehend others through various **modes of presentation**

Personal and social awareness* Explore Francophone communities across Canada
* Explore connections between **First Peoples communities and the French language**
* Explore aFrancophone cultural festival or celebration in Canada
 | *Students are expected to know the following:** French **phonemes**
* French **letter patterns**
* common, high-frequency vocabulary and sentence structures for communicating meaning:
	+ common **questions**
	+ **descriptions** ofpeople and items
	+ **hobbies and topics of interest**
	+ reasons for **likes, dislikes, and preferences**
	+ common **emotions and physical states**
	+ basic information about **events**
	+ **cultural aspects** of communities
* **communities where French is spoken** across Canada
* a **Francophone cultural festival or celebration** in Canada
* ethics of **cultural appropriation** and plagiarism
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**Area of Learning: CORE FRENCH Grade 7**

**BIG IDEAS**

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| Listening and viewing with intent helps us increase our understanding of French. |  | Using various strategies helps us understand and acquire language. |  | With simple French, we can discuss our interests. |  | **Reciprocal** interactions are possible even with limited French. |  | **Stories** help us to acquire language and **understand the world** around us. |  | Deepening our knowledge of Francophone communities helps us develop cultural awareness. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize the relationships betweenFrench **letter patterns and pronunciation**
* Comprehend **key information and supporting details** in slow, clear speech and other simple **texts**
* **Comprehend** simplestories
* Use various **strategies to support** **communication**
* **Seek clarification** of meaning
* Use **intonation and tone** effectively to communicate meaning
* Follow instructions to complete a task
* Exchange ideas and information using complete sentences, both orally and in writing
* Express themselves and comprehend others through various **modes of presentation**

Personal and social awareness* Explore and share information about Francophone communities across Canada and around the world
* Explore and share information about connections between **First Peoples communities and the French language**
* Describe cultural aspects of Francophone communities
 | *Students are expected to know the following:** French **letter patterns**
* common, high-frequency vocabulary and sentence structures for communicating meaning:
	+ a variety of **questions**
	+ **descriptions** of others
	+ **locations and directions**
	+ reasons for **likes, dislikes, and preferences**
	+ simple **comparisons**
	+ **cultural aspects** of communities
* **common elements of stories**
* communities where French is spoken **across Canada**
* communities where French is spoken **around the world**
* cultural aspects of Francophone communities
* ethics of **cultural appropriation** and plagiarism
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**Area of Learning: CORE FRENCH Grade 8**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of French. |  | We can express ourselves and talk about the world around us in French. |  | With increasing fluency in French, we can participate more actively in **reciprocal** interactions. |  | We can share our experiences and perspective through **stories**.  |  | We can experience authentic Francophone cultures through **creative works**. |  | Our understanding of culture is influenced by the languages we speak and the communities with which we engage. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize the relationships betweenFrench **letter patterns and pronunciation**
* Comprehend **key information and supporting details** in **texts**
* Use various **strategies to support communication**
* **Seek clarification** of meaning
* Exchange ideas and information using complete sentences, both orally and in writing
* **Comprehend and retell** stories
* **Narrate** simplestories

Personal and social awareness* Explore and share information about Francophone communities around the world
* Explore and share information about connections between **indigenous communities and the French language**
* Explore ways in which Francophone cultures are expressed through creative works
* Describe cultural aspects of Francophone communities
* Explore **ways to engage** in experiences with Francophone communities and people
 | *Students are expected to know the following:** French **letter patterns**
* common, high-frequency vocabulary and sentence structures for communication in **past, present, and future** time frames**:**
	+ a variety of **questions**
	+ **time and frequency**
	+ descriptions of items, people, and personal interests
	+ **comparisons and contrasts**
	+ reasons for **preferences, emotions, and physical states**
	+ **beliefs and opinions**
	+ **cultural aspects** of communities
* **common elements of stories**
* Francophone communities **around the world**
* cultural aspects of Francophone communities
* ethics of **cultural appropriation** and plagiarism
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**Area of Learning: CORE FRENCH Grade 9**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of French. |  | We can have meaningful conversations in French about things that are important to us. |  | We can share our experiences and perspectives through **stories**.  |  | Francophone **creative works** are expressions of Francophone cultures. |  | Acquiring French provides opportunities to explore our own cultural identity from a new perspective. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize the relationships betweenFrench **letter patterns and pronunciation**
* **Derive meaning** from a variety of **texts**
* Use a range of **strategies to support communication**
* **Seek clarification** of meaning
* Engage in **conversations** about **familiar topics**
* Exchange ideas and information using complete sentences, both orally and in writing
* **Narrate** stories

Personal and social awareness* Explore and share information about connections between **indigenous communities and the French language**
* Explore ways in which Francophone cultures are expressed through creative works
* Explore cultural practices and traditions in various Francophone regions, and their role in identity
* **Describe similarities and differences** between their own cultural practices and traditions and those of Francophone communities in various regions
* Explore the **importance of story** in personal, family, and community identity
* **Engage** in experiences withFrancophone communities and people
 | *Students are expected to know the following:** French **letter patterns**
* commonly used vocabulary and sentence structures for communication in **past, present, and future** time frames:
	+ various types of **questions**
	+ descriptions of items, people, places, and personal interests
	+ **comparisons and contrasts**
	+ **sequences** of events
	+ simple needs
	+ opinions about familiar topics
	+ **cultural aspects** of communities
* **elements of common types of texts**
* **common elements of stories**
* **traditions and other cultural practices** in various Francophone regions
* ethics of **cultural appropriation** and plagiarism
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**Area of Learning: CORE FRENCH Grade 10**

**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of French. |  | Expressing ourselves and engaging in conversation in French involves courage, risk taking, and perseverance. |  | Acquiring a new language can shape our perspective and identity. |  | **Cultural expression** can take many different forms. |  | Acquiring French allows us to interact with the Francophone world. |  | Acquiring French allows us to explore diverse **opportunities**. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Explore and **derive meaning** from a variety of **texts**
* Use a range of **strategies to support communication**
* **Seek clarification** of meaning
* Make **word choices** to convey meaning
* Engage in **conversations** about **familiar topics**
* Express themselves with increasing fluency, both orally and in writing
* **Narrate** **stories**, both orally and in writing

Personal and social awareness* Explore **regional variations** in French
* Explore Francophone cultural expression
* Recognizeconnections between **language and culture**
* Recognize that language and culture have been influenced by the **interactions of First Peoples and Francophone communities** in Canada
* Explore the lives and contributions of Francophone Canadians
* Explore the **importance of story** in personal, family, and community identity
* **Engage** in experiences withFrancophone communities and people
 | *Students are expected to know the following:** commonly used vocabulary and sentence structures for communication in **past, present, and future** time frames:
	+ various types of **questions**
	+ **sequences** of events
	+ degrees of **likes and dislikes**
	+ **hopes, dreams, desires, and ambitions**
	+ opinions about familiar topics
* **elements of a variety of types of texts**
* **common elements of stories**
* **idiomatic expressions** from across *la francophonie*
* lives of **Francophone Canadians** and their contributions to society
* ethics of **cultural appropriation** and plagiarism
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