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

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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 |

**Area of Learning: CORE FRENCH Grade 6**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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 |

**Area of Learning: CORE FRENCH Grade 7**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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 |

**Area of Learning: CORE FRENCH Grade 8**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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 |

**Area of Learning: CORE FRENCH Grade 9**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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 |

**Area of Learning: CORE FRENCH Grade 10**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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 |