

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
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Comprehend key information in slow, clear speech and other simple texts Comprehend simple stories 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<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"> 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

Big Ideas – Elaborations

- **non-verbal cues:** for example, gestures, facial expressions, pictures, props
- **Reciprocal:** involving back-and-forth participation
- **Stories:** Stories are narrative texts that can be oral, written, or visual. Stories can be simple or complex and may be derived from real or imagined experiences. They can be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. Examples are indigenous oral histories, personal stories, skits, series of pictures, songs, student-created stories.

Curricular Competencies – Elaborations

- **texts:** “Text” refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages).
- **Comprehend:** understand key information and events in stories
- **strategies to support communication:**
 - include strategies to comprehend and express meaning
 - will vary depending on the context and the individual student
 - for example, interpreting body language; listening to intonation and expression; paraphrasing, reformulating, reiterating, and repeating; substituting words; using cognates, context, images, parts of speech, prior knowledge, reference tools, similar words in first language, and text features
- **Seek clarification:** using common statements and questions, as well as gestures (e.g., *Je ne comprends pas; Répétez, s’il vous plaît; Répète, s’il te plaît; Comment dit-on... ?*)
- **intonation and meaning:** for example, recognizing whether someone is making a statement or asking a question and how it relates to their message; noticing and practising cadence of spoken French
- **modes of presentation:** making use of those best suited to their own and others’ diverse abilities (e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, and videos)
- **First Peoples communities and the French language:** for example, First Nations, Métis, and Inuit communities in Canada where French is spoken (e.g., Huron Wendake Nation, Innu Nation, Micmac Nation, and Mohawk Nation in Quebec; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK)

Content – Elaborations

- **phonemes:**
 - individual sounds for consonants and vowels, including diphthongs (e.g., *au, eu, oi, ou, ui*) and nasal vowels (e.g., *an, ain, en, im, on, un*)
 - distinguishing similar phonemes (e.g., *u* versus *ou*, *e* versus *eu*, *s* versus *z*)
- **gender and number:** introduction to:
 - masculine and feminine forms of words (gender) (e.g., the determiners *le, la, un, une*)
 - singular and plural forms of words (number) (e.g., the determiners *un/une* versus *des*, and *le/la* versus *les*)
- **questions:** for example, *Est-ce que...?; Où...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?*
- **greetings and introductions:** common expressions used in greetings, salutations, and getting to know others (e.g., *Bonjour; Bon après-midi; Bonsoir; Comment ça va?; À plus tard; Bonne journée!*)
- **information:** common expressions used to share information about one another (e.g., *Comment vas-tu?; Quel âge as-tu?; Je m'appelle...; J'ai ____ ans; Je suis...*)
- **likes, dislikes, preferences, and interests:** for example, *J'aime...; J'adore...; Je n'aime pas...; Je déteste...; Je préfère...*
- **descriptions:** using descriptive words, such as numbers, colours, sizes, and words for other physical attributes
- **common elements of cultural festivals and celebrations:** for example, activities, clothing, dance, decorations, First Peoples regalia, food, music, parades, sports
- **communities where French is spoken:** for example, *les Acadiens, les Franco-Albertains, les Franco-Colombiens, les Fransaskois, les Québécois;* Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK
- **Francophone cultural festival or celebration:**
 - for example, *le Carnaval de Québec, le Festival Acadien de Caraquet, le Festival de la francophonie de Victoria, le Festival du Voyageur, le Festival du Bois, Métis Fest*
 - could include information about activities, clothing, dance, decorations, First Peoples regalia, food, music, parades, sports
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

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.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Begin to recognize the relationships 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Explore Francophone communities across Canada • Explore connections between First Peoples communities and the French language • Explore 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 phonemes • French letter patterns • common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> – common questions – descriptions of people 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

Big Ideas – Elaborations

- **Reciprocal:** involving back-and-forth participation
- **Stories:** Stories are narrative texts that can be oral, written, or visual. Stories can be simple or complex and may be derived from real or imagined experiences. They can be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. Examples are indigenous oral histories, personal stories, skits, series of pictures, songs, student-created stories.
- **understand the world:** exploring, for example, thoughts, feelings, knowledge, culture, and identity

Curricular Competencies – Elaborations

- **letter patterns and pronunciation:** Begin to identify groupings of letters that make the same sound (e.g., *au, aux, eau, ô, os*), rhyming words, and letter patterns that have consistent pronunciations (e.g., *ai, -ille, -ment, -tion*).
- **key information and some details:** for example, answers to questions such as *qui, qu'est-ce que, où, quand, pourquoi*
- **texts:** “Text” refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages).
- **Comprehend:** understand key information and events in stories
- **strategies to support communication:**
 - include strategies to comprehend and express meaning
 - will vary depending on the context and the individual student
 - for example, interpreting body language; listening to intonation and expression; paraphrasing, reformulating, reiterating, and repeating; substituting words; using cognates, context, images, parts of speech, prior knowledge, reference tools, similar words in first language, and text features
- **Seek clarification:** using common statements and questions, as well as gestures (e.g., *Je ne comprends pas; Répétez, s'il vous plaît; Répète, s'il te plaît; Comment dit-on... ?*)
- **intonation and meaning:** for example, recognizing whether someone is making a statement or asking a question and how it relates to their message; noticing and practising cadence of spoken French
- **modes of presentation:** making use of those best suited to their own and others' diverse abilities (e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, and videos)
- **First Peoples communities and the French language:** for example, First Nations, Métis, and Inuit communities in Canada where French is spoken (e.g., Huron Wendake Nation, Innu Nation, Micmac Nation, and Mohawk Nation in Quebec; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK)

Content – Elaborations

- **phonemes:**
 - individual sounds for consonants and vowels, including diphthongs (e.g., *au, eu, oi, ou, ui*) and nasal vowels (e.g., *an, ain, en, im, on, un*)
 - distinguishing similar phonemes (e.g., *u* versus *ou, e* versus *eu, s* versus *z*)
- **letter patterns:** such as groupings of letters that make the same sound (e.g., *au, aux, eau, ô, os*), rhyming words, and letter patterns that have consistent pronunciations (e.g., *ai, -ille, -ment, -tion*)
- **questions:** for example, *Est-ce que...?; Où...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?*
- **descriptions:** describing, for example, family, pets, friends, community members; objects in the classroom or in their backpack, desk, locker, home (e.g., *Il/Elle/On est...; Il/Elle/On a...; Il/Elle/On aime...*)
- **hobbies and topics of interest:** for example, *Je joue au/à la...; J'aime...*
- **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...*
- **emotions and physical states:** for example, *Je suis triste; Je suis contente; J'ai mal à la tête; J'ai mal au dos*
- **events:** for example, in the form of posters or invitations, including information such as what the event is and where and when it will take place
- **cultural aspects:** for example, activities, celebrations, clothing, First Peoples regalia, festivals, food, land, music, practices, protocol, traditions
- **communities where French is spoken:**
 - for example, *les Acadiens, les Franco-Albertains, les Franco-Colombiens, les Fransaskois, les Québécois*; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK
 - could include information about celebrations, festivals, food, geography, history, population, territory, traditions
- **Francophone cultural festival or celebration:**
 - for example, *le Carnaval de Québec, le Festival Acadien de Caraquet, le Festival de la francophonie de Victoria, le Festival du Voyageur, le Festival du Bois, Métis Fest*
 - could include information about activities, clothing, dance, decorations, First Peoples regalia, food, music, parades, sports
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

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
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between French letter patterns and pronunciation Comprehend key information and supporting details in slow, clear speech and other simple texts Comprehend simple stories 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<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"> 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

Big Ideas – Elaborations

- **Reciprocal:** involving back-and-forth participation
- **Stories:** Stories are narrative texts that can be oral, written, or visual. Stories can be simple or complex and may be derived from real or imagined experiences. They can be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. Examples are indigenous oral histories, personal stories, skits, series of pictures, songs, student-created stories.
- **understand the world:** exploring, for example, thoughts, feelings, knowledge, culture, and identity

Curricular Competencies – Elaborations

- **letter patterns and pronunciation:** Identify groupings of letters that make the same sound (e.g., *au, aux, eau, ô, os*), rhyming words, letter patterns that have consistent pronunciations (e.g., *ai, -ille, -ment, -tion*), and silent letters.
- **key information and supporting details:** answers to questions such as *qui, qu'est-ce que, où, quand, combien, comment, pourquoi*
- **texts:** “Text” refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages).
- **Comprehend:** understand key information and events in stories
- **strategies to support communication:**
 - include strategies to comprehend and express meaning
 - will vary depending on the context and the individual student
 - for example, interpreting body language; listening to intonation and expression; paraphrasing, reformulating, reiterating, and repeating; substituting words; using cognates, context, images, parts of speech, prior knowledge, reference tools, similar words in first language, and text features
- **Seek clarification:** using a variety of statements and questions (e.g., *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...?*)
- **intonation and tone:** for example, using question and statement intonation patterns, using tone to express different emotions, practising cadence of spoken French
- **modes of presentation:** making use of those best suited to their own and others’ diverse abilities (e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, and videos)
- **First Peoples communities and the French language:** for example, First Nations, Métis, and Inuit communities in Canada where French is spoken (e.g., Huron Wendake Nation, Innu Nation, Micmac Nation, and Mohawk Nation in Quebec; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK)

Content – Elaborations

- **letter patterns:** such as groupings of letters that make the same sound (e.g., *au, aux, eau, ô, os*), rhyming words, and letter patterns that have consistent pronunciations (e.g., *ai, -ille, -ment, -tion*)
- **questions:** for example, *Combien...?; Comment...?; Est-ce que...?; Où...?; Pourquoi...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?*
- **descriptions:** describing, for example, family members, Elders, friends, teachers, heroes, characters in texts (e.g., *Mon père est enseignant. Il est grand. Il aime les chiens. Il joue au tennis.*)
- **locations and directions:**
 - for example, *à gauche, au parc, sur la table*
 - Students may also use gestures to enhance communication.
- **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...*
- **comparisons:** for example, *J'aime les pommes, mais je préfère les bananes; Elle joue au basketball, mais je joue au soccer*
- **cultural aspects:** for example, activities, celebrations, clothing, First Peoples regalia, festivals, food, land, music, practices, protocol, traditions
- **common elements of stories:** place, characters, setting, plot
- **across Canada:**
 - for example, *les Acadiens, les Franco-Albertains, les Franco-Colombiens, les Fransaskois, les Québécois*; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK
 - could include information about celebrations, festivals, food, geography, history, population, territory, traditions
- **around the world:** locations of some Francophone communities around the world (e.g., Belgium, France, Haiti, Morocco, Republic of Côte d'Ivoire, Senegal, Switzerland, Vietnam)
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

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.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between French 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 simple stories <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<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 communication in past, present, and future time frames: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **reciprocal:** involving back-and-forth participation
- **stories:** Stories are narrative texts that can be oral, written, or visual. Stories can be simple or complex and may be derived from real or imagined experiences. They can be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. Examples are indigenous oral histories, personal stories, skits, series of pictures, songs, student-created stories.
- **creative works:** works of artistic expression that represent the experience of the people from whose culture they are drawn (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre)

Curricular Competencies – Elaborations

- **letter patterns and pronunciation:** Identify, predict, and pronounce groupings of letters that make the same sound (e.g., *au, aux, eau, ô, os*), rhyming words, letter patterns that have consistent pronunciations (e.g., *ai, gn, -ille, -ment, oi, th, -tion, ui*), silent letters, *les liaisons*, and *les élisions*.
- **key information and supporting details:** answers to questions such as *qui, qu'est-ce que, où, quand, combien, comment, pourquoi*
- **texts:** “Text” refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages).
- **strategies to support communication:**
 - include strategies to comprehend and express meaning
 - will vary depending on the context and the individual student
 - for example, interpreting body language; listening to intonation and expression; paraphrasing, reformulating, reiterating, and repeating; substituting words; using cognates, context, images, parts of speech, prior knowledge, reference tools, similar words in first language, and text features
- **Seek clarification:** using a variety of statements and questions (e.g., *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...?*)
- **Comprehend and retell:** understand key information and events in oral and written stories and retell stories orally or in writing
- **Narrate:** using common expressions of time to show logical progression

Curricular Competencies – Elaborations

- **indigenous communities and the French language:**
 - for example, First Nations, Métis, and Inuit communities where French is spoken, in Canada (e.g., Huron Wendake Nation, Innu Nation, Micmac Nation, and Mohawk Nation in Quebec; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK); indigenous communities where French is spoken, around the world (e.g., communities in Gabonese Republic, Guiana, and Republic of Côte d'Ivoire)
 - Discussion could include the fact that First Peoples writers in Quebec, such as those from the Innu Nation, have used the French language through prose and poetry to bring attention to the negative effects of colonization on their families and communities.
- **ways to engage:** for example, blogs, classroom and school visits (including virtual/online visits), clubs, concerts, courses, exchanges, festivals, films, pen-pal letters, magazines, newspapers, plays, social media and other online resources, stores/restaurants with service in French

Content – Elaborations

- **letter patterns:** such as groupings of letters that make the same sound (e.g., *au, aux, eau, ô, os*), rhyming words, letter patterns that have consistent pronunciations (e.g., *ai, gn, -ille, -ment, oi, th, -tion, ui*)
- **past, present, and future:** Sentences change according to when events occur (i.e., a change in time frame requires a change in wording); for example, *J'ai étudié pour mon test hier soir; Elles ne sont pas à l'école aujourd'hui; Nous allons regarder un film demain.*
- **questions:** for example, *Combien...?; Comment...?; Est-ce que...?; Où...?; Pourquoi...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?*
- **time and frequency:** for example, *aujourd'hui, hier, demain, chaque jour, toujours, parfois, jamais*
- **comparisons and contrasts:** using expressions such as *aussi, mais, plus que, aussi que, moins que* (e.g., *Sarah est plus jeune que Nicole*)
- **preferences, emotions, and physical states:** for example, *Je préfère...parce que...; J'ai peur parce que...; Elle est fatiguée parce que...*
- **beliefs and opinions:** for example, *À mon avis...; Je pense que...; Selon moi...*
- **cultural aspects:** for example, activities, celebrations, clothing, dance, First Peoples regalia, festivals, food, history, land, music, practices, protocol, rituals, traditions
- **common elements of stories:** place, characters, setting, plot
- **around the world:**
 - for example, Belgium, France, Haiti, Morocco, Republic of Côte d'Ivoire, Senegal, Switzerland, Vietnam
 - could include information about celebrations, festivals, food, geography, history, population, territory, traditions
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

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
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between French 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 with Francophone communities and people 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> French letter patterns commonly used vocabulary and sentence structures for communication in past, present, and future time frames: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **stories:** Stories are narrative texts that can be oral, written, or visual. Stories can be simple or complex and may be derived from real or imagined experiences. They can be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. Examples are indigenous oral histories, personal stories, skits, series of pictures, songs, student-created stories.
- **creative works:** works of artistic expression that represent the experience of the people from whose culture they are drawn (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre)

Curricular Competencies – Elaborations

- **letter patterns and pronunciation:** Identify, predict, and pronounce groupings of letters that make the same sound (e.g., *au, aux, eau, ô, os*), rhyming words, letter patterns that have consistent pronunciations (e.g., *ai, gn, -ille, -ment, oi, th, -tion, ui*), silent letters, *les liaisons* and *les élisions*.
- **Derive meaning:** understand key elements, supporting details, time, place
- **texts:** “Text” refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages).
- **strategies to support communication:**
 - include strategies to comprehend and express meaning
 - will vary depending on the context and the individual student
 - for example, interpreting body language; listening to intonation and expression; paraphrasing, reformulating, reiterating, and repeating; substituting words; using cognates, context, images, parts of speech, prior knowledge, reference tools, similar words in first language, and text features
- **Seek clarification:** using a variety of statements and questions (e.g., *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...?*)
- **conversations:** virtual, online, and/or face-to-face; with peers, teachers, and members of the wider community
- **familiar topics:** can include personal, local, regional, national, and global topics of interest
- **Narrate:** using common expressions of time and transitional words to show logical progression using past, present, and future time frames
- **indigenous communities and the French language:**
 - for example, First Nations, Métis, and Inuit communities where French is spoken, in Canada (e.g., Huron Wendake Nation, Innu Nation, Micmac Nation, and Mohawk Nation in Quebec; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK); indigenous communities where French is spoken, around the world (e.g., communities in Gabonese Republic, Guiana, and Republic of Côte d’Ivoire)
 - Discussion could include the fact that First Peoples writers in Quebec, such as those from the Innu Nation, have used the French language through prose and poetry to bring attention to the negative effects of colonization on their families and communities.

Curricular Competencies – Elaborations

- **Describe similarities and differences:** including the purpose of activities, celebrations, customs, holidays, and traditions
- **importance of story:** Stories are an important way to seek and impart knowledge, beliefs, customs, perspectives, traditions, values, and worldviews. In doing so, they can share history and strengthen a sense of identity.
- **Engage:** through, for example, blogs, classroom and school visits (including virtual/online visits), clubs, concerts, courses, exchanges, festivals, films, pen-pal letters, magazines, newspapers, plays, social media and other online resources, stores/restaurants with service in French

Content – Elaborations

- **letter patterns:** such as groupings of letters that make the same sound (e.g., *au, aux, eau, ô, os*), rhyming words, letter patterns that have consistent pronunciations (e.g., *ai, gn, -ille, -ment, oi, th, -tion, ui*)
- **past, present, and future:** Students should know that sentences change according to when events occur (i.e., a change in time frame requires a change in wording); for example, *J'ai étudié pour mon test hier soir; Elles ne sont pas à l'école aujourd'hui; Nous allons regarder un film demain.*
- **questions:**
 - intonated questions (e.g., *Tu as faim?*)
 - *Est-ce que* questions (e.g., *Est-ce que tu as faim?*)
 - inversion questions (e.g., *As-tu faim?*)
 - questions using different interrogative words, (e.g., *Comment...? Où...? Pourquoi...?*)
- **comparisons and contrasts:** using expressions such as *aussi, mais, plus que, aussi que, moins que, plus de, autant de, moins de*
- **sequences:** using words that indicate sequence (e.g., *premièrement, deuxièmement, après, ensuite, troisièmement, finalement*)
- **cultural aspects:** for example, activities, celebrations, clothing, dance, First Peoples regalia, festivals, food, history, land, music, practices, protocol, rituals, traditions
- **elements of common types of text:** for example, format (letter versus email message), language, context, audience, register (formal versus informal), purpose
- **common elements of stories:** for example, place, characters, setting, plot, problem and resolution
- **traditions and other cultural practices:** relating to celebrations, holidays, festivals, and other events (e.g., *Le Tour de France, Noël, le Mardi gras, le poisson d'avril, la St-Jean Baptiste*) and the idiomatic use of language
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

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
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Explore regional variations in French • Explore Francophone cultural expression • Recognize connections 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 with Francophone communities and people 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • commonly used vocabulary and sentence structures for communication in past, present, and future time frames: <ul style="list-style-type: none"> – 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 <i>la francophonie</i> • lives of Francophone Canadians and their contributions to society • ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

- **Cultural expression:** Forms of cultural expression represent the experience of the people from whose culture they are drawn; for example, customs, folklore, language use, traditions, ways of celebrating, and creative works (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre).
- **opportunities:** for example, educational, personal, professional, social, and travel opportunities

Curricular Competencies – Elaborations

- **derive meaning:** comprehend key elements, supporting details, time, place
- **texts:** “Text” refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages).
- **strategies to support communication:**
 - include strategies to comprehend and express meaning
 - will vary depending on the context and the individual student
 - for example, interpreting body language; listening to intonation and expression; paraphrasing, reformulating, reiterating, and repeating; substituting words; using cognates, context, images, parts of speech, prior knowledge, reference tools, similar words in first language, and text features
- **Seek clarification:** using a variety of statements and questions (e.g., *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...?*)
- **word choices:** for example, nuances of different verb forms (e.g., *J’avais peur* versus *J’ai eu peur*), pronouns (*on* versus *nous*), word placement within a sentence (e.g., *ma propre chambre* versus *ma chambre propre*), words with close but not identical meanings (e.g., *les chaussures* versus *les souliers; retourner* versus *revenir; sortir* versus *partir*)
- **conversations:** virtual, online, and/or face-to-face; with peers, teachers, and members of the wider community
- **familiar topics:** can include personal, local, regional, national, and global topics of interest
- **Narrate:** using common expressions of time and transitional words to show logical progression using past, present, and future time frames
- **stories:** Stories are narrative texts that can be oral, written, or visual. Stories can be simple or complex and may be derived from real or imagined experiences. They can be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. Examples are indigenous oral histories, personal stories, skits, series of pictures, songs, student-created stories.
- **regional variations:** for example, accents, idiomatic expressions, slang, other vocabulary

Curricular Competencies – Elaborations

- **language and culture:** as expressed through, for example, regional dialects, historical origins of words, idiomatic expressions, and creative works (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, and theatre)
- **interactions of First Peoples and Francophone communities:** for example:
 - the Michif language, which includes First Nations and French vocabulary and structures and expresses a distinctive Métis culture
 - Chinook Jargon, which was used for trading along the West Coast
 - the fact that First Peoples writers in Quebec, such as those from the Innu Nation, have used the French language through prose and poetry to bring attention to the negative effects of colonization on their families and communities
- **importance of story:** Stories are an important way to seek and impart knowledge, beliefs, customs, perspectives, traditions, values, and worldviews. In doing so, they can share history and strengthen a sense of identity.
- **Engage:** through, for example, blogs, classroom and school visits (including virtual/online visits), clubs, concerts, courses, exchanges, festivals, films, pen-pal letters, magazines, newspapers, plays, social media and other online resources, stores/restaurants with service in French

Content – Elaborations

- **past, present, and future:** for example, *J'ai étudié pour mon test hier soir; Il faisait des sports quand il était jeune; Elles ne sont pas à l'école aujourd'hui; Nous allons regarder un film demain*
- **questions:** for example:
 - intonated questions (e.g., *Tu as faim?*)
 - *Est-ce que* questions (e.g., *Est-ce que tu as faim?*)
 - inversion questions (e.g., *As-tu faim?*)
 - questions using different interrogative words (e.g., *Comment...?; Où...?; Pourquoi...?*)
- **sequences:** using words that indicate sequence (e.g., *premièrement, en premier, tout d'abord, deuxièmement, après, ensuite, troisièmement, finalement, dernièrement, enfin*)
- **likes and dislikes:** for example, *J'aime...; J'aime bien...; J'adore...; Je n'aime pas...; Je n'aime pas du tout...; Je déteste...*
- **hopes, dreams, desires, and ambitions:** for example, *Je veux...; J'aimerais...; Je vais...; J'aurai...; Je finirai...*
- **elements of a variety of types of text:** for example, format (e.g., letter versus email message), language, context, audience, register (e.g., formal versus informal), purpose
- **common elements of stories:** for example, place, characters, setting, plot, problem and resolution

Content – Elaborations

- **idiomatic expressions:** for example:
 - expressions using *avoir, faire, être* (e.g., *avoir besoin de, faire beau, être d'accord*)
 - expressions from *l'argot* (e.g., *jaser* for *bavarder*)
 - other expressions (e.g., *coûter les yeux de la tête, c'est dommage, un coup de foudre*)
- **Francophone Canadians:** including First Nations, Métis, and Inuit people; immigrants to Canada; and Canadians of diverse backgrounds
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn