

BIG IDEAS

Listening and viewing with intent supports our acquisition of French.	The communicative context determines how we express ourselves.	Language and culture are interconnected and shape our perspective, identity, and voice.	Exploring diverse forms of cultural expression promotes greater understanding of our own cultural identity.	Acquiring French provides a unique opportunity to access and interact with the Francophone world.	Developing proficiency in French provides diverse opportunities .
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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"> • Explore and interpret a wide variety of texts • Identify perspectives in texts • Use a range of strategies to support communication • Derive and negotiate meaning in a wide variety of contexts • Respond personally to a variety of texts • Make word choices and adjust register to express intended meaning • Adjust speech and writing to reflect different purposes • Engage in meaningful conversations on a variety of topics of interest • 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 • Explore 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 importance of story in personal, family, and community identity • Engage in experiences with Francophone communities and people • Identify and explore personal, educational, and professional opportunities requiring proficiency in French 	<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"> – questions – sequences of events – predictions – personal experiences – opinions – comparisons and contrasts • elements of a variety of types of texts • register and language etiquette • idiomatic expressions from across <i>la francophonie</i> • ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

- **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

- **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).
- **perspectives:** A text can reflect the author’s personal point of view, which may include bias.
- **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
- **contexts:** for example, contexts differing in terms of audience, purpose, setting, formal versus informal
- **Respond personally:** for example, provide personal reactions, interpretations, opinions
- **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*)
- **purposes:** for example, to convince, inform, entertain
- **conversations:** virtual, online, and/or face-to-face; with peers, teachers, and members of the wider community
- **topics of interest:** personal, local, regional, national, or global topics of interest, such as current events, matters of public debate, political issues, social trends, and diverse ranges of lifestyles and relationships
- **Narrate:** using a variety of expressions of time and transitional words to show logical progression using past, present, and future time frames

Curricular Competencies – 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.
- **regional variations:** for example, accents, idiomatic expressions, slang, other vocabulary
- **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, 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; Je ferai mes devoirs en rentrant chez moi; Voudriez-vous manger au restaurant à midi?*
- **questions:** including using open-ended questions to elicit a deeper level of response (e.g., *Pourquoi as-tu choisi ce film?; Le français, comment est-il similaire à l’anglais?*)
- **sequences:** using appropriate verb tenses and expressions of time (e.g., *premièrement, en premier, tout d’abord, au début, pour commencer, deuxièmement, après, ensuite, puis, de temps en temps, troisièmement, finalement, dernièrement, en dernier lieu, enfin, après 30 minutes, le lendemain*)
- **opinions:** explanation of and justification for opinions (e.g., *À mon avis...parce que...; Je pense que...parce que...; Quant à moi...parce que...*)
- **comparisons and contrasts:** including comparisons of differing points of view and opinions (e.g., *Je crois que...mais il croit que...; Elle a raison; Quant à moi...*)
- **elements of a variety of types of texts:** for example, format (e.g., letter versus email message), language, context, audience, register (e.g., formal versus informal), purpose
- **register and language etiquette:**
 - elements of formal versus informal speech and writing (e.g., *cela* versus *ça; que l’on* versus *qu’on; c’est pourquoi* versus *c’est la raison pour laquelle*)
 - etiquette, such as addressing people they have not met as *Monsieur* or *Madame* + surname/title (e.g., *Monsieur le Directeur*)
 - use of topic-specific jargon, abbreviations, and txt spk (e.g., *mdr = mort de rire [LOL]; @+ = à plus tard; cad = c’est-à-dire; bp de = beaucoup de; qqn = quelqu’un; qqch = quelque chose*)
- **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*)
- **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

Language learning is a lifelong process.	With increased proficiency in French, we can discuss and justify opinions with nuance and clarity.	Sharing our feelings, opinions, and beliefs in French enhances our identity as French speakers.	Appreciation of Francophone cultures allows us to understand and explore global issues with greater awareness.	Exploring diverse forms of cultural expression promotes a greater understanding and appreciation of cultures worldwide.	Becoming more proficient in French allows us to explore diverse opportunities .
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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"> Explore and interpret a wide variety of texts Recognize different purposes, degrees of formality, and perspectives in a variety of texts Use a range of strategies to support communication Derive and negotiate meaning in a wide variety of contexts Respond personally to a variety of texts Make word choices and adjust register to express intended meaning Adjust speech and writing to reflect different purposes Engage in meaningful conversations on a variety of topics of interest, both orally and in writing Express themselves effectively, with increasing fluency and accuracy, both orally and in writing Evaluate and respond to the opinions of others 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 cultural expression in diverse communities Explore connections between language and culture Recognize that language and culture have been influenced by the interactions of First Peoples and Francophone communities in Canada Engage in experiences with Francophone communities and people Identify and explore personal, educational, and professional opportunities requiring proficiency in French Identify and explore opportunities to continue language acquisition beyond graduation 	<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"> questions sequences of events doubts, wishes, possibilities, and hypothetical situations explanations of needs, emotions, and opinions register and language etiquette idiomatic expressions from across <i>la francophonie</i> ethics of cultural appropriation and plagiarism

Big Ideas – Elaborations

- **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

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- **perspectives:** A text can reflect the author’s personal point of view, which may include bias.
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- **conversations:** virtual, online, and/or face-to-face; with peers, teachers, and members of the wider community
- **topics of interest:** personal, local, regional, national, or global topics of interest, such as current events, matters of public debate, political issues, social trends, and diverse ranges of lifestyles and relationships
- **Express themselves:** includes using a variety of tenses, moods, vocabulary, and appropriate structures
- **Narrate:** using a variety of expressions of time and transitional words to show logical progression using past, present, and future time frames

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- **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
- **diverse communities:** Francophone, indigenous, and other communities
- **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, 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
- **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
- **continue language acquisition:** for example, clubs, meet-ups, online resources, personal connections, travel, volunteering

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 étaient parties avant la fête; Elles ne sont pas à l'école aujourd'hui; Nous allons regarder un film demain; Je ferai mes devoirs en rentrant chez moi; Voudriez-vous manger au restaurant à midi?; Je ne veux pas que tu partes en voyage*
- **questions:** including using open-ended questions to elicit a deeper level of response (e.g., *Pourquoi as-tu choisi ce film?; Le français, comment est-il similaire à l'anglais?*)
- **sequences:** using appropriate verb tenses and expressions of time (e.g., *premièrement, en premier, tout d'abord, au début, pour commencer, deuxièmement, après, de plus, ensuite, puis, par la suite, troisièmement, finalement, dernièrement, en dernier lieu, enfin, pour conclure, pour terminer, après 30 minutes, une heure plus tard, à partir de ce moment, auparavant, à l'époque, autrefois, désormais, sous peu, tout de suite*)
- **doubts, wishes, possibilities, and hypothetical situations:** for example, *Je ne pense pas que...; Je doute que...; J'espère que...; J'aimerais...; Il est possible que...*
- **needs, emotions, and opinions:** for example, *J'ai besoin de...; Il faut que...; Je suis triste que...; Je suis ravi que...; Je ne crois pas que...; Je ne pense pas que...*
- **register and language etiquette:**
 - elements of formal versus informal speech and writing (e.g., *cela* versus *ça*; *que l'on* versus *qu'on*; *c'est pourquoi* versus *c'est la raison pour laquelle*)
 - etiquette, such as addressing people they have not met as *Monsieur* or *Madame* + surname/title (e.g., *Monsieur le Directeur*)
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