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| **Languages Template – Grade 5** |
| **Big Ideas**  | **Elaborations**  |
| * Listening and viewing with intent helps us acquire a new language.
* Both verbal and **non-verbal cues** contribute meaning in language.
* **Reciprocal** communication is possible using high-frequency words and patterns.
* **Stories** help us to acquire language.
* We can explore our identity through a new language.
* Each culture has traditions and ways of celebrating.
 | **non-verbal cues:** e.g. gestures, style expressions, pictures, props**Reciprocal:** involving back-and-forth participation**Stories:** Stories are a narrative form of text 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, and student-created stories. |
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| **Curricular Competencies** | **Elaborations**  | **Content** | **Elaborations**  |
| *Students are expected to be able to do the following:***Thinking and communicating*** Recognize the relationships between [name of language] letter sounds and pronunciation
* Recognize the relationships between **common intonation patterns** and meaning
* Comprehend high-frequency vocabulary in slow, clear speech and other texts
* Identify key information in slow, clear speech and other **texts**
* **Comprehend** stories
* Use various **strategies** to support communication
* **Seek clarification** of meaning
* Participate in simple interactions involving everyday situations
* Interpret non-verbal cues to increase comprehension
* Respond to simple commands and instructions
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

**Personal and social awareness*** Consider personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge
 | **common intonation patterns:** e.g., recognizing whether someone is making a statement or asking a question, and how it relates to their message, noticing and practicing cadence of spoken [name of language]**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). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages).**Comprehend:** understand key information and events in stories**strategies:** * 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**presentation format:** e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos**cultural lens:** e.g., values, practices, traditions, perceptions**ways of knowing:** “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge. | *Students are expected to know the following:** [name of language] alphabet, **letter patterns**, and **phonemes**
* **gender and number**
* common, high-frequency vocabulary, sentence structures, and expressions, including:
	+ **greetings and introductions**
	+ simple questions and descriptions
	+ basic **information** about self and others
	+ basic commands
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* [name of language] communities in Canada
* common elements of [name of language] **cultural festivals and celebrations**
* [name of language] **creative works**
* ethics of **cultural appropriation** and plagiarism
 | **letter patterns:** such as groupings of letters that make the same sound, rhyming words, and letter patterns that have consistent pronunciations**phonemes:*** individual speech sounds that distinguish one word from another using consonants and/or vowels
* distinguishing similar phonemes

**gender and number:*** masculine and feminine forms of words (gender)
* singular and plural forms of words (number)

**greetings and introductions:**  common expressions used in greetings, salutations, and getting to know others (e.g., [*Hello*],[*How are you?*],[*See you later*],[*Have a good day*])**information:** common expressions used to share information about one another (e.g., [*How old are you?*], [*My name is …*], [*I’m … years old*], [*I am…*])**oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols**identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals**place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works. **cultural festivals and celebrations:** could include information about activities, clothing, dance, decorations, First Peoples regalia, food, music, parades, sports**creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture**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 |

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| **Languages Template – Grade 6** |
| **Big Ideas**  | **Elaborations**  |
| * Listening and viewing with intent helps us acquire a new language.
* **Reciprocal** communication is possible using high-frequency words and patterns.
* **Stories** help us to acquire language and **understand the world** around us.
* We can explore our identity through a new language.
* Learning about language from diverse communities helps us develop cultural awareness.
 | **Reciprocal:** involving back-and-forth participation**Stories:** Stories are a narrative form of text 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, and student-created stories.**understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity |
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| **Curricular Competencies** | **Elaborations**  | **Content** | **Elaborations**  |
| *Students are expected to be able to do the following:***Thinking and communicating*** Recognize the relationships between [name of language] **letter patterns and pronunciation**
* Recognize the relationships between **common intonation patterns** and meaning

• Comprehend high-frequency words and patterns in slow, clear speech and other texts* Identify key information in slow, clear speech and other simple **texts**

• **Comprehend** stories• Use various **strategies** to support communication• **Seek clarification** of meaning using common statements and questions• **Exchange ideas and information**, both orally and in writing• Interpret non-verbal cues to increase comprehension• Respond to questions, simple commands, and instructions* Share information using the **presentation format** best suited to their own and others’ diverse abilities

**Personal and social awareness*** Consider personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Recognize First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge
 | **letter patterns and pronunciation:** Begin to identify groupings of letters that make the same sound, rhyming words, and letter patterns that have consistent pronunciations.**common intonation patterns:** e.g., recognizing whether someone is making a statement or asking a question, and how it relates to their message, noticing and practicing cadence of spoken [name of language]**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). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages).**Comprehend:** understand key information and events in stories**strategies:*** 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:** Request or provide repetition, word substitution, reformulation, or reiteration, using common statements and questions, as well as gestures (e.g., [*I don’t understand*], [*Could you repeat please?*], [*How do you say…?*])**Exchange ideas and information:** with peers, teachers, and members of the wider community; can include virtual/online conversations**presentation format:** e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos**cultural lens:** e.g., values, practices, traditions, perceptions**ways of knowing:** “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge. | *Students are expected to know the following:** [name of language] alphabet, **letter patterns**, and **phonemes**
* common, high-frequency vocabulary, sentence structures, and expressions, including:
	+ types of **questions**
	+ **descriptions** of people
	+ **hobbies and topics of interest**
	+ common **emotions and states of physical health**
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* **cultural aspects** of [name of language] communities in Canada and around the world
* [name of language] **creative works**
* ethics of **cultural appropriation** and plagiarism
 | **letter patterns:** such as groupings of letters that make the same sound, rhyming words, and letter patterns that have consistent pronunciations**phonemes:*** individual speech sounds that distinguish one word from another using consonants and/or vowels
* distinguishing similar phonemes

**questions:** e.g., [*Is…?*], [*Where…?*], [*What…?*], [*Who…?*]**descriptions:** describing, for example, family, pets, friends, community members; objects in the classroom or in their backpack, desk, locker, home**hobbies and topics of interest:** e.g., [*I play…*], [*I like to…*]**emotions and states of physical health:** e.g., [*I’m happy*], [*I’m sad*], [*I have a headache*]**oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols**identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals**place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.**cultural aspects:** location, history, population, activities, celebrations, clothing, festivals, food, land, music, protocols, traditions**creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture**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 |

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| **Languages Template – Grade 7** |
| **Big Ideas**  | **Elaborations**  |
| * Listening and viewing with intent helps us understand an increasing variety of messages.
* **Reciprocal** interactions help us understand and acquire language.
* **Stories** help us to acquire language and **understand the world** around us.
* We can explore identity and place through increased understanding of a new language.
* Knowing about diverse communities helps us develop cultural awareness.
 | **Reciprocal:** involving back-and-forth participation**Stories:** Stories are a narrative form of text 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, and student-created stories.**understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity |
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| **Curricular Competencies** | **Elaborations**  | **Content** | **Elaborations**  |
| *Students are expected to be able to do the following:***Thinking and communicating**• Recognize the relationships between [name of language] **letter patterns and pronunciation*** Use **intonation and tone** to convey meaning

• Comprehend **key information** and supporting details in slow, clear speech and other **texts*** Comprehend meaning in stories
* Use various **strategies** to increase understanding

• **Seek clarification** of meaning using a variety of common statements and questions• **Exchange ideas and information**, both orally and in writing• Respond to questions, simple commands, and instructions• Share information using the **presentation format** best suited to their own and others’ diverse abilities**Personal and social awareness**• Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**• Recognize First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge* Identify, **share, and compare** linguistic and cultural information about [name of language] communities
 | **letter patterns and pronunciation:** Begin to identify groupings of letters that make the same sound, rhyming words, and letter patterns that have consistent pronunciations, and silent letters. **intonation and tone:*** question and statement intonation patterns
* use of tone to express different emotions

**key information:** answer questions such as [*who?*], [*what?*], [*when?*], and [*why?*]**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). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages).**strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration, using a variety of statements and questions (e.g., [*I don’t understand*], [*Could you repeat please?*], [*What does… mean?*], [*How do you say …?*], [*How do you spell…?*])**Exchange ideas and information:** with peers, teachers, and members of the wider community; can include virtual/online conversations**presentation format:** e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos**cultural lens:** e.g., values, practices, traditions, perceptions**ways of knowing:** “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.**share and compare:** Using methods such as partner work, presentation, poster walks, comparing and contrasting | *Students are expected to know the following:** [name of language] alphabet, **letter patterns**, and **phonemes**
* common, high frequency vocabulary, sentence structures, and expressions, including:
	+ types of **questions**
	+ **descriptions** of people
	+ common **emotions** and states of physical health
	+ **instructions**
	+ simple **comparisons**
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* [name of language] communities **around the world**
* cultural aspects of [name of language] communities around the world
* [name of language] **creative works**
* ethics of **cultural appropriation** and plagiarism
* **common elements of stories**
 |  **letter patterns:** such as groupings of letters that make the same sound, rhyming words, and letter patterns that have consistent pronunciations**phonemes:*** individual speech sounds that distinguish one word from another using consonants and/or vowels
* distinguishing similar phonemes

**questions:** e.g., [*How many…?*], [*How…?*], [*Is…?*], [*Why…?*], [*When…?*], [*What…?*], [*Who…?*]**descriptions:** family members, friends, teachers, community members, main characters in texts, heroes (e.g., *My mother is a teacher. She has brown hair and is tall. She plays football very well.*)**emotions:** e.g., *I’m tired. I’m fine.***instructions:** e.g., *right, on the table, next to you***comparisons:** e.g., *I like apples rather than bananas. She plays tennis, but I play football.***oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols**identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals**place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.**around the world:** locations of some [name of language] communities around the world**creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture**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**common elements of stories:** place, characters, setting, plot, problem and resolution |

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| **Languages Template – Grade 8** |
| **Big Ideas**  | **Elaborations**  |
| * Listening and viewing with intent supports our acquisition and understanding of a new language.
* We can express ourselves and talk about the world around us in a new language.
* With increased fluency, we can participate actively in **reciprocal** interactions.
* We can share our experiences and perspectives through **stories**.
* Acquiring a new language and learning about another culture deepens our own language and culture.
* Creative works are an **expression of language and culture**.
 | **Reciprocal:** involving back-and-forth participation**Stories:** Stories are a narrative form of text 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, and student-created stories.**expression of language and culture:** works of artistic expression representing the experience of the people from whose culture they are drawn (e.g. painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture). |
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| **Curricular Competencies** | **Elaborations**  | **Content** | **Elaborations**  |
| *Students are expected to be able to do the following:***Thinking and communicating**• Recognize the relationships between [name of language] **letter patterns and pronunciation*** Use **intonation and tone** to convey meaning

• Comprehend key information and supporting details in speech and other **texts**• Comprehend meaning in stories• **Narrate** stories, both orally and in writing• Use various **strategies** to increase understanding and produce oral and written language• **Seek clarification and verify** meaning• **Exchange ideas and information**, both orally and in writing* Follow instructions to complete a task and respond to questions
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

**Personal and social awareness**• Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**• Recognize First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge • **Engage in experiences** with [name of language] communities and people* Describe similarities and differences between their own cultural practices and traditions and those of [name of language] communities
 | **letter patterns and pronunciation:** Identify, predict, and pronounce groupings of letters that make the same sound, rhyming words, letter patterns that have consistent pronunciations, and silent letters.**intonation and tone:** * differentiate between a statement and a question
* recognize the emotion of the speaker and how it relates to his or her message

**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). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages).**Narrate:** using common expressions of time to show logical progression**strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration, using a variety of statements and questions (e.g., [*I don’t understand*], [*Could you repeat please?*], [*What does… mean?*], [*How do you say …?*], [*How do you spell…?*])**Exchange ideas and information:** with peers, teachers, and members of the wider community; can include virtual/online conversations**presentation format:** e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos**cultural lens:** e.g., values, practices, traditions, perceptions**ways of knowing:** “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.**Engage in experiences:** e.g., 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 [name of language] | *Students are expected to know the following:** [name of language] alphabet, **letter patterns**, and **phonemes**
* past, present, and future **time frames**
* common, high-frequency vocabulary, sentence structures, and expressions, including:
	+ types of **questions**
	+ **time and frequency**
	+ descriptions of people, objects, locations and personal interests
	+ common **emotions** and states of physical health
	+ **opinions** about familiar topics
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* **cultural aspects** of [name of language] communities around the world
* [name of language] **creative works**
* ethics of **cultural appropriation** and plagiarism
* **common elements of stories**
 | **letter patterns:** such as groupings of letters that make the same sound, rhyming words, and letter patterns that have consistent pronunciations**phonemes:*** individual speech sounds that distinguish one word from another using consonants and/or vowels
* distinguishing similar phonemes

**time frames:** past, present, and future time frames for common verbs in context (e.g., [*We have school today*], [*I saw a movie yesterday*], [*I’ll play soccer tomorrow*])**questions:** e.g., [*How many…?*], [*How…?*], [*Is…?*], [*Why…?*], [*When…?*], [*What…?*], [*Who…?*]**time and frequency:** e.g., [*today*], [*yesterday*], [*tomorrow*], [*everyday*], [*always*], [*sometimes*], [*never*]**emotions:** e.g., *I’m tired.* *I’m fine.***opinions:** e.g., [*I think…*], [*You’re right*], [*That’s correct*]**oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols**identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals**place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.**cultural aspects:** e.g., activities, celebrations, clothing, dance, festivals, food, history, land, music, protocols, rituals, traditions, population, location**creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture**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**common elements of stories:** place, characters, setting, plot, problem and resolution |

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| **Languages Template – Grade 9** |
| **Big Ideas**  | **Elaborations**  |
| * Listening and viewing with intent supports our acquisition and understanding of a new language.
* Conversing about things we care about can motivate our learning of a new language.
* We can share our experiences and perspectives through **stories**.
* Acquiring a new language allows us to explore our identity and culture from a new perspective.
* **Creative works** allow us to experience culture and appreciate cultural diversity.
 | **Stories:** Stories are a narrative form of text 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, and student-created stories.**Creative works:** works of artistic expression representing the experience of the people from whose culture they are drawn (e.g. painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture). |
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| **Curricular Competencies** | **Elaborations**  | **Content** | **Elaborations**  |
| *Students are expected to be able to do the following:***Thinking and communicating**• Recognize the relationships between [name of language] **letter patterns and pronunciation*** Use **intonation and tone** to convey meaning
* Comprehend key information and supporting details in speech and a variety of other **texts**

• Comprehend meaning in stories• **Narrate** stories, both orally and in writing• Use various **strategies** to increase understanding and produce oral and written language• **Seek clarification and verify** meaning• **Exchange ideas and information**, both orally and in writing* Follow instructions to complete a task and respond to questions

• Engage in conversation about familiar topics* Share information using the **presentation format** best suited to their own and others’ diverse abilities

**Personal and social awareness**• Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**• Recognize First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge• **Engage in experiences** with [name of language] communities and people• Describe similarities and differences between their own cultural practices and traditions and those of [name of language] communities* Recognize the **importance of story** in personal, family and community identity
 | **letter patterns and pronunciation:** Identify, predict, and pronounce groupings of letters that make the same sound, rhyming words, letter patterns that have consistent pronunciations, and silent letters.**intonation and tone:** * differentiate between a statement and a question
* recognize the emotion of the speaker and how it relates to his or her message

**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). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages).**Narrate:** using past, present, and future time frames, and common expressions of time and transitional words to show logical progression**strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates**Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration, using a variety of statements and questions (e.g., [*I don’t understand*], [*Could you repeat please?*], [*What does… mean?*], [*How do you say …?*], [*How do you spell…?*])**Exchange ideas and information:** with peers, teachers, and members of the wider community; can include virtual/online conversations**presentation format:** e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos**cultural lens:** e.g., values, practices, traditions, perceptions**ways of knowing:** “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.**Engage in experiences:** e.g., 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 [name of language]**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. | *Students are expected to know the following:** [name of language] alphabet, **letter patterns**, and **phonemes**
* past, present, and future **time frames**
* common vocabulary, sentence structures, and expressions, including:
	+ types of **questions**
	+ descriptions of people, objects, and locations
	+ **sequence of events**
	+ likes and dislikes
	+ common **emotions** and states of physical health
	+ personal interests, needs, and opinions
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* **cultural practices** in various [name of language] communities
* [name of language] **creative works**
* ethics of **cultural appropriation** and plagiarism
* **elements of various types of text**
* **common elements of stories**
 | **letter patterns:** such as groupings of letters that make the same sound, rhyming words, and letter patterns that have consistent pronunciations**phonemes:*** individual speech sounds that distinguish one word from another using consonants and/or vowels
* distinguishing similar phonemes

**time frames:** past, present, and future time frames for common verbs in context (e.g., [*We have school today*], [*I saw a movie yesterday*], [*I’ll play soccer tomorrow*])**questions:**including* intonated questions
* inversion questions
* questions using different interrogative words (e.g., [*How…?*], [*Where…?*], [*Why…?*])

**sequence of events:** using words that indicate sequence (e.g., [*first*], [*second*], [*third*], [*then*], [*after that*], [*finally*], [*at last*])**emotions:** e.g., *I’m tired.* *I’m fine.***oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols**identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals**place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.**cultural practices:** activities, clothing, dance, festivals, food, history, land, music, protocols, rituals, traditions; relating to celebrations, holidays, and other events; and the idiomatic use of language**creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture**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**elements of various types of text:** format (e.g., letter versus email message), language, context, audience, register (e.g., formal versus informal), purpose**common elements of stories:** place, characters, setting, plot, problem and resolution |
| **Languages Template – Grade 10** |
| **Big Ideas**  | **Elaborations**  |
| * Listening and viewing with intent supports our acquisition and understanding of a new language.
* Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance.
* **Stories** give us unique ways to understand and reflect on meaning.
* Acquiring a new language provides a unique opportunity to access and interact with diverse communities.
* **Cultural expression** can take many different forms.
 | **Stories:** Stories are a narrative form of text 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, and student-created stories.**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). |
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| **Curricular Competencies** | **Elaborations**  | **Content** | **Elaborations**  |
| *Students are expected to be able to do the following:***Thinking and communicating*** Derive meaning from speech and a variety of other **texts**

• Derive meaning and viewpoints in stories• **Narrate** stories, both orally and in writing• Use various **strategies** to increase understanding and produce oral and written language* Recognize how choice of words affects meaning

• **Seek clarification and verify meaning**• **Exchange ideas and information**, both orally and in writing * Follow instructions to complete a task and respond to questions

• Engage in conversation about familiar topics* Share information using the **presentation format** best suited to their own and others’ diverse abilities

**Personal and social awareness**• Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**• Recognize First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge• **Engage in experiences** with [name of language] communities and people• Describe regional, cultural, and linguistic **variations** and practices in [name of language] communities and their role in shaping cultural identity* Recognize the **importance of story** in personal, family, and community identity
 | **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). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages).**Narrate:** using past, present, and future time frames, and common expressions of time and transitional words to show logical progression**strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates**Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration, using a variety of statements and questions (e.g., [*I don’t understand*], [*Could you repeat please?*], [*What does… mean?*], [*How do you say …?*], [*How do you spell…?*])**Exchange ideas and information:** with peers, teachers, and members of the wider community; can include virtual/online conversations**presentation format:** e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos**cultural lens:** e.g., values, practices, traditions, perceptions**ways of knowing:** “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.**Engage in experiences:** e.g., 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 [name of language]**variations:** e.g., accents, idiomatic expressions, slang, other vocabulary**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. | *Students are expected to know the following:** past, present, and future **time frames**
* common vocabulary, sentence structures, and expressions, including:
	+ types of **questions**
	+ **activities and situations**
	+ **sequence of events**
	+ opinions about familiar topics
	+ comparisons and contrasts
	+ degrees of likes and dislikes
* idiomatic expressions from [name of language] communities
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* **cultural practices** in various [name of language] communities
* [name of language] **creative works**
* **elements of various types of text**
* **common elements of stories**
* contributions of **[name of language] Canadians** to society
* ethics of **cultural appropriation** and plagiarism
 | **time frames:**  past, present, and future tenses of regular and irregular verbs in context **questions:**including* intonated questions
* inversion questions
* questions using different interrogative words (e.g., [*How…?*], [*Where…?*], [*Why…?*])

**activities and situations:** using appropriate tenses in both the affirmative and the negative to describe activities and situations**sequence of events:** using words that indicate sequence (e.g., [*first*], [*second*], [*third*], [*then*], [*after that*], [*finally*], [*at last*])**oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols**identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals**place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.**cultural practices:** activities, clothing, dance, festivals, food, history, land, music, protocols, rituals, traditions; relating to celebrations, holidays, and other events; and the idiomatic use of language**creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture**elements of various types of text:** format (e.g., letter versus email message), language, context, audience, register (e.g., formal versus informal), purpose **common elements of stories:** place, characters, setting, plot, problem and resolution**[name of language] 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 |

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| **Languages Template – 11** |
| **Big Ideas**  | **Elaborations**  |
| * Listening and viewing with intent supports our acquisition of a new language.
* The communicative context determines how we express ourselves.
* Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.
* 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.
 | **forms of cultural expression:** represent the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, ways of celebrating, and creative works (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre). |
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| **Curricular Competencies** | **Elaborations**  | **Content** | **Elaborations**  |
| *Students are expected to be able to do the following:***Thinking and communicating**• Derive meaning in speech and a variety of other **texts** and contexts• Analyze cultural points of view in texts• **Narrate** stories, both orally and in writing• Use various **strategies** to increase understanding and produce oral and written language• Recognize how **choice of words** affects meaning* **Exchange ideas and information**, both orally and in writing

• Express themselves with increasing fluency, both orally and in writing• Engage in conversation about familiar topics• Demonstrate degrees of formality in speech and writing to reflect different **purposes**• Respond personally to a variety of texts* Share information using the **presentation format** best suited to their own and others’ diverse abilities

**Personal and social awareness**• Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**• Recognize First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge• **Engage in experiences** with [name of language] communities and people• Investigate regional and ethnic diversity of [name of language] language and culture• Identify and explore educational and personal/professional opportunities requiring proficiency in [name of language]* Explore opportunities to continue language acquisition beyond graduation
* Explore the **importance of story** in personal, family, and community identity
 | **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). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages).**Narrate:** using past, present, and future time frames, and common expressions of time and transitional words to show logical progression**strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates**choice of words:** words with close but not identical meanings**Exchange ideas and information:** with peers, teachers, and members of the wider community; can include virtual/online conversations**purposes:** e.g., to convince, inform, entertain**presentation format:** e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos**cultural lens:** e.g., values, practices, traditions, perceptions**ways of knowing:** “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.**Engage in experiences:** e.g., 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 [name of language]**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. | * past, present, and future **time frames**
* increasingly complex vocabulary, sentence structures, and expressions, including:
	+ **questions**
	+ **sequence of events** in stories
	+ explanation and justification of opinions
	+ points of view
* language **etiquette**, register, and formality
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* idiomatic expressions from [name of language] communities
* features of major [name of language] regional dialects
* [name of language] **creative works**
* contributions of **[name of language] Canadians** to society
* ethics of **cultural appropriation** and plagiarism
 | **time frames:**  past, present, and future tenses of regular and irregular verbs in context **questions:** including open-ended questions to elicit a deeper level of response**sequence of events:** using appropriate verb tense and expressions of time (e.g., [*first*], [*second*], [*an hour later*], [*the next day*])**etiquette:*** elements of formal versus informal speech and writing
* etiquette, such as addressing people they have not met as [Mr./Ms.]+ surname/title and using the formal address
* use of topic-specific jargon, abbreviations, and texting short forms

**oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols**identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals**place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.**creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture**[name of language] 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 |

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| **Languages Template – Introductory 11** |
| **Big Ideas**  | **Elaborations**  |
| * Listening and viewing with intent supports our acquisition and understanding of a new language.
* Expressing ourselves in a new language requires courage, risk taking, and perseverance.
* **Stories** help us to acquire language and **understand the world** around us.
* Acquiring a new language provides a unique opportunity to access and interact with diverse communities.
* Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity.
 | **Stories:** Stories are a narrative form of text 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, and student-created stories.**understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity**forms of cultural expression:** represent the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, ways of celebrating, and creative works (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre). |
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| **Curricular Competencies** | **Elaborations**  | **Content** | **Elaborations**  |
| *Students are expected to be able to do the following:***Thinking and communicating**• Recognize the relationships between [name of language] **letter patterns and pronunciation*** Recognize and use **intonation and tone** to convey meaning
* Interpret non-verbal cues to increase comprehension
* Derive meaning from speech and a variety of other **texts**

• Comprehend and **narrate** stories, both orally and in writing* Follow instructions to complete a task and respond to questions

• **Seek clarification and verify** meaning* Use various **strategies** to increase understanding

• **Exchange ideas and information**, both orally and in writing* Share information using the **presentation format** best suited to their own and others’ diverse abilities
* Engage in conversations about familiar topics

**Personal and social awareness**• Consider personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**• Recognize First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge* **Engage in experiences** with [name of language] people and communities
* Explore the **importance of story** in personal, family, and community identity
 | **letter patterns and pronunciation:** Identify, predict, and pronounce groupings of letters that make the same sound, rhyming words, letter patterns that have consistent pronunciations, and silent letters.**intonation and tone:** * differentiate between a statement and a question
* recognize the emotion of the speaker and how it relates to his or her message

**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). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages).**Narrate:** using common expressions of time to show logical progression**Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration, using a variety of statements and questions (e.g., [*I don’t understand*], [*Could you repeat please?*], [*What does… mean?*], [*How do you say …?*], [*How do you spell…?*])**strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates**Exchange ideas and information:** with peers, teachers, and members of the wider community; can include virtual/online conversations**presentation format:** e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos**cultural lens:** e.g., values, practices, traditions, perceptions**ways of knowing:** “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.**Engage in experiences:** e.g., 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 [name of language]**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. | *Students are expected to know the following:** [name of language] **phonemes**
* [name of language] **letter patterns** and alphabet
* gender and number
* past, present, and future **time frames**
* common, high-frequency vocabulary, sentence structures, and expressions, including:
	+ types of **questions**
	+ **descriptions** of people, objects and places
	+ **comparisons**
	+ common **emotions and states of physical health**
	+ needs, interests, preferences, beliefs, and **opinions**
* idiomatic expressions from [name of language] communities
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* Traditions and **cultural practices** in various [name of language] communities
* [name of language] **creative works**
* ethics of **cultural appropriation** and plagiarism
* **common elements of stories**
 | **phonemes:*** individual speech sounds that distinguish one word from another using consonants and/or vowels
* distinguishing similar phonemes

 **letter patterns:** such as groupings of letters that make the same sound, rhyming words, and letter patterns that have consistent pronunciations**time frames:** past, present, and future time frames for common verbs in context (e.g., [*We have school today*], [*I saw a movie yesterday*], [*I’ll play soccer tomorrow*])**questions:** e.g., [*Is…?*], [*Where…?*], [*What…?*], [*Who…?*]**descriptions:** describing, for example, family, pets, friends, community members; objects in the classroom or in their backpack, desk, locker, home**comparisons:** e.g., *I like apples rather than bananas. She plays tennis, but I play football.***emotions and states of physical health:** e.g., [*I’m happy*], [*I’m sad*], [*I have a headache*]**opinions:** e.g., [*I think…*], [*You’re right*], [*That’s correct*]**oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols**identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals**place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.**cultural practices:** activities, clothing, dance, festivals, food, history, land, music, protocols, rituals, traditions; relating to celebrations, holidays, and other events; and the idiomatic use of language**creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture**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**common elements of stories:** place, characters, setting, plot, problem and resolution |

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| **Languages Template – Grade 12** |
| **Big Ideas**  | **Elaborations**  |
| * With increased language proficiency, we can discuss and justify opinions with nuance and clarity.
* Becoming more proficient in a new language enables us to explore global issues.
* Language learning is a lifelong process.
* Sharing our feelings, opinions, and beliefs in a new language contributes to our identity.
* Exploring diverse **forms of cultural expression** promotes greater understanding and appreciation of cultures worldwide.
 | **forms of cultural expression:** represent the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, ways of celebrating, and creative works (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre). |
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| **Curricular Competencies** | **Elaborations**  | **Content** | **Elaborations**  |
| *Students are expected to be able to do the following:***Thinking and communicating**• Derive and negotiate meaning and perspectives in a wide variety of contexts• Locate, explore and interpret a variety of authentic **texts** in [name of language]• Analyze and compare elements of creative works from diverse [name of language] communities• Recognize different **purposes**, degrees of formality, and cultural perspectives in a variety of texts• **Narrate** stories, both orally and in writing• Use various **strategies** to increase understanding and produce oral and written language­• Recognize how **choice of words** affects meaning• **Exchange ideas and information**, both orally and in writing• Express themselves effectively, with fluency and accuracy, both orally and in writing• Engage in meaningful conversations about a variety of topics of interest* Respond personally to a variety of texts
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

**Personal and social awareness**• Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**• Recognize First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge• **Engage in experiences** with [name of language] communities and people* Identify and explore personal, educational and professional opportunities with the **use of proficiency** in [name of language]
* Identify and explore opportunities to continue language acquisition beyond graduation
* Recognize the regional and ethnic diversity of [name of language] language and culture
* Explore the **importance of story** in personal, family, and community identity
 | **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). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages).**purposes:** e.g., to convince, inform, entertain**Narrate:** using past, present, and future time frames, and common expressions of time and transitional words to show logical progression**strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, familiar words, and cognates **choice of words:** words with close but not identical meanings**Exchange ideas and information:** with peers, teachers, and members of the wider community; can include virtual/online conversations**presentation format:** e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos**cultural lens:** e.g., values, practices, traditions, perceptions**ways of knowing:** “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.**Engage in experiences:** e.g., 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 [name of language]**use of proficiency:*** fluency in oral and written comprehension and production
* opportunities that require a level of mastery in the target language (e.g., government jobs, situations requiring proficiency in being able to understand and be understood in more challenging situations, such as on the phone, where non-verbal cues cannot be seen

**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. | *Students are expected to know the following:** past, present, and future **time frames** (including multiple forms, where applicable)
* increasingly complex vocabulary, sentence structures, and expressions, including:
	+ **questions** and **opinions**
	+ **sequence of events** in stories
	+ explanation of needs and emotions
	+ explanation and justification of opinions
* language **etiquette**, register, and formality
* First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
* [name of language] **creative works**
* [name of language] resources and services
* idiomatic expressions from [name of language] communities
* features of major [name of language] regional dialects
* contributions of **[name of language] Canadians** to society
* ethics of **cultural appropriation** and plagiarism
 |  **time frames:**  past, present, and future tenses of regular and irregular verbs in context **questions:** including open-ended questions to elicit a deeper level of response**opinions:** e.g., [*I think…*], [*You’re right*], [*That’s correct*]**sequence of events:** using appropriate verb tense and expressions of time (e.g., [*first*], [*second*], [*an hour later*], [*the next day*])**etiquette:*** elements of formal versus informal speech and writing
* etiquette, such as addressing people they have not met as [Mr./Ms.]+ surname/title and using the formal address
* use of topic-specific jargon, abbreviations, and texting short forms

**oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols**identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals**place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.**creative works:** e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture**[name of language] 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 |