

## 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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Comprehend key information in slow, clear speech and other simple <b>texts</b></li> <li><b>Comprehend</b> simple stories</li> <li>Interpret non-verbal cues to increase comprehension</li> <li>Use various <b>strategies to support communication</b></li> <li><b>Seek clarification</b> of meaning</li> <li>Recognize the relationships between <b>intonation and meaning</b></li> <li>Respond to simple commands and instructions</li> <li>Participate, with support, in simple interactions involving everyday situations</li> <li>Express themselves and comprehend others through various <b>modes of presentation</b></li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Identify Francophone communities across Canada</li> <li>Demonstrate awareness of connections between <b>First Peoples communities and the French language</b></li> <li>Identify a Francophone cultural festival or celebration in Canada</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>French alphabet</li> <li>French <b>phonemes</b></li> <li><b>gender and number</b></li> <li>common, high-frequency vocabulary and sentence structures for communicating meaning:               <ul style="list-style-type: none"> <li>common <b>questions</b></li> <li><b>greetings and introductions</b></li> <li>basic <b>information</b> about themselves and others</li> <li><b>likes, dislikes, preferences, and interests</b></li> <li>simple <b>descriptions</b></li> <li><b>common elements of cultural festivals and celebrations</b></li> </ul> </li> <li><b>communities where French is spoken</b> across Canada</li> <li>a <b>Francophone cultural festival or celebration</b> in Canada</li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

## 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.	<b>Reciprocal</b> communication in French is possible using high-frequency vocabulary and sentence structures.	<b>Stories</b> help us to acquire language and <b>understand the world</b> 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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>• Begin to recognize the relationships between French <b>letter patterns and pronunciation</b></li> <li>• Comprehend <b>key information and some details</b> in slow, clear speech and other simple <b>texts</b></li> <li>• <b>Comprehend</b> simple stories</li> <li>• Use various <b>strategies to support communication</b></li> <li>• <b>Seek clarification</b> of meaning</li> <li>• Recognize the relationships between <b>intonation and meaning</b></li> <li>• Respond to questions, simple commands, and instructions</li> <li>• Exchange ideas and information using complete sentences, both orally and in writing</li> <li>• Express themselves and comprehend others through various <b>modes of presentation</b></li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Explore Francophone communities across Canada</li> <li>• Explore connections between <b>First Peoples communities and the French language</b></li> <li>• Explore a Francophone cultural festival or celebration in Canada</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• French <b>phonemes</b></li> <li>• French <b>letter patterns</b></li> <li>• common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> <li>– common <b>questions</b></li> <li>– <b>descriptions</b> of people and items</li> <li>– <b>hobbies and topics of interest</b></li> <li>– reasons for <b>likes, dislikes, and preferences</b></li> <li>– common <b>emotions and physical states</b></li> <li>– basic information about <b>events</b></li> <li>– <b>cultural aspects</b> of communities</li> </ul> </li> <li>• <b>communities where French is spoken</b> across Canada</li> <li>• a <b>Francophone cultural festival or celebration</b> in Canada</li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

## 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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between French <b>letter patterns and pronunciation</b></li> <li>Comprehend <b>key information and supporting details</b> in slow, clear speech and other simple <b>texts</b></li> <li><b>Comprehend</b> simple stories</li> <li>Use various <b>strategies to support communication</b></li> <li><b>Seek clarification</b> of meaning</li> <li>Use <b>intonation and tone</b> effectively to communicate meaning</li> <li>Follow instructions to complete a task</li> <li>Exchange ideas and information using complete sentences, both orally and in writing</li> <li>Express themselves and comprehend others through various <b>modes of presentation</b></li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Explore and share information about Francophone communities across Canada and around the world</li> <li>Explore and share information about connections between <b>First Peoples communities and the French language</b></li> <li>Describe cultural aspects of Francophone communities</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>French letter patterns</b></li> <li>common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> <li>a variety of <b>questions</b></li> <li><b>descriptions</b> of others</li> <li><b>locations and directions</b></li> <li>reasons for <b>likes, dislikes, and preferences</b></li> <li>simple <b>comparisons</b></li> <li><b>cultural aspects</b> of communities</li> </ul> </li> <li><b>common elements of stories</b></li> <li>communities where French is spoken <b>across Canada</b></li> <li>communities where French is spoken <b>around the world</b></li> <li>cultural aspects of Francophone communities</li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

## 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 <b>reciprocal</b> interactions.	We can share our experiences and perspective through <b>stories</b> .	We can experience authentic Francophone cultures through <b>creative works</b> .	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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between French <b>letter patterns and pronunciation</b></li> <li>Comprehend <b>key information and supporting details</b> in <b>texts</b></li> <li>Use various <b>strategies to support communication</b></li> <li><b>Seek clarification</b> of meaning</li> <li>Exchange ideas and information using complete sentences, both orally and in writing</li> <li><b>Comprehend and retell</b> stories</li> <li><b>Narrate</b> simple stories</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Explore and share information about Francophone communities around the world</li> <li>Explore and share information about connections between <b>indigenous communities and the French language</b></li> <li>Explore ways in which Francophone cultures are expressed through creative works</li> <li>Describe cultural aspects of Francophone communities</li> <li>Explore <b>ways to engage</b> in experiences with Francophone communities and people</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>French <b>letter patterns</b></li> <li>common, high-frequency vocabulary and sentence structures for communication in <b>past, present, and future</b> time frames: <ul style="list-style-type: none"> <li>a variety of <b>questions</b></li> <li><b>time and frequency</b></li> <li>descriptions of items, people, and personal interests</li> <li><b>comparisons and contrasts</b></li> <li>reasons for <b>preferences, emotions, and physical states</b></li> <li><b>beliefs and opinions</b></li> <li><b>cultural aspects</b> of communities</li> </ul> </li> <li><b>common elements of stories</b></li> <li>Francophone communities <b>around the world</b></li> <li>cultural aspects of Francophone communities</li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

## 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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between French <b>letter patterns and pronunciation</b></li> <li><b>Derive meaning</b> from a variety of <b>texts</b></li> <li>Use a range of <b>strategies to support communication</b></li> <li><b>Seek clarification</b> of meaning</li> <li>Engage in <b>conversations</b> about <b>familiar topics</b></li> <li>Exchange ideas and information using complete sentences, both orally and in writing</li> <li><b>Narrate</b> stories</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Explore and share information about connections between <b>indigenous communities and the French language</b></li> <li>Explore ways in which Francophone cultures are expressed through creative works</li> <li>Explore cultural practices and traditions in various Francophone regions, and their role in identity</li> <li><b>Describe similarities and differences</b> between their own cultural practices and traditions and those of Francophone communities in various regions</li> <li>Explore the <b>importance of story</b> in personal, family, and community identity</li> <li><b>Engage</b> in experiences with Francophone communities and people</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>French <b>letter patterns</b></li> <li>commonly used vocabulary and sentence structures for communication in <b>past, present, and future</b> time frames: <ul style="list-style-type: none"> <li>various types of <b>questions</b></li> <li>descriptions of items, people, places, and personal interests</li> <li><b>comparisons and contrasts</b></li> <li><b>sequences</b> of events</li> <li>simple needs</li> <li>opinions about familiar topics</li> <li><b>cultural aspects</b> of communities</li> </ul> </li> <li><b>elements of common types of texts</b></li> <li><b>common elements of stories</b></li> <li><b>traditions and other cultural practices</b> in various Francophone regions</li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

## 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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>• Explore and <b>derive meaning</b> from a variety of <b>texts</b></li> <li>• Use a range of <b>strategies to support communication</b></li> <li>• <b>Seek clarification</b> of meaning</li> <li>• Make <b>word choices</b> to convey meaning</li> <li>• Engage in <b>conversations</b> about <b>familiar topics</b></li> <li>• Express themselves with increasing fluency, both orally and in writing</li> <li>• <b>Narrate stories</b>, both orally and in writing</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Explore <b>regional variations</b> in French</li> <li>• Explore Francophone cultural expression</li> <li>• Recognize connections between <b>language and culture</b></li> <li>• Recognize that language and culture have been influenced by the <b>interactions of First Peoples and Francophone communities</b> in Canada</li> <li>• Explore the lives and contributions of Francophone Canadians</li> <li>• Explore the <b>importance of story</b> in personal, family, and community identity</li> <li>• <b>Engage</b> in experiences with Francophone communities and people</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• commonly used vocabulary and sentence structures for communication in <b>past, present, and future</b> time frames: <ul style="list-style-type: none"> <li>– various types of <b>questions</b></li> <li>– <b>sequences</b> of events</li> <li>– degrees of <b>likes and dislikes</b></li> <li>– <b>hopes, dreams, desires, and ambitions</b></li> <li>– opinions about familiar topics</li> </ul> </li> <li>• <b>elements of a variety of types of texts</b></li> <li>• <b>common elements of stories</b></li> <li>• <b>idiomatic expressions</b> from across <i>la francophonie</i></li> <li>• lives of <b>Francophone Canadians</b> and their contributions to society</li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>