

**BIG IDEAS**

Listening and viewing with intent helps us acquire French.	Both verbal and non-verbal cues contribute meaning in language.	Meaningful communication is possible in French using simple, high-frequency words and patterns.	With basic French, we can describe ourselves and our interests.	Francophone culture is a vibrant part of many Canadian communities.	Each culture has traditions and ways of celebrating.
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Interpret <b>non-verbal cues</b> to increase understanding</li> <li>• <b>Recognize common intonation patterns</b></li> <li>• <b>Seek clarification of meaning with very simple statements and questions</b></li> <li>• Recognize the relationship between pronunciation and meaning</li> <li>• Employ basic <b>strategies</b> to increase understanding of <b>texts</b></li> <li>• Make use of <b>visuals</b> to increase understanding</li> <li>• Comprehend high-frequency vocabulary in simple <b>texts</b></li> <li>• Identify key information in slow, clear speech and simple <b>texts</b></li> <li>• <b>Understand simple stories</b></li> <li>• Demonstrate comprehension by responding to simple commands and instructions</li> <li>• <b>Describe themselves and their interests in simple statements orally and in writing</b></li> <li>• Exchange ideas and information by asking and answering simple questions in <b>context</b></li> <li>• Demonstrate basic awareness of <b>Francophone cultural communities in Canada</b></li> <li>• <b>Share basic information about a Francophone cultural festival or celebration in Canada</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• French <b>phonemes</b> that <b>differ from English phonemes</b></li> <li>• French names for the letters of the alphabet</li> <li>• <b>gender and number</b></li> <li>• <b>simple sentence structure with high-frequency verbs</b></li> <li>• <b>simple question words</b></li> <li>• <b>vocabulary and structures for expressing personal information</b></li> <li>• <b>simple descriptions</b></li> <li>• <b>common, high-frequency vocabulary and structures for likes, dislikes, and preferences</b></li> <li>• <b>where Francophone cultural communities exist across Canada</b></li> <li>• <b>a Francophone cultural festival or celebration in Canada</b></li> <li>• <b>basic vocabulary to describe common elements of cultural festivals and celebrations</b></li> </ul>

**BIG IDEAS**

Listening and viewing with intent help us understand a message.	Language learners use strategies to help them understand and acquire language.	Meaningful communication is possible in French using simple, high-frequency words and patterns.	With basic French, we can describe important people in our lives.	Stories allow us to understand ideas in a meaningful way.	Learning about a Francophone community 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> <ul style="list-style-type: none"> <li>• Interpret <b>non-verbal cues</b> to increase understanding</li> <li>• <b>Recognize the role of intonation patterns and tone of voice in meaning</b></li> <li>• <b>Seek clarification of meaning with simple statements and questions</b></li> <li>• Recognize the relationship between pronunciation and meaning</li> <li>• <b>Spell common, high-frequency words</b></li> <li>• Employ basic <b>strategies</b> to increase understanding of <b>texts</b></li> <li>• Comprehend high-frequency words and patterns in simple <b>texts</b></li> <li>• <b>Identify key information and some details</b> in slow, clear speech and simple <b>texts</b></li> <li>• <b>Understand simple stories</b></li> <li>• Understand sequences of events in <b>texts</b></li> <li>• Demonstrate comprehension by responding to questions, simple commands, and instructions</li> <li>• Exchange ideas and information using complete sentences, orally and in writing:             <ul style="list-style-type: none"> <li>– Ask and answer simple questions <b>in context</b></li> <li>– Describe common emotions and states of physical health</li> <li>– <b>Describe physical characteristics of people and objects in their lives using one or two adjectives</b></li> <li>– Give reasons for likes and dislikes</li> <li>– <b>Share basic information about events</b></li> </ul> </li> <li>• Use visuals or technology to assist in communicating</li> <li>• Identify elements of a Francophone cultural community in Canada</li> <li>• <b>Share information about an element of a Francophone cultural community in Canada</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• French <b>phonemes</b> that <b>differ from English phonemes</b></li> <li>• spelling of common, high-frequency words</li> <li>• <b>key vocabulary and structures to ask and respond to different types of questions</b></li> <li>• <b>vocabulary and structures to describe common emotions and states of physical health</b></li> <li>• <b>vocabulary and structures to describe family, pets, friends, and community members</b></li> <li>• <b>vocabulary and structures related to hobbies and topics of interest</b></li> <li>• <b>vocabulary and structures to express reasons for likes and dislikes</b></li> <li>• <b>a Francophone cultural community in Canada</b></li> <li>• <b>vocabulary to describe common elements of cultural communities</b></li> </ul>

**BIG IDEAS**

<p>Listening and viewing with intent help us understand an increasing variety of messages.</p>	<p>Meaningful interactions are possible even with limited French.</p>	<p>With basic French, we can explain why things are of interest to us and others.</p>	<p>Stories allow us to understand ideas in a meaningful way.</p>	<p>There are vibrant Francophone communities in many regions of the world.</p>	<p>Francophone communities in different parts of the world have similarities and differences.</p>
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Interpret gestures, body language, facial expressions, intonation, and tone of voice.</li> <li>• <b>Use intonation and tone effectively to convey meaning in French</b></li> <li>• <b>Seek clarification of meaning with a variety of statements and questions</b></li> <li>• <b>Recognize the relationship between French spelling patterns and pronunciation</b></li> <li>• <b>Understand increasingly complex key information and supporting detail</b> in slow, clear speech and simple <b>texts</b></li> <li>• <b>Understand and retell simple stories</b></li> <li>• Demonstrate comprehension by following directions to complete a task, by responding to questions, or by asking relevant follow-up questions</li> <li>• Exchange ideas and information using complete sentences, orally and in writing:               <ul style="list-style-type: none"> <li>– Ask and answer simple questions <b>in context</b></li> <li>– Describe important people in their community and key characters in <b>texts</b></li> <li>– Make simple comparisons between people, animals, and things</li> <li>– <b>Describe locations of objects and people, and give simple directions</b></li> <li>– Explain reasons for likes, dislikes and preferences</li> </ul> </li> <li>• Share information using more than one <b>mode of presentation</b></li> <li>• Identify elements of an international Francophone cultural community</li> <li>• <b>Share information about an element of an international Francophone cultural community</b></li> <li>• Describe similarities and differences between elements of Canadian and international Francophone cultural communities</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>key vocabulary and structures to ask and respond to different types of questions</b></li> <li>• <b>common vocabulary to describe members of the school and local community</b></li> <li>• <b>common vocabulary to describe locations and give directions</b></li> <li>• <b>vocabulary and structures for making comparisons</b></li> <li>• <b>vocabulary and structures to express reasons for likes, dislikes, and preferences</b></li> <li>• <b>an international Francophone cultural community</b></li> <li>• <b>vocabulary to describe common elements of cultural communities</b></li> </ul>

**BIG IDEAS**

Listening and viewing with intent deepens our understanding of French.	I am capable of expressing myself and making myself understood in French.	Meaning can be conveyed in multiple ways in French.	Stories allow us to understand and communicate ideas in a meaningful way.	Acquiring a new language allows us to see the world from a new perspective.	Learning about other cultural communities allows us to better understand our own cultural community.
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use a growing variety of <b>strategies to construct meaning</b></li> <li>• <b>Seek clarification and provide verification of meaning</b></li> <li>• <b>Recognize the relationship between French spelling patterns and pronunciation</b></li> <li>• Understand increasingly complex key information and supporting detail in <b>texts</b></li> <li>• <b>Understand and retell stories</b></li> <li>• <b>Narrate a simple story</b> orally or in writing</li> <li>• Express themselves using complete sentences in past and present timeframes orally and in writing:               <ul style="list-style-type: none"> <li>– Ask and answer a variety of questions about familiar topics</li> <li>– Describe objects and people, including main characters in <b>texts</b></li> <li>– Explain reasons for emotional and physical states</li> <li>– Express basic beliefs and opinions</li> </ul> </li> <li>• Describe elements of various cultural communities, their practices, and their traditions</li> <li>• Describe similarities and differences between the cultural practices and traditions of their own family and community and those of various Francophone cultural communities</li> <li>• <b>Initiate a connection with a Francophone community</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>expressions to assist with clarification of meaning</b></li> <li>• <b>common elements of stories</b></li> <li>• <b>basic past and present timeframes</b></li> <li>• <b>common expressions of time and frequency</b></li> <li>• <b>vocabulary and structures to express basic beliefs and opinions</b></li> <li>• <b>vocabulary and structures to express reasons for preferences, emotions, and physical states</b></li> <li>• <b>vocabulary and structures for comparing and contrasting</b></li> <li>• where French is spoken in the world</li> <li>• <b>Canadian and international Francophone cultural communities</b></li> <li>• <b>vocabulary to describe elements of cultural communities, their practices, and their traditions</b></li> </ul>

**BIG IDEAS**

Listening and viewing with intent strengthens our understanding and acquisition of French.

I am capable of expressing myself and having meaningful conversations in French.

Stories give us unique ways to interpret and share knowledge, thoughts, and feelings.

Acquiring French provides opportunities to explore our own cultural identity from a new perspective.

Creative works are an expression of culture.

**Learning Standards**

**Curricular Competencies**

*Students are expected to be able to do the following:*

- Use a growing variety of **strategies to construct meaning**
- Seek clarification and provide verification of meaning through a **variety of strategies**
- Construct meaning from a variety of simple **texts**
- **Narrate a story** orally or in writing
- **Participate in short and simple conversations**
- Express themselves using complete sentences in past, present and future timeframes orally and in writing:
  - Ask and respond to questions on familiar topics
  - Exchange information on topics of interest
  - Describe a series of events
  - Express simple needs in familiar situations
  - Express and justify opinions on familiar topics
- Describe elements of Francophone culture in various regions
- Describe similarities and differences between the cultural practices and traditions of their own family and community and those of various Francophone cultural communities
- Identify examples of how Francophone culture is expressed through **creative works**
- **Initiate a variety of connections with Francophone communities**

**Content**

*Students are expected to know the following:*

- **expressions to assist with clarification of meaning**
- **elements** of a variety of common **texts**
- **common elements of stories**
- **past, present and future timeframes**
- **vocabulary and structures to ask and respond to numerous types of questions**
- common vocabulary related to personal interests
- **common expressions of sequence**
- common vocabulary and structures to provide descriptions and to express preferences, needs, and opinions
- cultural practices in various Francophone regions

**BIG IDEAS**

Listening and viewing with intent strengthens our understanding and acquisition of French.

To share our hopes, dreams, and ambitions in French might require us to take risks.

The language(s) that a person speaks shapes their perspective, their identity, and their voice.

Acquiring French allows us to appreciate and value cultural diversity and fosters attitudes of acceptance.

Francophone Canadians have made important contributions to society.

Speaking French opens the door to interacting with the Francophone world.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use a growing number of <b>strategies to construct and negotiate meaning</b></li> <li>• <b>Recognize that choice of words affects meaning</b></li> <li>• Locate and explore <b>a variety of online media in French</b></li> <li>• Construct meaning from a variety of <b>texts</b></li> <li>• Identify examples of regional idiomatic expressions in <b>texts</b></li> <li>• Identify cultural points of view in <b>texts</b></li> <li>• <b>Narrate stories</b> orally and in writing</li> <li>• <b>Participate in short conversations</b></li> <li>• Express themselves with growing fluency orally and in writing:               <ul style="list-style-type: none"> <li>– Ask and respond to a variety of questions</li> <li>– Describe situations, day-to-day activities, and series of events</li> <li>– Express the degree to which they like or dislike objects and activities</li> <li>– Express hopes, dreams, desires, and ambitions</li> </ul> </li> <li>• Identify examples of how cultural identity is expressed through <b>texts</b> and <b>creative works</b></li> <li>• Identify contributions of Francophone Canadians to society</li> <li>• <b>Initiate a variety of connections with Francophone communities</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>expressions to assist with clarification of meaning</b></li> <li>• <b>elements</b> of a variety of common <b>texts</b></li> <li>• <b>common elements of stories</b></li> <li>• <b>past, present and future timeframes</b></li> <li>• <b>vocabulary and structures to describe people, situations, and events</b></li> <li>• <b>vocabulary and structures to express different degrees of likes and dislikes</b></li> <li>• <b>vocabulary and structures to express hopes, dreams, desires and ambitions</b></li> <li>• <b>idiomatic expressions from across <i>la francophonie</i></b></li> <li>• <b>contributions of Francophone Canadians to society</b></li> </ul>

**BIG IDEAS**

<p>The communicative context determines how we express ourselves.</p>	<p>The French language allows speakers to express and justify opinions with subtlety and nuance.</p>	<p>Language and culture are interconnected and intertwined.</p>	<p>Speaking French provides a unique opportunity to access and interact with the Francophone world.</p>	<p>Developing proficiency in French opens up career, travel, personal growth, and study abroad opportunities.</p>
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Construct and negotiate meaning in a wide variety of <b>contexts</b></li> <li>• <b>Recognize how choice of words affects meaning</b></li> <li>• <b>Locate</b> and explore a variety of authentic <b>texts</b> in French</li> <li>• Explore and interpret <b>texts</b> from a wide variety of sources</li> <li>• Explore cultural points of view in <b>texts</b></li> <li>• Understand that biases may exist in <b>texts</b></li> <li>• <b>Respond personally</b> to a variety of <b>texts</b></li> <li>• <b>Narrate stories</b> orally and in writing</li> <li>• <b>Participate in meaningful conversations on a variety of topics</b></li> <li>• Express themselves with growing fluency orally and in writing:               <ul style="list-style-type: none"> <li>– Share important personal experiences</li> <li>– <b>Make predictions about future events</b></li> <li>– Express and justify personal opinions on <b>topics of interest</b></li> <li>– Compare and contrast opinions and points of view</li> </ul> </li> <li>• Modify their speech and writing to reflect different purposes and degrees of formality</li> <li>• Identify <b>examples of the connection between language and culture</b></li> <li>• Recognize the roles of language and culture in the interactions between Aboriginal and Francophone communities in Canada</li> <li>• Participate in <b>experiences to celebrate Francophone culture</b></li> <li>• Identify educational and career opportunities requiring proficiency in French</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>register and language etiquette</b></li> <li>• how to research and locate various types of Francophone <b>texts</b></li> <li>• <b>past, present and future timeframes</b></li> <li>• complex question structures</li> <li>• <b>vocabulary and structures to situate stories in time</b></li> <li>• <b>vocabulary and structures to defend one’s point of view</b></li> <li>• <b>vocabulary and structures to compare differing points of view</b></li> <li>• <b>vocabulary and structures related to the diverse range of personal lifestyles and relationships that form our society</b></li> <li>• <b>French vocabulary with Aboriginal origins</b></li> <li>• <b>distinguishing features of major French regional dialects</b></li> </ul>

**BIG IDEAS**

<p>Language acquisition is a lifelong process.</p>	<p>The French language allows speakers to express meaning with nuance, complexity, and clarity.</p>	<p>Sharing our feelings, opinions and beliefs in French contributes to our identity as a French speaker.</p>	<p>Appreciation of Francophone culture allows us to understand and explore global issues with greater awareness.</p>	<p>Becoming more proficient in French allows us to explore career, travel, personal growth, and study abroad opportunities.</p>
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Construct and negotiate meaning in a wide variety of <b>contexts</b></li> <li>• <b>Locate</b> and explore a variety of authentic <b>texts</b> in French</li> <li>• Explore and interpret <b>texts</b> from a wide variety of sources</li> <li>• Distinguish different <b>purposes</b>, degrees of formality, and cultural points of view in a variety of <b>texts</b></li> <li>• Identify and explain biases in <b>texts</b></li> <li>• <b>Respond personally</b> to a variety of <b>texts</b></li> <li>• <b>Narrate stories</b> orally and in writing</li> <li>• <b>Participate in conversations</b> on a variety of <b>topics of interest</b></li> <li>• <b>Express themselves with fluency, precision, and efficiency orally and in writing</b></li> <li>• Modify their speech and writing to reflect different <b>purposes</b> and degrees of formality</li> <li>• Express, support, and defend opinions on a variety of topics of interest</li> <li>• Synthesize, evaluate, and respond to the opinions of others, orally and in writing</li> <li>• Analyze and compare elements of <b>creative works</b> from <b>diverse cultural communities</b></li> <li>• Describe <b>examples of the connection between language and culture</b></li> <li>• Recognize the roles of language and culture in the interactions between Aboriginal and Francophone communities in Canada</li> <li>• Participate in <b>authentic experiences within Francophone communities</b></li> <li>• Identify and explore <b>opportunities to continue language acquisition beyond graduation</b></li> <li>• Identify and explore educational and career opportunities requiring proficiency in French</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>register and language etiquette</b></li> <li>• <b>multiple forms of past, present and future timeframes</b></li> <li>• <b>vocabulary and structures to express doubts, wishes, possibilities, and hypotheticals; needs and emotions</b></li> <li>• where to access French <b>resources and services</b></li> <li>• <b>French vocabulary with Aboriginal origins</b></li> <li>• <b>distinguishing features of major French regional dialects</b></li> </ul>