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Acknowledgements

The Ministry of Education wishes to acknowledge the professional contributions and advice given by the following members of the Core French Reference Committee in the development of Core French: A Curriculum Guide for the Middle Level (Levels 6-9):

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Introduction

Time Allotment

The Saskatchewan Ministry of Education has established provincial guidelines for the amount of time that should be allocated to Core French instruction at each grade level. Because language learning is dependent on the amount of time and the intensity of the exposure (Anderson, B., Netten, J. & Germain, C., 2005), the recommended time allotted for Core French in Levels 6 to 9 is as follows:

- 120 – 200 minutes per week.

Curriculum Contents

The Core French curriculum is defined by language levels and not by the students' grade levels. Consequently, levels may not coincide with the actual grade of students. This document provides the learning outcomes that Level 6 students are expected to achieve in Core French with one year of study, but as with any program, differentiations will have to be made based on ability levels, age of students, and amount of instructional time devoted to the program. Indicators are included to demonstrate achievement of the outcomes.

The learning experiences recommended for students will support student achievement of the provincial Goals of Education through attending to the Broad Areas of Learning for Saskatchewan and the Cross-Curricular Competencies described on the following pages.

The Core French curriculum provides:

- direction for supporting student achievement of the Broad Areas of Learning and the Cross-Curricular Competencies;
- the aim and goals for Core French in Saskatchewan;
- characteristics of an effective Core French program;
- outcomes and indicators;
- connections to other areas of study.
Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to Core Curriculum: Principles, Time Allocations, and Credit Policy (2009).

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. Levels 6-9 Core French contribute to the Goals of Education through helping students achieve knowledge, skills and attitudes related to these broad areas of learning.
Lifelong Learners

Students are curious, observant, and reflective as they imagine, explore, and construct knowledge. They demonstrate the understandings, abilities, and dispositions necessary to learn from subject discipline studies, cultural experiences, and other ways of knowing the world. Such ways of knowing support students’ appreciation of First Nations worldviews and learning about, with, and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Sense of Self, Community, and Place

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages, and practices from the First Peoples of Saskatchewan and from the diversity of cultures in our province. Through these relationships, students demonstrate empathy and a deep understanding of self, others, and the influence of place on identity. In striving to balance their intellectual, emotional, physical, and spiritual dimensions, students’ sense of self, community, and place is strengthened.

Engaged Citizens

Students demonstrate confidence, courage, and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social, and economic sustainability of local and global communities. Their informed life, career, and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty, and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.
K-12 Goals for Developing Thinking:
- Thinking and learning contextually
- Thinking and learning creatively
- Thinking and learning critically

K-12 Goals for Developing Identity and Interdependence:
- Understanding, valuing, and caring for oneself (intellectually, emotionally, physically, spiritually)
- Understanding, valuing and caring for others
- Understanding and valuing social, economic, and environmental interdependence and sustainability

Cross Curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade level. The Core French program supports students in their attainment of these competencies.

Developing Thinking

Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others.

Developing Identity and Interdependence

Identity develops as an individual interacts with others and the environment, and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future.
Developing Literacies

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills, and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

Developing Social Responsibility

Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space to engage in dialogue, address mutual concerns, and accomplish shared goals.

K-12 Goals for Developing Literacies:
• Constructing knowledge related to various literacies
• Exploring and interpreting the world through various literacies
• Expressing understanding and communicating meaning using various literacies

K-12 Goals for Developing Social Responsibility:
• Using moral reasoning processes
• Engaging in communitarian thinking and dialogue
• Taking social action
Aim and Goals of the Core French Curriculum

The aim of the Saskatchewan Core French curriculum is to help students understand, use, and appreciate the French language. Students will use the language confidently and correctly in familiar contexts and authentic situations, develop the strategies that will help them acquire the language, and develop an appreciation of Francophone cultures.

In Levels 6 to 9 of the Core French curriculum, students begin by developing a level of comfort by first becoming familiar with the oral aspects of the French language in experiential contexts before proceeding to using it in its written forms. Basic competence in learning French may lead to students’ desire to further their French language studies.

The renewed Core French Curriculum uses a literacy based approach. In order to achieve the learning outcomes, students will learn a wide variety of language skills and strategies. Effective language teachers use a large range of instructional approaches to help students move from teacher-supported and guided lessons to independent learning. Teachers model and discuss key procedural and metacognitive strategies for language learning and thinking. Students need to learn how to select and use strategies before, during and after viewing, listening, reading, representing, speaking, and writing.

In order to be successful, students need to learn and use thinking and learning skills and strategies on their own. In order to help students gain control over a repertoire of key skills and strategies, the skills and strategies need to be explicitly taught and practiced using a model such as the following:

• Introduce and explain the purpose of the skill or strategy.
• Demonstrate and model its use.
• Provide guided practice for students to apply the skill or strategy with feedback.
• Allow students to apply the skill or strategy independently and with others.
• Reflect regularly on the appropriate uses of the skills or strategies and their effectiveness.
• Assess the students’ ability to transfer the repertoire of skills and strategies with less and less teacher prompting over time. (Taken from Saskatchewan English Language Arts, 2010).
Comprehension Strategies for Oral Language

In effective second language instruction, teachers initially provide a lot of support to help students grow in their knowledge and use of the French language, but as their proficiency increases they are able to withdraw some support. Known as scaffolding, this approach allows teachers to gradually release responsibility to students through the use of modeling, shared practice, guided practice and independent practice.

The following are the steps a Core French teacher would use with an oral activity:

1. The teacher models the language authentically while students observe and try to understand.
2. The teacher and students work together. The teacher models the language and helps students complete the activity.
3. Students are invited to complete the activity while the teacher observes them.
4. Students work independently by adapting the teacher’s model as the teacher observes.

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Comprehension Strategies for Listening, Viewing, and Reading

Exploring aural, visual, and written text in Core French should be about understanding the text. Effective text users call upon a number of strategies that help them understand. Applying these strategies allows them to become independent text users. The strategies that follow are used before, during, and after exploring a text. They should be introduced in a progressive manner and they are effective with all of the Core French learning outcomes.

1. **Ask Questions** – the teacher models this strategy by asking questions that verify student comprehension, activate prior knowledge, and develop their language use.
2. **Make Predictions** – After using questioning to identify the context and personalize the topic by linking it to prior experience, students can begin to make predictions about the meaning of the text. They will be based on exploration of the title, visuals, and familiar vocabulary.
3. **Monitor and Repair Comprehension** – When a teacher explores a text in Core French it is important to pause and ask students to gauge comprehension. If the responses are not accurate they must repair comprehension by revisiting the text, defining certain words, or emphasizing graphics or other visual clues. Students need these strategies to check and correct their understanding.

4. **Make Connections** – As students explore text, they develop the ability to link a new text to what they already know. They may also make connections between a text in French and their first language. When they connect prior knowledge to a new text they are more likely to remember new content.

5. **Visualize** – Visualizing means creating a mental image of a message to bring a text to life and make it more vivid. This allows them to become engaged and motivated as well as enhancing the enjoyment of the experience.

6. **Summarize** – When students summarize the text they may start by searching for and copying key phrases from a text. The use of graphic organizers, such as charts, webs, and timelines is helpful to extract key information. Even though their vocabulary is limited they can feel a sense of accomplishment.

7. **Synthesize** – When students synthesize a text they go beyond retelling facts or storylines. They re-organize and transform the information into a new form that demonstrates what they have learned.

8. **Analyze and Evaluate** – After exploring a text students need to think about it in terms of what it means to them. They could consider how the author presented the content, organized the text or emphasized certain elements and not others. The challenge is to engage in a deeper consideration that is meaningful and linguistically feasible.

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Comprehension Strategies for Representing and Writing

Effective writers use a number of strategies to help them create a quality product. The strategies that follow can be used in the Core French classroom before, during, and after creating a text or visual representation.

Before

• Make a web or use another graphic organizer to find ideas.
• Talk to someone to find ideas.
• Identify key words to plan writing.
• Do some research.
• Make an outline.
• Follow a model.

During

• Write a draft copy.
• Use a dictionary to verify spelling.
• Follow a model.
• Put the draft away and come back to it later.

After

• Look at a checklist.
• Make revisions by either changing removing or adding words, sentences or paragraphs.
• Look at a rubric and check the quality of product.
• Look at some anchor papers and compare writing to them.
• Write or type the final draft.
The renewed Core French Curriculum for Levels 6-9 focuses on level-specific learning outcomes on which students must be evaluated. Because students enter the Core French program at different grade levels in Saskatchewan school divisions, Level One of the new curriculum may be used in any grade where students are beginning to study Core French.

Critical Characteristics of a Core French Program

- Research has demonstrated that language learning is dependent on a number of factors: the amount of time of exposure to a language, the intensity of the exposure, and the quality and types of learning activities that students are exposed to. This means that learning French should not be limited to the classroom. Any language learning opportunity such as visits to other classrooms, French activities and day camps, student exchanges, and technological connections with other French speakers should be encouraged and welcomed (Anderson, Netten & Germain, 2005).

- Successful language learning requires exposure to oral language before the introduction of formalized reading or writing. Even where literacy activities are introduced at lower levels, oral language always precedes written language, with varying degrees of support.

- Teaching and learning strategies for literacy focus on scaffolding language learning activities so that there is a gradual release of responsibility that begins with teacher modeling, to shared practice in structured and semi-structured situations, to guided and semi-guided practice, and finally to independent practice (see page 9, Pearson & Gallagher, 1983).

- French is learned in meaningful communicative-experiential contexts in which the student develops communicative skills by being actively engaged in activities for specific purposes rather than by simply examining the lexical and grammatical components of the language.

- Fields of experience in the Core French Program draw on broad themes that encompass the learners’ life experiences, intellectual development, and interests which draw from the following domains: physical, social, civic, intellectual, and leisure (H.H. Stern, 1982). Experiential goals lead to performances or products where students demonstrate their learning within a field of experience.

- The language knowledge component (orthography, grammar and syntax, vocabulary and semantics) is never pre-taught in isolation from its context. Rather, students develop language learning skills and strategies as they engage in authentic activities.
• The study of other cultures leads students to better understand and appreciate the filter by which other linguistic groups interpret their world. By participating in cultural activities, listening to and speaking with Francophones, reading authentic French texts, and examining Canadian history, students will develop an appreciation of what it means to be a Canadian in a bilingual country and a member of a multilingual world.
Degrees of Learner Support in the Core French Program

Students are given much scaffolded support during their initial exposure to language learning. This gradual release of responsibility from teacher to student allows students to experience early success with using the French language. Modeling is used to provide initial input, and teacher support is used to enable students to function with varying degrees of support or scaffolding as they acquire the language knowledge, skills, and strategies needed to participate in language learning experiences.

• **Modeled** situations refer to the language provided by the teacher which is closely observed and copied by the students.

• **Highly-structured** situations provide specific learning supports which allow no choice in language models used by the students in a large group sharing situation.

• **Structured** situations provide specific learning supports which allow limited choice in language models used by the students in a large group sharing situation.

• **Semi-structured** situations provide learning supports in open-ended learning situations. Students are able to make choices from the language models provided as they learn to express themselves in a large group sharing situation.

• **Guided** situations still provide teacher support to the students, however, students are given more responsibility in functioning on their own for very short periods in pairs or in small groups.

• **Semi-guided** situations provide less teacher support, but the teacher is still available to provide support when required. Students are beginning to rely less on scaffolding provided by the teacher as they use language in pairs or in small groups.

• **Independent** situations require that students function on their own to make choices based on familiar material, and to select appropriate language to communicate their own original messages.

The Multidimensional Nature of Core French

A multidimensional curriculum approach for teaching second languages was first proposed by H. H. Stern (1982) and was researched and expanded by the National Core French Study. This approach means that the Core French program does not focus on language alone. Instead, elements from four learning dimensions are used: Communicative/Experiential, Language, Culture and General Language Education. The renewed Saskatchewan Core French curriculum is similar to the previous versions in that it combines all of these dimensions to provide a study of the second language in all its
aspects, taking into account the context in which language is used for communication.

A multidimensional curriculum approach is used because:

• This approach better responds to the complexity of language. The code system is part of a very complex communicative ensemble which should be studied from many perspectives.

• Motivation suffers if communicating in real situations is delayed until the basic code system has been mastered.

• Second language learning can contribute to the general education of the student by having the student learn new concepts in many domains.

• This approach facilitates incorporation of the cross-curricular competencies to a much greater degree.

• It provides flexibility to correspond to the diversity of situations in which Core French is taught in Saskatchewan and helps to accommodate the differences in language ability and learning styles within each classroom.

• It encourages many new instructional strategies and methods.

The Common European Framework of Reference for Languages

The Core French Curriculum for Levels 6-9 draws upon the Common European of Reference for Languages. The CEFR is a document which describes in a comprehensive manner:

• competences necessary for communication in a second or additional language,

• the knowledge and skills required to understand and communicate in a second or additional language, and

• various situations and domains of communication.

The CEFR language learning continuum and “can-do” statements were developed through a process of scientific research and wide consultation, and provide a practical tool for setting clear standards to be attained at successive stages of learning. It also establishes benchmarks for evaluating outcomes in an internationally comparable manner. In Saskatchewan, students who attain competence in learning outcomes at levels 6-9 will demonstrate many of the can-do statements in the Threshold or Basic level of the CEFR continuum. Language learning outcomes may be tracked over a year, or over several years, in a language portfolio and with the creation of a student profile.
Assessment and Evaluation

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum. Assessment involves the systematic collection of information about student learning with respect to:

- achievement of provincial curricular outcomes;
- effectiveness of teaching strategies employed;
- student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents or caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes. There are three interrelated purposes of student achievement. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment as Learning</th>
<th>Assessment of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment for Learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and:</td>
<td>Assessment as Learning actively involves student reflection on learning and monitoring of his or her own progress and:</td>
<td>Assessment of Learning involves teachers' use of evidence of student learning to make judgments about student achievements and:</td>
</tr>
<tr>
<td>• is teacher-driven for student, teacher, and parent use, and;</td>
<td>• is student-driven with teacher guidance and;</td>
<td>• is teacher-driven for student and parent use and;</td>
</tr>
<tr>
<td>• occurs throughout the teaching and learning process, using a variety of tools;</td>
<td>• supports students in critically analyzing learning related to curricular outcomes;</td>
<td>• provides opportunities to report evidence of achievement related to curricular outcomes;</td>
</tr>
<tr>
<td>• engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning;</td>
<td>• involves goal setting by students for further learning, both short-term and long-term;</td>
<td>• occurs at the end of a learning cycle, using a variety of tools;</td>
</tr>
<tr>
<td>• is formative in nature.</td>
<td>• occurs throughout the learning process;</td>
<td>• provides the foundation for discussion on placement or promotion;</td>
</tr>
<tr>
<td></td>
<td>• is formative in nature.</td>
<td>• is summative in nature.</td>
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</tbody>
</table>
Teaching for Deep Understanding

Inquiry Learning

Inquiry learning is a philosophical teaching and learning approach which encourages deep understanding. It is based on research and constructivist models, allowing the teacher to broach new concepts and content via student experience, interest, and their natural curiosity about the world that surrounds them. Inquiry learning facilitates active student engagement in a personal, collaborative and collective process, while simultaneously developing personal responsibility and independence. It provides opportunities for students to:

- develop lifelong learning competencies;
- tackle complex problems without predetermined solutions;
- question their understandings; and
- deepen their exploration of the world around them.

In inquiry learning, students experience a recursive process between their perceptions and the construction of new understandings. They take the time to reflect on what they did, how they did it, and how their new understandings will be useful to them in other learning situations as well as for practical real-world applications.

An Inquiry Model

Inquiry is a research process that structures the organization of teaching and learning. This process has many non-linear phases with varying beginning and ending points: planning, information gathering, data analysis, product creation, communication of understandings, and evaluation. Compelling questions for various topics, problems, or challenges relating to concepts and content launch the inquiry process.

A compelling question:

- is inspired by students’ lived experiences, interests and curiosity;
- launches a pertinent investigation of important ideas and main themes;
- gives rise to animated and reflective discussions, sustained engagement, new understandings, and the emergence of new questions;
- leads to the consideration of new perspectives, critical examination of the facts, support of ideas, and justification of answers;
• results in the constant and essential re-examination of key ideas, hypotheses, and prior knowledge; and

• promotes the establishment of links between new understandings, personal experiences, retrieval of memorized information, and transfers to other contexts and subjects.

During the inquiry process, students participate actively in the generation of compelling questions. Using various formats, they track their questioning, reflections, answers, and different perspectives. This information can serve as a means of evaluating both the students’ learning and the learning process. Documentation such as this enables a deeper understanding of what the student knows, understands, and is able to do.
## Overview of Learning Outcomes, Levels 6-9

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Level 6</th>
<th>Level 7</th>
<th>Level 8</th>
<th>Level 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CS.1 (listening, viewing, speaking and representing) Communication Skills</strong></td>
<td>Demonstrate understanding of the main idea of French multi-sentence presentations on a variety of familiar topics in structured situations.</td>
<td>Demonstrate understanding of the main idea of oral French multi-sentence presentations on a variety of familiar topics in semi-structured situations.</td>
<td>Demonstrate understanding of the main idea and general details in oral French multi-sentence presentations on a variety of familiar topics in guided situations.</td>
<td>Demonstrate understanding of the main idea and specific details related to the main idea in oral French multi-sentence presentations on a variety of familiar topics in semi-guided situations.</td>
</tr>
<tr>
<td><strong>CS.2 (speaking) Communication Skills</strong></td>
<td>Discuss a variety of information on familiar topics through modeled oral expression in highly structured situations.</td>
<td>Discuss a variety of information on familiar topics through modeled oral expression in structured situations.</td>
<td>Discuss a variety of information on familiar topics through oral expression in guided situations.</td>
<td>Discuss a variety of information on familiar topics through oral expression in semi-guided situations.</td>
</tr>
<tr>
<td><strong>CS.3 (reading) Communication Skills</strong></td>
<td>Demonstrate understanding of the main idea and general details in illustrated 70 – 100 word expository, procedural, persuasive and narrative texts or scripts.</td>
<td>Demonstrate understanding of the main idea and supporting details in illustrated 100 – 120 word, two-paragraph expository, procedural, persuasive and narrative texts.</td>
<td>Demonstrate understanding of the main idea and many supporting details in a variety of 130 – 140 word multi-paragraph adapted texts.</td>
<td>Demonstrate understanding of the main idea and specific details in a variety of adapted or authentic 140 – 160 word multi-paragraph texts.</td>
</tr>
<tr>
<td><strong>CS.4 (writing) Communication Skills</strong></td>
<td>Produce 50 – 60 word expository, narrative, or procedural paragraphs or short scripts in French based on a combination of models.</td>
<td>Produce 60 – 80 word expository, narrative, or procedural two-paragraph texts or scripts in French based on a combination of models.</td>
<td>Produce 80 – 100 word expository, narrative, or procedural multi-paragraph French texts or scripts composed of a combination of models and original student-generated texts.</td>
<td>Produce original student-generated 100 – 120 word expository, narrative, procedural or persuasive multi-paragraph texts or scripts.</td>
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<tr>
<td>Dimensions</td>
<td>Level 6</td>
<td>Level 7</td>
<td>Level 8</td>
<td>Level 9</td>
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<tr>
<td>C.1 (speaking, listening, reading, writing, viewing, and representing) Culture</td>
<td>Relate the influence and contributions of French, First Nations, and Métis languages and cultures to place names and lifestyles.</td>
<td>Relate the influence and contributions of French, First Nations, and Métis languages and cultures to Canadian legends and stories.</td>
<td>Compare contributions of current and past French, French Canadian, First Nations, Métis, and Inuit individuals to Canadian society.</td>
<td>Determine the effects of past and present French, French Canadian, First Nations and Métis cultures on contemporary and future Canadian society.</td>
</tr>
<tr>
<td>GL.1 (listening-viewing, representing) General Language</td>
<td>Use listening or viewing strategies in semi-guided situations.</td>
<td>Select listening or viewing strategies in highly structured situations.</td>
<td>Select listening or viewing strategies in structured situations.</td>
<td>Select listening or viewing strategies in semi-structured situations.</td>
</tr>
</tbody>
</table>
## Overview of Fields of Experience and Themes with Cross-Curricular Integration

The following table indicates thematic units of study within a field of experience as well as possible cross-disciplinary applications. Students complete 4 units of study at each level. When students complete a unit, they are required to demonstrate language competence by working towards an experiential goal or final task. Language competence for that field of experience must be demonstrated with a performance or a product.

<table>
<thead>
<tr>
<th>Field of Experience</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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<tbody>
<tr>
<td><strong>Travel</strong></td>
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<tr>
<td>Travel to Québec</td>
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<tr>
<td>(Social Studies: Culture and place influence beliefs and values.)</td>
<td>Travel to a Francophone Country</td>
<td>Survival: Outdoor Excursions in Canada</td>
<td>Daily Living in a Francophone Country</td>
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<tr>
<td>(Social Studies: Globalization affects the lives of people.)</td>
<td>(Physical Education: Influences of past and present social, cultural and environmental perspectives for physical movement initiatives; English Language Arts: Survival.)</td>
<td>(Social Studies: Worldview is expressed in the daily life of a society in a variety of ways.)</td>
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<tr>
<td>Myself &amp; Friends</td>
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<td>Photo Album</td>
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<td>About Myself</td>
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<tr>
<td>(Arts Education: Express ideas about identity and how it works.)</td>
<td>Friends</td>
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<tr>
<td>(Health Education: Interpersonal skills and personality types.)</td>
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<td>Food</td>
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<td>Recipe Challenge</td>
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<td>Video</td>
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<tr>
<td>(Health Education: Healthy decision making.)</td>
<td>My Own Restaurant</td>
<td>Top Chef Challenge</td>
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<tr>
<td>(Career Education: Entrepreneurship and non-traditional work scenarios; Visual Art: Use art forms, images &amp; processes to express a sense of place; Mathematics: Common operations with decimals)</td>
<td>(English Language Arts: Procedural writing; Career Education; Health Education; Visual Arts; Drama.)</td>
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<td>Field of Experience</td>
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<td>Consumerism</td>
<td>Consumer Evaluation of a Product</td>
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<td></td>
<td>(Mathematics: Relationships between oral and written patterns, graphs and linear relationships.)</td>
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<td>Sports</td>
<td>My Favourite Sport</td>
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<td>Interview Celebrity Athletes</td>
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<td></td>
<td>(Physical Education: Complex movement skills in sports.)</td>
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<td>(Physical Education: Influence of other perspectives on the need for physical movement initiatives.)</td>
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<tr>
<td>Volunteerism</td>
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<td>Volunteerism: I CAN Make a Difference!</td>
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<td>(English Language Arts: Building a better world; Health Education.)</td>
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<td>School</td>
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<td>School of the Future</td>
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<td>(English Language Arts: Imagining new worlds and the future.)</td>
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<td>Culture</td>
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<td>Canada Quiz Show</td>
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<td></td>
<td>(Social Studies: History, Geography and cultural diversity in Canadian society.)</td>
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<tr>
<td>Field of Experience</td>
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<tr>
<td><strong>The Arts</strong></td>
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<td><strong>School Idol</strong>&lt;br&gt; (Music: Vocal and instrumental improvisational skills and abilities; Dance: Express ideas about the importance of place.)</td>
<td><strong>Rock Band</strong>&lt;br&gt; (English Language Arts: Telling one's life stories; Music: Make choices about musical structures in compositions.)</td>
<td><strong>Film Festival</strong>&lt;br&gt; (English Language Arts: Adventures and Adventurers.)</td>
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<tr>
<td><strong>Personal Spaces</strong></td>
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<td><strong>My Room, Myself:</strong>&lt;br&gt; (Visual Arts: Solve visual art problems in new and unfamiliar ways.)</td>
</tr>
<tr>
<td><strong>World of Work</strong></td>
<td><strong>Conflict Resolution</strong>&lt;br&gt; (English Language Arts; Health Education: Peace and conflict.)</td>
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<td><strong>Finding a Job</strong>&lt;br&gt; (Career Education: Seek, obtain, and/or create work.)</td>
</tr>
<tr>
<td><strong>Language Arts Focus</strong></td>
<td><strong>Solving a Mystery</strong>&lt;br&gt; (English Language Arts: Suspense.)</td>
<td><strong>Canadian Mysteries</strong>&lt;br&gt; (English Language Arts: Uncanny incidents and unusual happenings.)</td>
<td></td>
<td><strong>Urban Legends</strong>&lt;br&gt; (Drama: Manipulate elements for dramatic purposes; English Language Arts: In Touch.)</td>
</tr>
</tbody>
</table>
Learning Outcomes and Indicators Legend

Learning Outcome and Indicator Codes

<table>
<thead>
<tr>
<th>Level</th>
<th>CS</th>
<th>Goal</th>
<th>Learning Outcome</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>CS</td>
<td>1</td>
<td>(a)</td>
<td></td>
</tr>
</tbody>
</table>

Abbreviation of Processes

- [R] Reading
- [W] Writing
- [L] Listening
- [S] Speaking
- [V] Viewing
- [RP] Representing

Specific Terms used in the Learning Outcomes and Indicators

including - Delimits the content, the context, or the strategy to be evaluated, without excluding other possible learning

such as - Presents a suggestion of content without excluding other possibilities

e.g. - Presents a list of precise examples concerning a concept or a strategy, without excluding other possibilities

Goals

(CS) Communication Skills - Students will understand and create different kinds of messages in French in various experiential situations for a variety of purposes.

(GL) General Language Strategies - Students will apply language learning skills and strategies as a vehicle for personal, cognitive and social development.

(LK) Language Knowledge - Students will apply knowledge of linguistic elements of the French language accurately for specific communication needs.

(C) Culture - Students will recognize the value of French language acquisition and Francophone cultures through participation in a variety of activities.
# Learning Outcomes and Indicators

**Goal: Communication Skills (CS)**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Indicators</th>
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<tbody>
<tr>
<td><strong>Compulsory:</strong> What students should know, understand and be able to do.</td>
<td>Examples of possible student demonstrations.</td>
</tr>
</tbody>
</table>

**The student will be able to:**

**6.CS.1** Demonstrate understanding of the main idea of oral French multi-sentence presentations on a variety of familiar topics in structured situations.

[L] [V] [S] [RP]

**6.CS.1 (a)** Selects the main idea and key information in a presentation, such as by checking off words and phrases in a list or a graphic organizer.

**6.CS.1 (b)** Compares and contrasts items in a graphic organizer based on the information given in an oral presentation, such as three different travel destinations.

<table>
<thead>
<tr>
<th><strong>le lieu</strong></th>
<th><strong>une activité</strong></th>
<th><strong>un site touristique</strong></th>
<th><strong>la culture</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>la Louisiane</td>
<td>explorer les bayous</td>
<td>le Mardi gras</td>
<td>la langue française ✓</td>
</tr>
<tr>
<td></td>
<td>en bateau ✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>la France</td>
<td>aller en bateau-mouche</td>
<td>la Tour Eiffel à Paris</td>
<td>la langue française ✓</td>
</tr>
<tr>
<td></td>
<td>sur la Seine ✓</td>
<td></td>
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</tr>
<tr>
<td>le Maroc</td>
<td>faire une promenade en chameau dans le désert du Sahara</td>
<td>le marché de Marakesh</td>
<td>la langue française ✓</td>
</tr>
</tbody>
</table>

**6.CS.1 (c)** Retrieves details from a video or live conversation between two people.

**6.CS.1 (d)** Represents understanding of a presentation (e.g., by drawing, physical movements, or gestures).

**6.CS.1 (e)** Responds to questions beginning with *est-ce que, qu'est-ce que, qui, où, or quand* with a complete modeled sentence (e.g., *Qui sont les deux personnes? Les deux personnes sont Max et Lin* becomes *Les deux personnes sont Luc et Sara*).

**6.CS.1 (f)** Matches spoken words, phrases or sentences in French with actions or gestures.
Learning Outcomes

Compulsory: What students should know, understand and be able to do.

The student will be able to:

6.GL.1 Use listening or viewing strategies in semi-guided situations (see page 7), such as:
- asking and answering questions
- making predictions
- verifying comprehension
- making connections
- visualizing
- summarizing
- synthesizing
- analyzing and evaluating

[L] [V] [RP]

Indicators

Examples of possible student demonstrations.

The student:

Before listening or viewing:

6.GL.1 (a) Anticipates, with visual support, the information a presentation might contain, such as Ils jouent au soccer.

6.GL.1 (b) Activates, with support, prior knowledge about a familiar topic, with a French sentence such as Il y a deux équipes dans une partie de soccer.

6.GL.1 (c) Establishes personal connections to own experiences with a topic, in a sentence such as Je joue au soccer, when discussing a sports theme.

6.GL.1 (d) Identifies pre-listening skills also used in ELA (e.g., Je fais une prédiction. Je fais un lien. Je partage une expérience.).

During listening or viewing:

6.GL.1 (e) Selects cognates, familiar words, key thematic words and previously learned expressions for understanding.

6.GL.1 (f) Interprets spoken language with auditory clues (e.g., sighs, inflections, intonation, and background sounds) and visual clues (e.g., facial expressions, actions, gestures, and textual clues).

6.GL.1 (g) Identifies pertinent details in longer conversations or presentations such as with note-taking in a graphic organizer or advance organizer.

After listening or viewing:

6.GL.1 (h) Explains a personal visualization about a listening or viewing experience with a French sentence, such as Je vois une image dans ma tête : ils jouent au soccer.

6.GL.1 (i) Asks the speaker to repeat an expression slowly with a phrase, such as Répétez lentement, s’il vous plaît!

6.GL.1 (j) Identifies a strategy that was used to facilitate comprehension of the listening or viewing experience with a French sentence, such as J’utilise des mots-amis (familiar terminology for use of cognates).

6.GL.1 (k) Verifies a hypothesis made about the content of the viewing or listening experience with a French sentence (e.g., Oui, ils jouent aux cartes. Non, ils ne jouent pas aux cartes.).

6.GL.1 (l) Represents the main idea of a listening experience (e.g., with illustrations and drawings of mental images).

6.GL.1 (m) Summarizes a listening experience with the choice of French sentences from a list.

6.GL.1 (n) Asks questions about words, expressions or content, using a French question such as Qu’est-ce que ça veut dire?

6.GL.1 (o) Self-evaluates own understanding of the listening or viewing experience, such as with a rubric or a rating scale.
Learning Outcomes

Compulsory: What students should know, understand and be able to do.

The student will be able to:

6.CS.2 Discuss a variety of information on familiar topics through modeled oral expression in highly structured situations.

Indicators

Examples of possible student demonstrations.

The student:

6.CS.2 (a) Shares information about an experience (e.g., travel, photo album, or sport) following an oral model.

6.CS.2 (b) Answers questions (e.g., qu’est-ce que, est-ce que, combien, qui, où, quand) based on details of what an object, a person, a place, or a situation is like.

6.CS.2 (c) Engages in a two-way conversation where multiple questions are asked and answered in a face-to-face situation or with technology (e.g., webcams or videophones).

6.CS.2 (d) Uses politeness and encouragement expressions in a conversation (e.g., excusez-moi, pardon, courage, à bientôt, je suis désolé(e), comment, pourquoi, génial, merci, or bonne idée).

6.CS.2 (e) Role-plays an incident following a model (e.g., solving a mystery, meeting someone from another region, playing a sport).

6.CS.2 (f) Role-plays a short conflict resolution scenario between two people with modeled expressions, for example:

- Tu as perdu mon stylo encore! Je suis fâché! … Je m’excuse! Voici un autre stylo.
- J’ai très faim! S’il te plait, donne-moi ton orange! … Non, c’est mon orange. Mais voici un morceau … Merci!
- Je ne peux pas trouver la réponse. Je suis trop fatigué … Courage! On peut chercher la réponse ensemble.
- Je ne veux pas travailler … J’ai une idée. Prenons une pause. … Merci! C’est une bonne idée!
- Je ne veux pas faire cette présentation! Je n’aime pas parler devant la classe … Courage! Tu peux essayer seulement une phrase.
- Je veux écouter ma musique, pas ta musique … On peut prendre des tours … Génial!
### Goal: General Language Strategies (GL) Communication Skills (CS)

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory: What students should know, understand and be able to do.</td>
<td>Examples of possible student demonstrations.</td>
</tr>
</tbody>
</table>

The student will be able to:

6.GL.2 Use speaking strategies in semi-guided situations (see page 7), such as:
- modeled language
- shared practice
- guided practice
- independent practice

[S] [RP] [R]

The student:

**Before speaking:**

6.GL.2 (a) Finds, with teacher support, different ways of conveying a message (e.g., with gestures, visuals, and familiar expressions).

6.GL.2 (b) Develops fluency and accuracy with oral repetitions of an expression or sentence.

6.GL.2 (c) Develops, with teacher support, own scripts from a combination of two models.

6.GL.2 (d) Selects own presentation guidelines from a class-created list (e.g., *Parle fort! Regarde l’auditoire! Fais des gestes!*).

**During speaking:**

6.GL.2 (e) Participates in oral activities with the class (e.g., surveys, games, songs).

6.GL.2 (f) Relays parts of the spoken message with natural gestures.

6.GL.2 (g) Relies on memory aids as required (e.g., visuals, posters, displays, notebook, index cards, or notes).

6.GL.2 (h) Shows emotion during a role play or conflict resolution (e.g., facial expressions, voice change, or body language).

6.GL.2 (i) Integrates corrective feedback from the teacher or other students with repetition of a word, sentence, or phrase.

**After speaking:**

6.GL.2 (j) Self-evaluates group or partner exchanges, prepared dialogues, or presentations with a checklist or rubric.

6.GL.2 (k) Sets a goal for the next speaking experience, based on performance feedback.
Learning Outcomes

Compulsory: What students should know, understand and be able to do.

The student will be able to:

6.CS.3 Demonstrate understanding of the main idea and general details in illustrated 70 - 100 word expository, procedural, persuasive and narrative texts.

[R]

Indicators

Examples of possible student demonstrations.

The student:

6.CS.3 (a) Identifies the main idea of a 70 - 100 word illustrated text, such as:


Éric

L'idée principale : L'ami d'Éric ne partage pas les contrôles du jeu.

L'ami d'Éric est difficile.

Éric et son ami ont un conflit.

6.CS.3 (b) Identifies general details in a 70 - 100 word illustrated text, such as:

Sabrina a perdu son ballon de basketball. Il est 16h00. Sabrina entre dans l'école. Elle cherche son ballon de basketball. Elle pense que le ballon est dans son casier. Elle va dans le corridor. La porte de sa salle de classe est ouverte. Elle va dans la salle de classe. Sabrina ouvre son casier, mais son ballon n'est pas là. Elle regarde dans la boîte des objets perdus. Le voilà! Sabrina quitte l'école avec son ballon de basketball.

Détails : Sabrina, ballon de basketball, perdu, salle de classe, casier, boîte des objets perdus.

6.CS.3 (c) Identifies the main idea and two details in another student’s writing (e.g., in a blog or webpage, or written document posted in the classroom).

Ma recette de crêpes


Deuxièmement, je coupe les fraises et les bananes, j’ajoute du jus d’orange aux fruits et je mets les fruits de côté. Ensuite, je prépare la crème fouettée.

Pour préparer les crêpes, je mélange les œufs, le sucre, et le beurre.

Troisièmement, je mélange les ingrédients secs. Je verse un peu dans une poêle réchauffée. Je tourne la crêpe avec une spatule.

Finalement, je roule la crêpe. Je mets les fruits et la crème fouettée sur la crêpe. C'est délicieux!

L'idée principale : C'est une recette pour les crêpes.

Détails : Deux des ingrédients sont le beurre et la farine.
### Learning Outcomes

Compulsory: What students should know, understand and be able to do.

*The student will be able to:*

**6.GL.3** Use reading strategies in guided situations.  
(see page 27 for strategies)

**Indicators**

Examples of possible student demonstrations.

*The student:*

**Before reading:**

6.GL.3 (a) Predicts, with teacher support, the information in a written text.

6.GL.3 (b) Activates, with teacher support, prior knowledge about a familiar topic in a written text using a French sentence.

6.GL.3 (c) Establishes connections to own experiences with the topic, in a French sentence.

6.GL.3 (d) Identifies pre-reading strategies used in ELA or other subjects (e.g., *Je fais une prédiction. Je fais un lien. Je partage une expérience.*).

**During reading:**

6.GL.3 (e) Selects cognates, familiar words, key thematic words and previously learned expressions in the text to facilitate understanding.

6.GL.3 (f) Skips unfamiliar or difficult words in the text.

6.GL.3 (g) Searches for context clues in the text (e.g., titles, sidebars, pictures, or photos).

6.GL.3 (h) Distinguishes between pertinent and non-pertinent words in the text.

6.GL.3 (i) Explains a visualization about a reading experience with a French sentence, such as *Je vois une image dans ma tête. Ils jouent au soccer.*

**After reading:**

6.GL.3 (j) Verifies a prediction made about the content of a text with a French sentence, such as *Oui, il y a un conflit entre ces personnes.*

6.GL.3 (k) Identifies a strategy that was used to facilitate comprehension of the reading experience with a French sentence, such as *J'utilise des mots-amis.*

6.GL.3 (l) Answers a question about the general details of a text, such as:

- *Qu'est-ce que c'est?*
- *C'est mon album de photos.*
- *Qui est-ce?*
- *C'est mon amie Jeanne et moi.*
- *Que faites-vous?*
- *Nous sommes à la plage et on s'amuse.*

*continued…*
Learning Outcomes

Compulsory: What students should know, understand and be able to do.

Indicators

Examples of possible student demonstrations.

6.GL.3 (m) Represents understanding or response to a written text (e.g., with illustrations, graphic representations, and mental images).

6.GL.3 (n) Summarizes a written text with a French sentence, such as C'est une description d’une personne.

6.GL.3 (o) Asks questions about words, expressions or content with a French question, such as Qu'est-ce que c'est?

6.GL.3 (p) Self-evaluates own understanding of a written text, such as with a rubric or a rating scale.

Goal: General Language Strategies (GL) Communication Skills (CS)

The student will be able to:

6.CS.4 Produce a 50 - 60 word expository, narrative, or procedural paragraph or short script in French based on a combination of models.

The student:

6.CS.4 (a) Writes a 50 - 60 word description, such as:

Description de M. Leblanc


6.CS.4 (b) Writes a text (e.g., a newspaper ad, website, poster, photostory, post, or illustrated blog) 50 - 60 words in length, such as:

Deux personnes disparues!

Attention! On cherche deux personnes disparues! Les deux femmes ont de longs cheveux blonds. Une des femmes a une petite tête et un long cou. Elle a les mains avec des longs doigts et beaucoup de bagues. L'autre femme est grande et elle porte une tuque et un manteau de ski. Si vous voyez ces personnes, composez le 797-2000 tout de suite!

6.CS.4 (c) Writes a 50 - 60 word narrative or script in the present tense, such as:

Un alibi pour un mystère à l’école


Scénario pour résoudre un conflit

Personne A : Nous jouons au basketball à midi.
Personne B : Ah non! Jouons au soccer!
Personne C : Moi, j’aime les deux.
Personne B : Mais le basketball n’est pas intéressant.
Personne A : Tu n’aimes pas nos idées!
Personne C : Faisons un compromis.
Personne D : Jouons au basketball à midi et au soccer pendant la récréation.
Tout le monde : Youpi! Ça va!
Learning Outcomes
Compulsory: What students should know, understand and be able to do.

The student will be able to:
6.GL.4 Implement stages of the writing process in guided situations, including: idea generation, drafting, editing, and publishing.

[W] [R] [S] [RP]

Indicators
Examples of possible student demonstrations.

The student:

Before writing:
6.GL.4 (a) Generates writing ideas in French based on familiar expressions with support, such as Mon sport favori → le basketball → le ballon → le panier → les joueurs → lancer.
6.GL.4 (b) Plans text with teacher support, such as with the use of a graphic organizer.
6.GL.4 (c) Suggests, with teacher support, the audiences for which a text is intended.

During writing:
6.GL.4 (d) Locates an equivalent word or expression in reference materials (e.g., personal or visual dictionary, or glossary).
6.GL.4 (e) Drafts a 50 - 60 word expository, narrative or procedural text based on two models.

After writing:
6.GL.4 (f) Proofreads the text for accuracy.
6.GL.4 (g) Provides feedback on another student’s writing in a peer conference.
6.GL.4 (h) Implements changes to the text for later production of a final copy after a teacher conference.
6.GL.4 (i) Connects stages of the writing process to teacher-modeled writing.
6.GL.4 (j) Evaluates own written work based on the descriptors in a simple rubric or checklist.
6.GL.4 (k) Sets goals for the next writing experience based on the descriptors in an English rubric or a French checklist.
## Core French Curriculum Level 6

### Learning Outcomes

Compulsory: What students should know, understand and be able to do.

### Indicators

Examples of possible student demonstrations.

#### Goal: Language Knowledge (LK)

The student will be able to:

**6.LK.1** Demonstrate acquisition of French language concepts related to themes, including:

- numbers to 1 000
- ordinal numbers
- theme-related present tense regular –er verbs, singular and plural forms
- theme-related present tense irregular –er verbs, singular and plural forms
- placement and agreement of common adjectives
- prepositions (à la, au, aux, du, de la) with the verbs jouer and faire.

[S] [L] [R] [W]

<table>
<thead>
<tr>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.LK.1 (a) Identifies individual numbers in French to 1 000.</td>
</tr>
<tr>
<td>6.LK.1 (b) Indicates the occurrence of an event with the use of ordinal numbers (e.g., premièremment, deuxièmement, troisièmement, quatrièmement, finalement).</td>
</tr>
<tr>
<td>6.LK.1 (c) Meets thematic unit needs with regular –er verbs, singular and plural forms in the present tense.</td>
</tr>
<tr>
<td>6.LK.1 (d) Meets thematic unit needs with irregular –er verbs, singular and plural forms in the present tense.</td>
</tr>
<tr>
<td>6.LK.1 (e) Differentiates between the use of singular and plural pronouns in a sentence, including je, tu, il, elle, on, nous, vous, ils, and elles.</td>
</tr>
<tr>
<td>6.LK.1 (f) Differentiates between the use of singular and plural possessive pronouns in a sentence, including mon/ma/mes, ton/ta/tes, son/sa/ses, votre/vos, notre/nos, and leur/leurs.</td>
</tr>
<tr>
<td>6.LK.1 (g) Uses the correct placement and agreement of common adjectives in a French sentence (e.g., Elle est une jolie fille; C'est une nouvelle maison; Il y a un petit problème; C'est un bon film; J'ai un chandail rouge; Il y a une table ronde dans la salle de classe).</td>
</tr>
<tr>
<td>6.LK.1 (h) Uses the correct preposition with the verbs jouer and faire in a sentence, such as: Je joue au basketball. Je fais de la natation.</td>
</tr>
<tr>
<td>6.LK.1 (i) Uses key words in sentences related to 4 of the following themes: Travel to a Francophone Country or Region – Voyager dans un pays ou une région Francophone; My Photo Album – Mon album de photos; Solving a Mystery – Résoudre un mystère; Cooking Show (foods from French-speaking countries, First Nations &amp; Métis) – L'émission des chefs; My Favourite Sport – Mon sport préféré; Conflict Resolution – La résolution des conflits.</td>
</tr>
</tbody>
</table>
The student will be able to:

6.C.1 Relate the influence and contributions of French, First Nations, and Métis languages and cultures to place names, and lifestyles.

The student:

6.C.1 (a) Investigates First Nations and French place names in Canadian provinces and cities and their linguistic derivations:
- **Canada** (*kanata*, Huron for village),
- **Saskatchewan** (*kisiskatchewan sipi*, Cree for swift-flowing river),
- **Saskatoon** (*mis-sask-qua-too-min*, Cree for purple berry),
- **Ile-à-la-Crosse**, SK (French for Lacrosse island),
- **Fort à la Corne**, SK (for Louis Chapt, Chevalier de la Corne, brother-in law to the La Vérendrye brothers and founder of the fort),
- **Qu’Appelle/Katepwa** (*qui appelle*, French for who calls, as in the Cree legend, or *kà têpwê* for river that calls),
- **Winnipeg**, MB (*win-nipi*, Cree for muddy water),
- **Québec**, QC (*kebec*, Algonquin for narrow passage or strait),
- **Gaspé**, QC (*Mi’kmaq* for end or extremity of territory),
- **Rimouski**, QC, (*Mi’kmaq* or Maliseet for land of moose),
- **Chicoutimi**, QC, (*shkoutimeo*, Montagnais for the end of deep waters),
- **Rivière du Loup**, QC (Wolf River, named in French for the Mahingan Wolf Nation),
- **Hochelaga** (Iroquois for big rapids or beaver dam, original name of Montreal), or
- **Montréal**, QC (French for Mount Royal).

6.C.1 (b) Examines cultural influences in Francophone regions (*la francophonie*) bordering the Atlantic coasts (e.g., **St. Pierre et Miquelon**, **Sénégal**, Belgium (*la Belgique*), Algeria (*l’Algérie*), Morocco (*le Maroc*), Democratic Republic of Congo (*la République démocratique du Congo*), New Brunswick (*le Nouveau-Brunswick*), Nova Scotia (*la Nouvelle Écosse*), Quebec (*le Québec*), Louisiana (*la Louisiane*), Guadeloupe (*la Guadeloupe*), Martinique (*la Martinique*), St. Martin (*l’Île St. Martin*), Haiti (*la République de Haïti*), French Guiana (*la Guyane française*).

6.C.1 (c) Examines examples of conflict resolution in Francophone, First Nations or Métis cultures (e.g., as described by Alexander Mackenzie regarding conflict resolution games, or by Isidore continued...
### Goal: Culture (C) Communication Skills (CS)

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory:</strong> What students should know, understand and be able to do.</td>
<td><strong>Examples of possible student demonstrations.</strong></td>
</tr>
</tbody>
</table>

*The student:*

Campbell, English River Reserve who described the case of the Dene or the Cree resolving a conflict by playing lacrosse to resolve hostilities between groups).

6.C.1 (d) Shares information about Francophone cultures in French (e.g., lifestyles, sports, food, entertainment, relationships, travel, and media).

6.C.1 (e) Integrates knowledge of Francophone cultures for the production of cultural activities in French (e.g., games, singing, food preparation, or skits).

6.C.1 (f) Self-evaluates participation in cultural activities on a rating scale or rubric.
Connection to Other Subject Areas

Students arrive at school with a natural curiosity. An engaging learning environment provides opportunities to satisfy and nourish this curiosity or thirst for knowledge. When exploring French in such an environment, students make connections between languages, with other curricular areas, and with the world around them. Experiencing language learning concepts in rich contexts allows students to transfer knowledge and understanding to new situations. The Core French curriculum was organized so as to complement the experiences students will have in other subject areas at various grade levels. Some examples of integrating Core French with other areas of study are:

**English Language Arts** – language processing strategies in reading, writing, speaking, listening and viewing that are similar in both languages; French root words and cognates that are found in the English language; poetry, stories, and legends; narrative, procedural, expository, and persuasive texts; readers' theatre

**Arts Education** – representations, dance, drama and role play, music, clothing, interior design, regalia, identity and expression

**Health Education** – interpersonal skills; personality types; conflict resolution; healthy decision making

**Physical Education** – movement, dancing and games

**Career Education** – entrepreneurism; finding a job; volunteerism

**Social Studies** – Francophone, First Nations, Métis and Inuit cultures; schools; transportation; travel to other regions of Canada and the world; globalization; future trends, cause and effect; Canadian history; cultural diversity

**Mathematics** – integers, money, consumer evaluation of a product
Technology Integration

Technology contributes to the learning of a wide range of literacy and learning outcomes, and enables students to explore and create a variety of messages for multiple audiences. The use of multiple technologies in the Core French classroom:

• encourages student engagement with novelty and challenge;
• facilitates more collaboration and interaction with other students, not just in the classroom, but elsewhere;
• increases the use of outside resources;
• improves audience awareness of other students’ products and presentations;
• responds to student diversity; and
• improves technical skills.
Glossary

**Anticipation guide** – a series of statements related to the topic of a text which help activate prior knowledge or predictions about the topic.

**Advance organizer** – a graphic organizer that helps to organize new material by outlining, arranging and sequencing the main idea of content that will be presented.

**Cognates** (*congénères*) – words that are the same or very similar in two languages, such as telephone and *téléphone*.

**Context clues** – hints, such as pictures, or other words in the sentence or paragraph that enable students to make intelligent guesses about the meaning of an unknown word in a text.

**Graphic organizer** – pictorial or graphical ways to organize information and thoughts for understanding, remembering, or writing.

**Semantic** – refers to the meaning of words.

**Syntax** – refers to the structure (word order) and parts of sentences and the rules that govern the sentences (e.g. subject-verb agreement).
Bibliography


Quebec Geographical Board (1926). Geographical names of the province of Quebec. Quebec: Department of Lands and Forests.


Feedback Form

The Ministry of Education welcomes your response to this curriculum and invites you to complete and return this feedback form.

1. Please indicate your role in the learning community:
   □ parent          □ teacher                   □ resource teacher
   □ guidance counsellor □ school administrator □ school board trustee
   □ teacher librarian     □ school community council member
   □ other ____________________________

   What was your purpose for looking at or using this curriculum?

2. a) Please indicate which format(s) of the curriculum you used:
   □ print
   □ online

   b) Please indicate which format(s) of the curriculum you prefer:
   □ print
   □ online

3. Please respond to each of the following statements by circling the applicable number.

<table>
<thead>
<tr>
<th>The curriculum content is:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>appropriate for its intended purpose</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>suitable for your use</td>
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<td>4</td>
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<tr>
<td>clear and well organized</td>
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<td>4</td>
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<tr>
<td>visually appealing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>informative</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

4. Explain which aspects you found to be:

   Most useful:

   Least useful:
5. Additional comments:

6. Optional:
   Name: ______________________________________
   School: ______________________________________
   Phone: ____________________ Fax: ____________________

Thank you for taking the time to provide this valuable feedback.

Please return the completed feedback form to:

   Executive Director
   Curriculum Branch
   Ministry of Education
   2220 College Avenue
   Regina SK S4P 4V9
   Fax: 306-787-3164