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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 7 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.

Related to the following Goals of Education:
- Basic Skills
- Lifelong Learning
- Positive Lifestyle

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.

Related to the following Goals of Education:
- Understanding and Relating to Others
- Self Concept Development
- Spiritual Development

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.

Related to the following Goals of Education:
- Career and Consumer Decisions
- Membership in Society
- Growing with Change
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.
An Effective Core French Program

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>
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<tbody>
<tr>
<td>Assessment as Learning</td>
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<tr>
<td>Assessment of Learning</td>
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<tr>
<td>Assessment for Learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and;</td>
</tr>
<tr>
<td>Assessment as Learning actively involves student reflection on learning and monitoring of his or her own progress and;</td>
</tr>
<tr>
<td>Assessment of Learning involves teachers’ use of evidence of student learning to make judgments about student achievements and;</td>
</tr>
</tbody>
</table>

- is teacher-driven for student, teacher, and parent use;
- occurs throughout the teaching and learning process, using a variety of tools;
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning;
- is formative in nature.

- is student-driven with teacher guidance;
- supports students in critically analyzing learning related to curricular outcomes;
- involves goal setting by students for further learning, both short-term and long-term;
- occurs throughout the learning process;
- is formative in nature.

- is teacher-driven for student and parent use;
- provides opportunities to report evidence of achievement related to curricular outcomes;
- occurs at the end of a learning cycle, using a variety of tools;
- provides the foundation for discussion on placement or promotion;
- is summative in nature.
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>Dimentions</th>
<th>Level 6</th>
<th>Level 7</th>
<th>Level 8</th>
<th>Level 9</th>
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<tbody>
<tr>
<td><strong>CS.1 (listening, viewing, speaking, writing, 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>
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<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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<td>Language Knowledge</td>
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<td>C.1 (reading, listening, writing, viewing, representing, speaking) 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, speaking, 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>
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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>
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<tr>
<td>Travel to a Francophone Country</td>
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<tr>
<td>(Social Studies: Globalization affects the lives of people.)</td>
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<td>Survival: Outdoor Excursions in Canada</td>
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<tr>
<td>(Physical Education: Influences of past and present social, cultural and environmental perspectives for physical movement initiatives; English Language Arts: Survival.)</td>
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<tr>
<td>Daily Living in a Francophone Country</td>
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<tr>
<td>(Social Studies: Worldview is expressed in the daily life of a society in a variety of ways.)</td>
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<td><strong>Myself &amp; Friends</strong></td>
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<td>Photo Album About Myself</td>
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<td>(Arts Education: Express ideas about identity and how it works.)</td>
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<td>Friends</td>
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<td><strong>Food</strong></td>
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<tr>
<td>Recipe Challenge Video (Health Education: Healthy decision making.)</td>
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<td>My Own Restaurant (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>Top Chef Challenge (English Language Arts: Procedural writing; Career Education; Health Education; Visual Arts; Drama.)</td>
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<td>Interview Celebrity Athletes (Physical Education: Influence of other perspectives on the need for physical movement initiatives.)</td>
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<td>Rock Band&lt;br&gt;(English Language Arts: Telling one’s life stories; Music: Make choices about musical structures in compositions.)</td>
<td>Film Festival&lt;br&gt;(English Language Arts: Adventures and Adventurers.)</td>
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Learning Outcomes and Indicators Legend

Learning Outcome and indicator Codes

7.CS.1(a)  
7 Level  
CS Goal  
1 Learning Outcome  
(a) Indicator

Abreviation 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)**

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<td>Examples of possible student demonstrations.</td>
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</table>

The student will be able to:

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

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

The student:

7.CS.1 (a) Selects the main idea and key information of a listening or viewing presentation such as by choosing from three or more one-sentence options.

7.CS.1 (b) Compares and contrasts three to five items based on the information given in an oral presentation (e.g., weather forecasts for different days of the week, restaurants, performances).

7.CS.1 (c) Retrieves details from a video or live conversation among three people (e.g., with note-taking or advance organizers).

7.CS.1 (d) Represents understanding of a presentation (e.g., by demonstrations, charts, graphs, or concept maps).

7.CS.1 (e) Responds to questions beginning with *est-ce que, qu’est-ce que, qui, où or quand* with a sentence starter (e.g., *Où sont ces personnes? Elles sont…Qui est le personnage principal? Le personnage principal est…*).

7.CS.1 (f) Completes a 6 - 8 item supported cloze activity while listening to a French song.

7.CS.1 (g) Selects key details from an audio or video interview in French.
Goal: General Language Strategies (GL) Communication Skills (CS)

Learning Outcomes

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

The student will be able to:

7.GL.1 Select listening or viewing strategies in highly structured situations, such as:

- asking and answering questions
- making predictions
- verifying comprehension
- making connections
- visualizing
- summarizing
- synthesizing
- analyzing and evaluating

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

Indicators

Examples of possible student demonstrations.

The student:

Before listening or viewing:

7.GL.1 (a) Identifies the listening intention from a number of options presented in class.

7.GL.1 (b) Anticipates the information a presentation might contain, with the selection of limited choices from an anticipation checklist.

7.GL.1 (c) Activates prior knowledge about a topic from a limited list of possible prior experiences.

7.GL.1 (d) Establishes connections to own experiences from a limited list of possible situations.

7.GL.1 (e) Establishes connections to a previous conversation, presentation, audio, or video clip from a list of possible related features (e.g., title, topic, or details).

7.GL.1 (f) Selects a pre-listening or pre-viewing strategy previously used in ELA.

During listening or viewing:

7.GL.1 (g) Uses comprehension aids (e.g., word walls, posters, personal vocabulary lists, or dictionaries).

7.GL.1 (h) Develops own understanding of the message with the identification of cognates, familiar words, key thematic words, and previously learned expressions.

7.GL.1 (i) Interprets spoken language with auditory and visual context clues.

7.GL.1 (j) Seeks assistance from other students, such as with questioning.

After listening or viewing:

7.GL.1 (k) Asks the speaker to repeat part of the presentation.

7.GL.1 (l) Asks questions about unclear words or expressions.

7.GL.1 (m) Identifies with a French sentence several strategies used to facilitate comprehension of the listening or viewing experience.

7.GL.1 (n) Verifies anticipatory statements concerning the content of the viewing or listening experience with a French sentence (e.g., Oui, on parle des différents pays. Non, on ne parle pas des restaurants.).

7.GL.1 (o) Represents the main idea of a listening experience with graphic representations (e.g., with a story map, illustrations, or photos).

7.GL.1 (p) Summarizes a listening experience with a familiar French sentence.

7.GL.1 (q) Answers questions about a listening or viewing experience, with a French sentence.

7.GL.1 (r) Self-evaluates own understanding of the main idea of 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:

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

S

Indicators
Examples of possible student demonstrations.

The student:

7.CS.2 (a) Interviews another student with familiar questions and phrases, either face-to-face or with technology such as webcams or videophones.

7.CS.2 (b) Answers questions posed by another student during an interview or conversation.

7.CS.2 (c) Answers familiar questions with several modeled phrases (e.g., regarding relationships, another country, a consumer product, or a performance).

7.CS.2 (d) Engages in conversations with a small group of 3-4 people with the use of modeled phrases or sentence stems such as:

A: Bonjour Denis!
B: Bonjour Éric.
C: Salut Denis et Éric! Pouvez-vous m’aider?
A & B: Oui, bien sûr!
C: J’ai perdu mon sac à dos.
B: Qu’est-ce qu’il y a dans ton sac à dos?
C: Mon baladeur est dans mon sac à dos! C’est urgent!
A: On va t’aider!
B: Voici un sac à dos avec un baladeur. C’est de la marque ___.
C: Ce n’est pas mon sac à dos!
A: Voici un autre sac à dos avec un baladeur. C’est de la marque ___.
C: Tiens! C’est mon sac à dos! Merci!

7.CS.2 (e) Presents information with modeled sentences (e.g., describing a restaurant floor plan, a restaurant design or menu, a musical performance, or a consumer product), such as:

Q. Quels produits compare-tu?
A. Je compare des souliers de sport.
Q. Vous préférez la marque A ou la marque B?
A. Hmmm. Les souliers de la marque A sont plus confortables que la marque B. Les lacets de la marque B sont plus solides que la marque A. Et la marque B est plus attrayante que la marque A. Mais le prix de la marque A est moins cher que la marque B. Donc, je vais acheter la marque A.
Q. Pourquoi?
A. Je vais acheter les souliers de la marque A parce qu’ils sont moins chers et plus confortables. La marque A est mon soulier préféré. Je vais au magasin aujourd’hui!

7.CS.2 (f) Reports on the incidents in a legend or story with the use of modeled phrases and questions, such as:

Q. Qu’est-ce qui se passe dans l’histoire?
A. Marc voit quelque chose dans le lac. La ‘chose’ a un long cou et elle nage lentement. Soudainement, elle n’est plus là!
Q. Qu’est-ce que c’est?
A. C’est le monstre Ogopogo du lac Okanagan!

7.CS.2 (g) Presents a reader’s theatre presentation based on a script. (see e.g. 7CS.4, page 30)
### Goal: General Language Strategies (GL)  Communication Skills (CS)

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</tr>
</tbody>
</table>

**The student will be able to:**

**7.GL.2 Select speaking strategies in highly structured situations, such as:**
- modeled language
- shared practice
- guided practice
- independent practice

**The student:**

**Before speaking:**

7.GL.2 (a) Identifies the speaking intention with teacher support.
7.GL.2 (b) Finds different ways of conveying a message (e.g., with synonyms, familiar expressions, or visuals).
7.GL.2 (c) Develops own dialogue scripts from a combination of models.
7.GL.2 (d) Chooses own presentation or speaking guidelines from a list (e.g., *Parle fort! Utilise des gestes! Regarde l’auditoire! Regarde ton partenaire! Prends des pauses!*).
7.GL.2 (e) Acquires new vocabulary (e.g., maintenance and use of a personal dictionary, repetition of new words or phrases).

**During speaking:**

7.GL.2 (f) Participates in oral activities with partners or small groups of students with support.
7.GL.2 (g) Chooses memory aids to deliver a presentation (e.g., posters, index cards, or notes).
7.GL.2 (h) Portrays meaning and emotion when representing a character in a skit (e.g., facial expressions, voice change, body language, or intonations).
7.GL.2 (i) Integrates corrective feedback from the teacher or other students through correct use of a word, sentence, or phrase.
7.GL.2 (j) Practices new words and phrases as they are encountered.

**After speaking:**

7.GL.2 (k) Self-evaluates group or partner exchanges, prepared dialogues, or presentations using a checklist or rubric.
7.GL.2 (l) Sets goals for the next speaking experience by selecting an item from presentation guidelines in a checklist or rubric.
Goal: Communication Skills (CS)

Learning Outcomes

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

The student will be able to:

7.CS.3 Demonstrate understanding of the main idea and supporting details in illustrated 100 - 120 word, two-paragraph expository, procedural, persuasive and narrative text.

[R]

Indicators

Examples of possible student demonstrations.

The student:

7.CS.3 (a) Identifies the main idea of an illustrated 100 - 120 word, two-paragraph text, such as:

**Mon amie Mariko**

Mariko est japonaise et il y a cinq personnes dans sa famille. J’aime beaucoup son père, sa mère, son frère et sa sœur. Le repas préféré de Mariko est les hamburgers, mais le reste de sa famille préfère les mets traditionnels du Japon, tels que le sushi, les nouilles udon, et le teriaki. Ils mangent souvent ensemble à la maison, mais ils aiment manger au restaurant japonais aussi.


**Idée principale** : C'est la description de la famille de Mariko et les activités que Mariko fait avec son amie.

7.CS.3 (b) Selects key supporting details in a 100 -120 word, illustrated, two-paragraph text, such as:

**Un Saskapogo en Saskatchewan?**

Beaucoup de personnes voient un monstre dans le lac Turtle en Saskatchewan. Le lac Turtle est à 120 kilomètres au nord-ouest de North Battleford. Tout le monde dit que le monstre est gros! Il a un long cou, et un corps vert ou peut-être brun. Sa tête ressemble à un cheval. Le monstre mesure environ 30 mètres de longueur et il nage vite!

Il y a aussi des légendes des Premières nations qui parlent de ce monstre. Toutes les personnes qui voient le monstre ont peur! Mais il y a d’autres personnes qui disent que le monstre est un poisson géant. D’autres disent que c’est un plésiosaure. Est-ce que la Saskatchewan a vraiment un monstre comme Ogopogo en Colombie-Britannique? Est-ce que nous avons un Saskapogo ici en Saskatchewan?

**Détails** : un monstre, gros, brun/vert, un long cou, 30 mètres, un cheval, peur, un poisson géant, un plésiosaure, Ogopogo, Saskapogo, les légendes.

7.CS.3 (c) Determines the total cost of food items chosen from a menu.

7.CS.3 (d) Identifies the main idea of another student’s writing (e.g., in a French blog or webpage, or written document posted in the classroom).
Learning Outcomes
Compulsory: What students should know, understand and be able to do.

The student will be able to:

7.GL.3 Use reading strategies in semi-guided situations. (see page 24, 7.GL.1 for strategies)

Before reading:

7.GL.3 (a) Predicts the content of the text using a sentence stem (e.g., Je pense que c'est une histoire de…Je pense que le texte va parler de…).

7.GL.3 (b) Anticipates specific aspects of content of the text (e.g., selection of oui/non or vrai/faux labels of possible content sentences).

7.GL.3 (c) Makes connections to preferences and own experiences using a sentence stem (e.g., C'est comme moi. Je préfère le….aussi. Je fais un lien entre le… et moi.).

7.GL.3 (d) Makes connections to a similar text previously shared in class using a French sentence such as Cette histoire ressemble à l'histoire de … .

7.GL.3 (e) Asks questions about the text and possible context clues (e.g., Quel est le titre? Quel est le thème? Quels sont les mots-amis (congéneres)? Quels sont les mots importants?).

During reading:

7.GL.3 (f) Identifies context clues to aid comprehension (e.g., key words or cognates contained in other sentences of the paragraph, information sidebars, titles and subtitles, photographs, drawings, graphs, and tables).

7.GL.3 (g) Groups parts of a sentence into manageable parts with teacher support.

7.GL.3 (h) Monitors comprehension of a text with a questioning checklist on understanding of content groupings, such as Est-ce que je comprends cette partie, oui ou non?

7.GL.3 (i) Repairs own comprehension when the sense of a text is lost (e.g., re-reading a sentence or a paragraph, re-examination of context clues, skipping unknown words).

7.GL.3 (j) Pauses reading periodically for verification of initial predictions.

7.GL.3 (k) Explains visualization with a French sentence, such as Il y a un monstre brun et il a un long cou.

7.GL.3 (l) Copies or highlights unknown words or phrases for verification.

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

Learning Outcomes

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

Indicators

Examples of possible student demonstrations.

The student:

After reading:

7.GL.3 (m) Responds personally to the text with a complete French sentence.

7.GL.3 (n) Summarizes the main idea of the text with a complete French sentence, such as L’idée principale est une description de la performance de Julie.

7.CS.3 (o) Represents understanding of the text with visuals (e.g., a storyboard, a story map, or a pictorial web).

7.GL.2 (p) Organizes a list of new vocabulary words discovered in reading.

7.GL.3 (q) Reinforces vocabulary gained from reading by grouping them in different ways (e.g., concept maps, word walls, or word sorts).

7.GL.3 (r) Practices new vocabulary in limited speaking or writing situations.

7.GL.3 (s) Verifies sentences from anticipation exercises.

7.GL.3 (t) Answers several familiar questions using modeled phrases.
Learning Outcomes

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

*The student will be able to:*

**7.CS.4** Produce 60 - 80 word expository, narrative, or procedural two-paragraph texts or scripts in French based on a combination of models.

**Indicators**

Examples of possible student demonstrations.

*The student:*

**7.CS.4 (a)** Writes a modeled 60 - 80 word, two-paragraph description, journal entry, procedure, or story, such as:


**7.CS.4 (b)** Writes a 60 – 80 word script with sound effects, based on and modeled from a text previously read in class:

**Le monstre du Lac Turtle**


Père : Aïe, les enfants, je vois quelque chose de bizarre là-bas!

Enfant 1 : Qu'est-ce que c'est?

Enfant 2 : Il a un long cou et il est vert…ou brun!

Père : Il ressemble à un hippocampe!

Enfant 1 : Il nage vite. [floush!] C'est un serpent de mer? Il plonge! [plouf!]

Enfant 2 : J'ai peur! Papa!!!!!!!!!!!!!!! Aaaaah!

Père : Nous allons retourner à la plage tout de suite! Courage, les enfants!

[broumbroumbroum]

Narrateur : Quelques personnes ont de différentes explications.

Personne 1 : C'est un poisson géant!

Personne 2 : C'est un plésiosaure!

Personne 3 : C'est un monstre!

Narrateur : Est-ce que la Saskatchewan a un Saskapogo?

**7.CS.4 (c)** Writes a French menu for a particular type of restaurant (e.g., le pizzeria, le restaurant français, le restaurant japonais, le restaurant grec, le restaurant québécois, le restaurant chinois).
Goal: General Language Strategies (GL) Communication Skills (CS)

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

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

Indicators
Examples of possible student demonstrations.

The student:

Before writing:
7.GL.4 (a) Generates writing ideas in French using pre-writing strategies (e.g., with a web, a graphic organizer, or a list).
7.GL.4 (b) Selects, with support, a graphic organizer for planning, based on the text type.
7.GL.4 (c) Selects the audiences for which a text is intended from a list of possibilities (e.g., students in the class, or other students in the school).

During writing:
7.GL.4 (d) Selects, with support, reference material to help locate an equivalent word or expression (e.g., an English-French dictionary, a word wall, a personal vocabulary list, or an illustrated dictionary).
7.GL.4 (e) Relies on several models, with support, to write a 10-12 sentence, two-paragraph expository, narrative or procedural text.

After writing:
7.GL.4 (f) Proofreads the text with support for accuracy and meaning.
7.GL.4 (g) Implements changes to the text based on a conference with the teacher leading to a final copy.
7.GL.4 (h) Connects stages of the writing process to visual models, such as un diagramme en toile d'araignée (a web), un brouillon (draft), une correction (edits), une copie finale (final copy).
7.GL.4 (i) Evaluates own or another student’s written work based on the descriptors in a French rubric, or from a French checklist.
7.GL.4 (j) Sets goals, with support, for the next writing experience.
7.GL.4 (k) Selects written texts for inclusion in an assessment portfolio.
**Goal:** Language Knowledge (LK)

**Learning Outcomes**

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

**Indicators**

Examples of possible student demonstrations.

The student will be able to:

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

- numbers to 10 000
- theme-related present tense regular –ir verbs, (singular and plural forms)
- theme-related present tense irregular –ir verbs, (singular and plural forms)
- immediate future tense verbs, (singular and plural forms)
- prepositions relating to provinces and selected countries
- common adverbs
- onomatopoeic expressions
- verb *devoir* and *pouvoir* with infinitive verbs
- commands and instructions in the second person plural
- question transformations
- conjunctions
- comparative qualifiers
- French monetary representations.

The student:

7.LK.1 (a) Identifies individual numbers to 10 000 in French.
7.LK.1 (b) Reads numbers orally from a table, chart, graph, or text (e.g., population figures, sales in dollars, or distances).
7.LK.1 (c) Meets thematic unit needs with regular –ir verbs, singular and plural forms in the present tense.
7.LK.1 (d) Meets thematic unit needs with irregular –ir verbs, singular and plural forms in the present tense.
7.LK.1 (e) Indicates immediate future actions with the use of the verb *aller* (e.g., *Je vais aller chez ma grand-mère en fin de semaine. Nous allons jouer une partie de soccer ce soir. Ils vont aller en ville demain.*).
7.LK.1 (f) Expresses residence in or travel to cities, Canadian provinces/territories or selected countries with the use of the prepositions *en*, *au*, and *aux* (e.g., *Je vais en Alberta. Il va au Manitoba. Elle habite en Saskatchewan. Je vais à Ottawa. Ils habitent aux Territoires du Nord-Ouest*).
7.LK.1 (g) Describes movement using common adverbs in sentences (e.g., *Il marche vite. Nous nageons maintenant. Vous allez tout de suite?*).
7.LK.1 (h) Illustrates script sounds, character reactions, animal noises, machine noises, actions, and sounds in nature with French onomatopoeic expressions (e.g., *Clac! Badaboum! Cuicui! Vroumvroum, Paf! Toc Toc, Bang, Clic, Tut Tut, Tic Tac, Aïe*).
7.LK.1 (i) Communicates obligation or ability with verbs *devoir* and *pouvoir* + infinitive (e.g., *Je dois aller. Je peux travailler. Il doit arrêter. Nous pouvons chanter.*).
7.LK.1 (j) Relays instructions and commands with the second person plural form (e.g., *Allez! Chantez!*).
7.LK.1 (k) Asks questions using inversion (e.g., *Aimes-tu la musique rock? Allons-nous maintenant?*).
7.LK.1 (l) Uses the conjunctions “et”, “ou”, or “mais” in compound sentences.
7.LK.1 (m) Uses comparative qualifiers (e.g., *plus, moins, meilleur, pire*).
7.LK.1 (n) Represents monetary amounts with the correct notation, such as *43,98 $*.
7.LK.1 (o) Uses key words and phrases related to 4 of the following themes:

- Travel to a Francophone Country – *Voyager dans un pays francophone*
- Friends – *Les amis*
- My Restaurant – *Mon restaurant*
- Consumer Evaluation of a Product – *Consommateur averti*
- School Talent Search – *À la recherche de talent*
- Canadian Mysteries and Legends – *Mystères et légendes du Canada*
**Goal: Culture (C)  Communication Skills (CS)**

### Learning Outcomes

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

*The student will be able to:*

7.C.1 Relate the influence and contributions of Francophone, First Nations, and Métis languages and cultures to Canadian legends and stories.

[R] [L] [W] [V] [RP] [S]

### Indicators

Examples of possible student demonstrations.

*The student:*

7.C.1 (a) Discusses authentic French, First Nations, or Métis legends, stories, or mysteries shared in class, such as:

- *Memphré*, the lake creature reported to live in *Lac Memphrémagog* in *Québec*;
- *Champ*, the lake creature said to live in *Lac Champlain, Québec*;
- *Ponik*, the lake creature said to live in *Lac Pohénégamook, Québec*;
- *Ogopogo* or *Naitaka* (Salish: *n'ha-a-itk*, “lake demon”) is the name given to a lake creature reported to live in Okanagan Lake in British Columbia;
- *Sasquatch* or *Bigfoot* (*Chiha-tanka* in Dakota), large ape-man said to inhabit the forest; revered in some First Nations cultures;
- Flaming ships said to be seen off the coast of Prince Edward Island and New Brunswick (*le feu du mauvais temps*);
- *Manipogo*, the lake creature said to live in Lake Manitoba, Manitoba;
- Unnamed lake creature said to live in Turtle Lake, Saskatchewan;
- Thabeeszus and the Wolverine Legend (Métis); and
- Thunderbird legends on the Great Plains of North America.

7.C.1 (b) Identifies cultural beliefs and values (e.g., fear of the unknown, fear of some animals, belief in the supernatural, respect for various animals) in traditional Francophone, First Nations or Métis legends and mysteries (e.g., *la chasse-gallerie* or flying canoe legend of Québécois folklore; the “Who Calls” legend of Saskatchewan Cree folklore (as portrayed in the *My Town – Fort Qu’Appelle* booklet); the *loup-garou* or *Rugaru* (also spelled Rougarou) is a Michif pronunciation of the French phrase “loup garou,” or werewolf.). (Note: Some stories about Rugaru come from French werewolf legends, some are adaptations of Algonquian Wendigo/Witiko legends about man-eating ice monsters, and others are combinations of the two. In most Rugaru stories, a Métis person is turned into a Rugaru by catching sight of another Rugaru, not being bitten by one as in French werewolf legends, or by committing acts of cannibalism or greed, as described in Algonquian Windigo legends.)

7.C.1 (c) Shares information about a Canadian legend or story with a single French sentence such as *Memphré est un monstre dans une légende québécoise et il habite dans le lac Memphrémagog au Québec*.

7.C.1 (d) Integrates elements of Francophone culture for the production of cultural activities in French (e.g., games, songs, shadow plays, skits, readers’ theatre, storytelling, French or *Québécois cuisine*, clothing from French catalogues or websites).

7.C.1 (e) Self-evaluates participation in cultural activities on a rating scale or rubric.

7.C.1 (f) Sets goals for future participation in cultural activities.
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, 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.

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

Comprehension repair – a comprehension strategy whereby understanding of text is monitored and adjustments are made when the meaning breaks down.

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.

Onomatopoeic expressions – words that imitate noises.

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).

Text chunking – grouping words into short, understandable, meaningful phrases in order to better understand a text.
**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>
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<th>The curriculum content is:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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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