

## Grade 5-7 Scope & Sequence of *Big Ideas* & Curricular Competencies

	Grade 5 <i>*all ELO's will be met with full support</i>	Grade 6 <i>*Begin gradual release of responsibility but continue to fully support for new vocabulary</i>	Grade 7 <i>*Independently – continue to fully support for new vocabulary</i>
Listening <i>*supported with use of pauses, repetition, visuals, gestures, body language &amp; other cues</i>	<ul style="list-style-type: none"> <li>• <b>Listening and viewing with intent helps us acquire French</b> <ul style="list-style-type: none"> <li>○ Recognize relationship between pronunciation &amp; meaning                             <ul style="list-style-type: none"> <li>▪ Recognize whether someone is making a statement or asking a question</li> </ul> </li> <li>○ Comprehend high-frequency vocabulary</li> <li>○ Identify key information</li> <li>○ Understand simple stories</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listening and viewing with intent helps us understand a message</b> <ul style="list-style-type: none"> <li>○ Recognize relationship between pronunciation &amp; meaning                             <ul style="list-style-type: none"> <li>▪ Role of intonation, meaning, and <b>tone of voice</b></li> </ul> </li> <li>○ Comprehend high-frequency vocabulary</li> <li>○ Identify key information <b>and some details</b></li> <li>○ Understand simple stories</li> <li>○ <b>Begin to recognize relationship between French letter patterns and pronunciation</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listening and viewing with intent helps us understand an increasing variety of messages</b> <ul style="list-style-type: none"> <li>○ Recognize the relationship between French letter patterns and pronunciation</li> <li>○ <b>Understand increasingly complex key information and supporting details</b></li> <li>○ Understand simple stories</li> </ul> </li> </ul>
Reading & Viewing <i>*supported by viewing images &amp; other visual cues &amp; opportunities to reread</i>	<ul style="list-style-type: none"> <li>• <b>Reading helps us make connections to what we have already learned through oral language</b> <ul style="list-style-type: none"> <li>○ Comprehend high-frequency vocabulary</li> <li>○ Identify key information</li> <li>○ Understand simple stories</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stories communicate ideas in a meaningful way</b> <ul style="list-style-type: none"> <li>○ Comprehend high-frequency words and <b>patterns</b></li> <li>○ Identify key information <b>and some details</b></li> <li>○ Understand simple stories</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stories allow us to understand ideas in a meaningful way</b> <ul style="list-style-type: none"> <li>○ Understand simple stories</li> <li>○ <b>Understand increasingly complex key information and supporting details</b></li> </ul> </li> </ul>
Spoken Interaction <i>*supported through modelling, repetition, slow speech, pauses, &amp; gestures</i>	<ul style="list-style-type: none"> <li>• <b>Reciprocal communication is possible in French using simple, high-frequency words and patterns</b> <ul style="list-style-type: none"> <li>○ Respond appropriately to simple commands and instructions</li> <li>○ Participate, with support, in simple interactions</li> <li>○ Ask and answer simple questions in context</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reciprocal communication is possible in French using simple, high-frequency words and patterns</b> <ul style="list-style-type: none"> <li>○ Respond appropriately to <b>questions</b>, simple commands, and instructions</li> <li>○ <b>Exchange ideas and information using complete statements orally</b> <ul style="list-style-type: none"> <li>▪ Ask &amp; answer simple questions in context</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reciprocal interactions are possible even with limited French</b> <ul style="list-style-type: none"> <li>○ Follow instructions to complete a task, including <b>responding to questions or asking relevant follow-up questions</b></li> <li>○ Exchange ideas and information using complete sentences orally                             <ul style="list-style-type: none"> <li>▪ Ask and answer questions in context</li> </ul> </li> </ul> </li> </ul>
Spoken Production <i>*supported through modelling, pauses, visuals &amp; gestures</i>	<ul style="list-style-type: none"> <li>• <b>With basic French, we can describe ourselves and our interests.</b> <ul style="list-style-type: none"> <li>○ Seek clarification of meaning using common statements and questions</li> <li>○ Describe themselves and their interests</li> <li>○ Provide simple descriptions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>With basic French, we can describe important people in our lives.</b> <ul style="list-style-type: none"> <li>○ Seek clarification of meaning using common statements and questions</li> <li>○ <b>Describe people and objects</b></li> <li>○ <b>Describe common emotions and states of physical health</b></li> <li>○ <b>Give reasons for likes and dislikes</b></li> <li>○ <b>Share basic information about events</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>With simple French, we can discuss our interests.</b> <ul style="list-style-type: none"> <li>○ <b>Use intonation and tone effectively to convey meaning</b></li> <li>○ Seek clarification of meaning using a variety of statements and questions</li> <li>○ Exchange ideas and information using complete sentences orally                             <ul style="list-style-type: none"> <li>▪ Describe important people in their community and key characters in texts</li> <li>▪ Describe locations and give simple directions</li> <li>▪ Explain reasons for likes, dislikes and preferences</li> <li>▪ Make simple comparisons</li> </ul> </li> <li>○ Share information using more than one mode of presentation</li> </ul> </li> </ul>
Language Acquisition <i>*supported by models</i>	<ul style="list-style-type: none"> <li>• <b>Both verbal and non-verbal cues contribute meaning in language</b> <ul style="list-style-type: none"> <li>○ Interpret non-verbal cues: ex. Gestures, facial expressions, pictures, props, etc.</li> <li>○ Begin to use strategies to increase understanding</li> <li>○ Use visuals or technology to assist in understanding &amp; communication</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Using strategies helps us understand and acquire language</b> <ul style="list-style-type: none"> <li>○ Use visuals or technology to assist in communicating</li> <li>○ Use strategies to increase understanding</li> <li>○ Interpret non-verbal cues to increase understanding</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Using strategies helps us understand and acquire language</b> <ul style="list-style-type: none"> <li>○ Use strategies to increase understanding</li> <li>○ seek clarification of meaning using a variety of statements and questions</li> <li>○</li> </ul> </li> </ul>
Writing <i>*supported by models</i>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reciprocal communication is possible in French using simple, high-frequency words and patterns</b> <ul style="list-style-type: none"> <li>○ Exchange ideas and information using complete statements in writing                             <ul style="list-style-type: none"> <li>▪ Ask &amp; answer simple questions in context</li> <li>▪ Describe common emotions and states of physical health</li> <li>▪ Describe people and objects</li> <li>▪ Give reasons for likes and dislikes</li> </ul> </li> <li>○ Share basic information about events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reciprocal interactions are possible even with limited French</b> <ul style="list-style-type: none"> <li>○ Exchange ideas and information using complete sentences in writing                             <ul style="list-style-type: none"> <li>▪ Ask and answer questions in context</li> <li>▪ <b>Describe important people in their community and key characters in texts</b></li> <li>▪ <b>Describe locations and give simple directions</b></li> <li>▪ <b>Explain reasons</b> for likes, dislikes and preferences</li> <li>▪ <b>Make simple comparisons</b></li> </ul> </li> </ul> </li> <li>• <b>Share information using more than one mode of presentation</b></li> </ul>
Culture <i>*to be integrated into each strand</i>	<ul style="list-style-type: none"> <li>• <b>Each culture has traditions and ways of celebrating</b> <ul style="list-style-type: none"> <li>○ Demonstrate basic awareness that there are francophone and Francophone Métis communities across Canada</li> <li>○ Identify basic information about a francophone cultural festival or celebration in Canada</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learning about Francophone communities helps us develop cultural awareness</b> <ul style="list-style-type: none"> <li>○ Demonstrate awareness of Francophone &amp; Francophone Métis communities across Canada</li> <li>○ <b>Recognize that some Francophone communities are connected to First Peoples communities</b></li> <li>○ Identify and share information about a Francophone community in Canada</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Deepening our knowledge of Francophone communities helps us develop cultural awareness</b> <ul style="list-style-type: none"> <li>○ Demonstrate basic awareness that there are Francophone communities around the world</li> <li>○ <b>Identify, share, and compare information about Francophone and Francophone Métis communities in Canada</b></li> <li>○ Identify cultural aspects of Francophone communities</li> </ul> </li> </ul>

## Core French Essential Learning Outcomes – Grade 5

	<b>Grade 5 Big Ideas &amp; Curricular Competencies</b> <i>* met with full support</i>	<b>Linguistic Content</b>	<b>Grammatical Content</b>	<b>Possible Resources</b>
<b>Listening</b> <i>*supported with use of pauses, repetition, visuals, gestures, body language &amp; other cues</i>	<ul style="list-style-type: none"> <li>Listening and viewing with intent helps us acquire French                             <ul style="list-style-type: none"> <li>Recognize relationship between pronunciation &amp; meaning</li> <li>Comprehend high-frequency vocabulary</li> <li>Identify key information</li> <li>Understand simple stories</li> </ul> </li> </ul>	<b>Greetings:</b> <ul style="list-style-type: none"> <li>Allô (hello), Salut (Hi), bonjour (good day/hello), Bonne nuit (good night), Bonsoir (good evening)</li> <li>Au revoir (goodbye), adieu (farewell), À demain (see you tomorrow), À lundi etc. (see you Monday), À tout à l'heure (see you soon), À bientôt (see you later/ so long)</li> <li>Comment ça va? (how are you?), ça va bien/très bien/mal (I'm well, very well, not well), ça va (I'm ok), comme ci, comme ça (I'm so so)</li> <li>Comment t'appelles-tu? (what's your name?), je m'appelle (my name is)</li> <li>Quel âge as-tu? (how old are you?), J'ai _____ ans (I'm _____ years old),</li> <li>Qu'est-ce que tu aimes faire? (what do you like to do?), J'aime faire _____ (I like to _____)</li> </ul>	<b>Basic phrases</b> <ul style="list-style-type: none"> <li>Je ne comprends pas (I don't understand)</li> <li>Je comprends (I understand)</li> <li>Répétez, s'il vous plait (Repeat that please)</li> <li>Je m'excuse (excuse me / sorry)</li> <li>J'ai oublié (I forgot)</li> <li>Pardon, je n'écoutais pas. (Pardon me, I wasn't listening)</li> <li>Pardon, je n'ai pas entendu (Pardon me, I didn't hear that)</li> <li>Excusez-moi (excuse me)</li> <li>Pardon (excuse me)</li> <li>Je ne sais pas (I don't know)</li> </ul>	<b>Gender and Number:</b> <ul style="list-style-type: none"> <li>Understand meanings/uses of:                             <ul style="list-style-type: none"> <li>Je (I)</li> <li>Tu (you – singular/familiar)</li> <li>Il/elle (he/she)</li> <li>Nous (we)</li> <li>Vous (you-plural/you – formal)</li> <li>Ils/elles (they – mixed genders/ they all females)</li> </ul> </li> <li>recognize that un &amp; une are the same word masc. &amp; fem</li> <li>recognize thdeterminers le, la, un, une.</li> <li>Recognize that les/des shows plural</li> <li>Use appropriate pronouns (je, tu, il, elle, nous, vous, ils, elles)</li> </ul>
<b>Reading &amp; Viewing</b> <i>*supported by viewing images &amp; other visual cues &amp; opportunities to reread</i>	<ul style="list-style-type: none"> <li>Reading helps us make connections to what we have already learned through oral language                             <ul style="list-style-type: none"> <li>Comprehend high-frequency vocabulary</li> <li>Identify key information</li> <li>Understand simple stories</li> </ul> </li> </ul>	<b>Simple Questions:</b> <ul style="list-style-type: none"> <li><i>Comment...?; Est-ce que...?; Où...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?</i></li> <li>Est-ce que je peux/puis je... (May I) :                             <ul style="list-style-type: none"> <li>tailler mon crayon (sharpen my pencil)</li> <li>aller (go) :                                     <ul style="list-style-type: none"> <li>boire de l'eau (get a drink of water)</li> <li>à ma salle de classe (to my classroom)</li> <li>aux toilettes? (to the bathroom)</li> <li>à la salle de bains? (to the bathroom)</li> <li>au bureau (to the office)</li> </ul> </li> <li>emprunter (borrow)                                     <ul style="list-style-type: none"> <li>Une règle (a ruler)</li> <li>Une feuille de papier (piece of paper)</li> <li>Un crayon (a pencil)</li> <li>Un stylo (a pen)</li> <li>Une gomme (an eraser)</li> <li>Une règle (ruler)</li> <li>Des ciseaux (scissors)</li> <li>Des marqueurs (felts)</li> </ul> </li> </ul> </li> </ul>	<b>Basic Commands:</b> <ul style="list-style-type: none"> <li>Ne parle pas (no talking)</li> <li>Écoutez! (listen)</li> <li>Répétez! (repeat)</li> <li>Levez-vous! (stand up)</li> <li>Asseyez-vous / assoyez-vous (sit down)</li> </ul>	<b>Non-verbal Cues:</b> <ul style="list-style-type: none"> <li>Takes risks and attempts to mimic proper pronunciation</li> <li>Tries to follow the "STUPID" rule – s,t,p,d are generally not pronounced at the end of words.</li> <li>Phonemes – ex. B, s, o, nasal vowels, r, u/ou</li> <li>Be aware of and attempt phonemes but not master</li> </ul>
<b>Spoken Interaction</b> <i>*supported through modelling, repetition, slow speech, pauses, &amp; gestures</i>	<ul style="list-style-type: none"> <li>Reciprocal communication is possible in French using simple, high-frequency words and patterns                             <ul style="list-style-type: none"> <li>Respond appropriately to simple commands and instructions</li> <li>Participate, with support, in simple interactions</li> <li>Ask and answer simple questions in context</li> </ul> </li> </ul>	<b>Simple Questions:</b> <ul style="list-style-type: none"> <li><i>Comment...?; Est-ce que...?; Où...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...?</i></li> <li>Est-ce que je peux/puis je... (May I) :                             <ul style="list-style-type: none"> <li>tailler mon crayon (sharpen my pencil)</li> <li>aller (go) :                                     <ul style="list-style-type: none"> <li>boire de l'eau (get a drink of water)</li> <li>à ma salle de classe (to my classroom)</li> <li>aux toilettes? (to the bathroom)</li> <li>à la salle de bains? (to the bathroom)</li> <li>au bureau (to the office)</li> </ul> </li> <li>emprunter (borrow)                                     <ul style="list-style-type: none"> <li>Une règle (a ruler)</li> <li>Une feuille de papier (piece of paper)</li> <li>Un crayon (a pencil)</li> <li>Un stylo (a pen)</li> <li>Une gomme (an eraser)</li> <li>Une règle (ruler)</li> <li>Des ciseaux (scissors)</li> <li>Des marqueurs (felts)</li> </ul> </li> </ul> </li> </ul>	<b>Likes &amp; dislikes:</b> <ul style="list-style-type: none"> <li>J'aime (I like)</li> <li>J'adore (I love)</li> <li>Je préfère ( I prefer)</li> <li>Je n'aime pas (I don't like)</li> <li>Je déteste (I hate)</li> </ul>	<b>Pronunciation:</b> <ul style="list-style-type: none"> <li>Takes risks and attempts to mimic proper pronunciation</li> <li>Tries to follow the "STUPID" rule – s,t,p,d are generally not pronounced at the end of words.</li> <li>Phonemes – ex. B, s, o, nasal vowels, r, u/ou</li> <li>Be aware of and attempt phonemes but not master</li> </ul>
<b>Spoken Production</b> <i>*supported through modelling, pauses, visuals &amp; gestures</i>	<ul style="list-style-type: none"> <li>With basic French, we can describe ourselves and our interests.                             <ul style="list-style-type: none"> <li>Seek clarification of meaning using common statements and questions</li> <li>Describe themselves and their interests</li> <li>Provide simple descriptions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>C'est à quel page (what page is it on?)</li> <li>Pouvez-vous répéter s'il vous plaît? (Can you repeat that please?)</li> <li>Pouvez-vous m'aider (can you help me?)</li> <li>Comment dit-on _____? (how do you say_____?)</li> </ul>	<b>Basic Supplementary Vocabulary:</b> <ul style="list-style-type: none"> <li>Alphabet – Letter names and sounds (phonemes: students are expected to be aware of and attempt to pronounce – not mastery)</li> <li>Numbers (1-30)</li> <li>Days of the week &amp; months of the year &amp; seasons</li> <li>Cognates (words that look/sound similar in French and English)</li> <li>Descriptive words such as numbers, colours, sizes &amp; words for other physical attributes</li> </ul>	<b>Non-verbal Cues:</b> <ul style="list-style-type: none"> <li>Haptics: the way people use touch to communication</li> <li>Kinesics: the use of body and face movements to communicate</li> <li>Eye Contact: a way of showing interest</li> <li>Proxemics, the amount of space people put between each other</li> <li>Recognize whether someone is making a statement or asking a question</li> </ul>
<b>Language Acquisition</b> <i>*supported by models</i>	<ul style="list-style-type: none"> <li>Both verbal and non-verbal cues contribute meaning in language                             <ul style="list-style-type: none"> <li>Interpret non-verbal cues</li> <li>Begin to use strategies to increase understanding: context, prior knowledge, cognates etc</li> <li>Use visuals or technology to assist in understanding &amp; communication</li> </ul> </li> </ul>			<b>Professional Books:</b> <ul style="list-style-type: none"> <li><a href="#">En-core Correct #1</a></li> <li><a href="#">En-core Correct #2</a></li> <li><a href="#">Fran: C'est Facile!</a></li> <li><a href="#">Mon Calendrier!: Fun Daily Questions to Start Your Class With! (Grades 5-8)</a></li> <li><a href="#">S.O.S. Prononciation!: A Reinforcement Unit for Grades 4-8 That Targets the Most Common Pronunciation Errors in French</a></li> <li><a href="#">Teaching French Through Drama: A Teacher Resource</a></li> <li><a href="#">Verbe du Jour!: 15 Verbes en "-er" au Présent</a></li> <li><a href="#">Chaise Chaude! (Junior Edition): 16 Fun and Easy Thematic Question Sheets for Interviewing People</a></li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>n/a</li> </ul>			<b>Videos:</b> <ul style="list-style-type: none"> <li><a href="#">Métis Communities Series</a> (DVD)</li> <li><a href="#">The Métis of British Columbia: Culture, History, and the Contemporary Community</a> (DVD)</li> <li><a href="#">Steps in Time II: Métis Dance &amp; Instruction Featuring "The Métis Thunder" Dancers</a> (DVD)</li> <li><a href="#">The Métis in Canada</a> (DVD)</li> </ul>

					<p><b>Other:</b>  <a href="#">Types of Nonverbal Communication That Use Cues</a></p> <p>Links for Professional Development and Interactive Websites for Grade 5, 6, 7 at the end of this document</p>
<p><b>Culture</b>  <i>*to be integrated into each strand</i></p>	<ul style="list-style-type: none"> <li>• Each culture has traditions and ways of celebrating <ul style="list-style-type: none"> <li>○ Demonstrate basic awareness that there are francophone and Francophone Métis communities across Canada</li> <li>○ Identify basic information about a francophone cultural festival or celebration in Canada</li> </ul> </li> </ul>	<p><b><u>Cultural Content:</u></b></p> <ul style="list-style-type: none"> <li>• Location of Francophone and Francophone Métis communities across Canada <ul style="list-style-type: none"> <li>○ Les Acadiens, les Franco-Albertains, les Frando-Colombiens, les Fransaskois, Métis communities in Baie St. Paul (Manitoba), Fort Nelson (BC), Île-à-la-Crosse (Sask.) les Québécois</li> </ul> </li> <li>• Identify basic information about a Francophone cultural festival or celebration in Canada <ul style="list-style-type: none"> <li>○ Ex. Activities, clothing, dance, decorations, First Peoples regalia, food, music, parades, sports</li> <li>○ Le Carnaval de Québec, le Festival Acadien de Caraquet, le Festival du Voyageur, le Festival du Bois, Métis Fest</li> </ul> </li> </ul>			

## Core French Essential Learning Outcomes – Grade 6

	<b>Grade 6 Big Ideas &amp; Curricular Competencies</b> <i>* met with full support</i>	<b>Suggested Linguistic Content</b> <i>*most are the same as Grade 5, but begin to release support to students and give less support</i>	<b>Suggested Grammatical Content</b>	<b>Possible Resources</b>	
<b>Listening</b> <i>*supported with use of pauses, repetition, visuals, gestures, body language &amp; other cues</i>	<ul style="list-style-type: none"> <li>• <b>Listening and viewing with intent helps us understand a message</b> <ul style="list-style-type: none"> <li>○ Recognize relationship between pronunciation &amp; meaning                             <ul style="list-style-type: none"> <li>▪ Role of intonation, meaning, and <b>tone of voice</b></li> </ul> </li> <li>○ Comprehend high-frequency vocabulary</li> <li>○ Identify key information <b>and some details</b></li> <li>○ Understand simple stories</li> <li>○ <b>Begin to recognize relationship between French letter patterns and pronunciation</b></li> </ul> </li> </ul>	<b>Greetings:</b> <ul style="list-style-type: none"> <li>• Allô (hello), Salut (Hi), bonjour (good day/hello), Bonne nuit (good night), Bonsoir (good evening)</li> <li>• Au revoir (goodbye), adieu (farewell), À demain (see you tomorrow), À lundi etc. (see you Monday), À tout à l'heure (see you soon), À bientôt (see you later/ so long)</li> <li>• Comment ça va? (how are you?), ça va bien/très bien/mal (I'm well, very well, not well), ça va (I'm ok), comme ci, comme ça (I'm so so)</li> <li>• Comment t'appelles-tu? (what's your name?), je m'appelle (my name is)</li> <li>• Quel âge as-tu? (how old are you?), J'ai _____ ans (I'm ___ years old),</li> <li>• Qu'est-ce que tu aimes faire? (what do you like to do?), J'aime faire ____ (I like to ____)</li> </ul>	<b>Basic phrases</b> <ul style="list-style-type: none"> <li>• Je ne comprends pas (I don't understand)</li> <li>• Je comprends (I understand)</li> <li>• Répétez, s'il vous plaît (Repeat that please)</li> <li>• Je m'excuse (excuse me / sorry)</li> <li>• J'ai oublié (I forgot)</li> <li>• Pardon, je n'écoutais pas. (Pardon me, I wasn't listening)</li> <li>• Pardon, je n'ai pas entendu (Pardon me, I didn't hear that)</li> <li>• Excusez-moi (excuse me)</li> <li>• Pardon (excuse me)</li> <li>• Je ne sais pas (I don't know)</li> </ul>	<b>Gender and Number:</b> <ul style="list-style-type: none"> <li>• <b>Using third person to describe others: Il/Elle/On es; Il/Elle/On a...; Il/Elle/On aime...</b></li> <li>• <b>Er/Re/Ir verb conjugations: Je joue au/à la...; J'aime...</b></li> <li>• <b>Recognize possessive pronoun:</b> <ul style="list-style-type: none"> <li>○ Mon/ma (my m/f)</li> <li>○ Ton/ta (your m/f)</li> <li>○ Son/sa (his/her)</li> <li>○ Votre (your pl.)</li> <li>○ Notre (our)</li> <li>○ Ses (theirs)</li> </ul> </li> </ul>	<b>Videos:</b> <ul style="list-style-type: none"> <li>• <a href="#">Métis Communities Series</a> (DVD)</li> <li>• <a href="#">The Métis of British Columbia: Culture, History, and the Contemporary Community</a> (DVD)</li> <li>• <a href="#">Steps in Time II: Métis Dance &amp; Instruction Featuring "The Métis Thunder" Dancers</a> (DVD)</li> <li>• <a href="#">The Métis in Canada</a> (DVD)</li> </ul>
<b>Reading &amp; Viewing</b> <i>*supported by viewing images &amp; other visual cues &amp; opportunities to reread</i>	<ul style="list-style-type: none"> <li>• <b>Stories communicate ideas in a meaningful way</b> <ul style="list-style-type: none"> <li>○ Comprehend high-frequency words and <b>patterns</b></li> <li>○ Identify key information <b>and some details</b></li> <li>○ Understand simple stories</li> </ul> </li> </ul>	<b>Simple Questions:</b> <ul style="list-style-type: none"> <li>• <i>Comment...?; Est-ce que...?; Où...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...? Pourquoi...?</i></li> <li>• Est-ce que je peux/puis je... (May I) :             <ul style="list-style-type: none"> <li>○ tailler mon crayon (sharpen my pencil)</li> <li>○ aller (go) :                 <ul style="list-style-type: none"> <li>▪ boire de l'eau (get a drink of water)</li> <li>▪ à ma salle de classe (to my classroom)</li> <li>▪ aux toilettes? (to the bathroom)</li> <li>▪ à la salle de bains? (to the bathroom)</li> <li>▪ au bureau (to the office)</li> </ul> </li> <li>○ emprunter (borrow)                 <ul style="list-style-type: none"> <li>▪ Une règle (a ruler)</li> <li>▪ Une feuille de papier (piece of paper)</li> <li>▪ Un crayon (a pencil)</li> <li>▪ Un stylo (a pen)</li> <li>▪ Une gomme (an eraser)</li> <li>▪ Une règle (ruler)</li> <li>▪ Des ciseaux (scissors)</li> <li>▪ Des marqueurs (felts)</li> </ul> </li> </ul> </li> </ul>	<b>Basic Commands:</b> <ul style="list-style-type: none"> <li>• Ne parle pas (no talking)</li> <li>• Écoutez! (listen)</li> <li>• Répétez! (repeat)</li> <li>• Levez-vous! (stand up)</li> <li>• Asseyez-vous / assoyez-vous (sit down)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Begin to recognize nouns as masculine &amp; feminine in text</b></li> <li>• <b>Begin to recognize plural nouns in text</b></li> <li>• Use appropriate pronouns (je, tu, il, elle, nous, vous, ils, elles)</li> <li>• <b>Begin to use possessive pronouns with full support (même, eux-mêmes, toi, moi, mon, ma, ton, ta, son, sa, votre, notre, ses, mes, tes, vos, nos)</b></li> </ul>	<b>Kits:</b> <ul style="list-style-type: none"> <li>• <a href="#">Core French: Canada Vu de Pres</a></li> <li>• <a href="#">Core French: Dr. Seuss Collection</a></li> <li>• <a href="#">Core French: French Culture</a></li> <li>• <a href="#">Core French: Hockey Collection</a></li> <li>• <a href="#">Core French: Life Cycles</a></li> <li>• <a href="#">Core French: Literature Circles 1</a></li> <li>• <a href="#">Core French: Literature Circles 2</a></li> <li>• <a href="#">Core French: Mélanie Watt Collection</a></li> <li>• <a href="#">Core French: Nelson Cultur-osité, Levels 1-3</a></li> <li>• <a href="#">Core French: Oral Language</a></li> <li>• <a href="#">Core French: Robert Munsch Collection 1</a></li> <li>• <a href="#">Core French: Robert Munsch Collection 2</a></li> </ul>
<b>Spoken Interaction</b> <i>*supported through modelling, repetition, slow speech, pauses, &amp; gestures</i>	<ul style="list-style-type: none"> <li>• <b>Reciprocal communication is possible in French using simple, high-frequency words and patterns</b> <ul style="list-style-type: none"> <li>○ Respond appropriately to <b>questions</b>, simple commands, and instructions</li> <li>○ <b>Exchange ideas and information using complete statements orally</b> <ul style="list-style-type: none"> <li>▪ Ask &amp; answer simple questions in context</li> </ul> </li> </ul> </li> </ul>		<b>Likes &amp; dislikes:</b> <ul style="list-style-type: none"> <li>• J'aime...<b>parce que</b> (I like...because)</li> <li>• J'adore...<b>parce que</b> (I love...because)</li> <li>• Je préfère...<b>parce que</b> ( I prefer...because)</li> <li>• Je n'aime pas...<b>parce que</b> (I don't like...because)</li> <li>• Je déteste...<b>parce que</b> (I hate...because)</li> </ul>	<b>Pronunciation:</b> <ul style="list-style-type: none"> <li>• Takes risks and attempts to mimic proper pronunciation</li> <li>• Tries to follow the "STUPID" rule – s,t,p,d are generally not pronounced at the end of words.</li> <li>• Phonemes – ex. B, s, o, nasal vowels, r, u/ou</li> <li>• Be aware of and attempt phonemes but not master</li> <li>• <b>Begin to identify groupings of letters that make the same sound (eg., au, aux, eau, ô)</b></li> <li>• <b>Rhyming words</b></li> <li>• <b>Begin to identify letter patterns that have consistent pronunciations (eg., ait, -ment, oi, -tion etc.)</b></li> </ul>	
<b>Spoken Production</b> <i>*supported through modelling, pauses, visuals &amp; gestures</i>	<ul style="list-style-type: none"> <li>• <b>With basic French, we can describe important people in our lives.</b> <ul style="list-style-type: none"> <li>○ Seek clarification of meaning using common statements and questions</li> <li>○ <b>Describe people and objects</b></li> <li>○ <b>Describe common emotions and states of physical health</b></li> <li>○ <b>Give reasons for likes and dislikes</b></li> <li>○ <b>Share basic information about events</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• C'est à quel page (what page is it on?)</li> <li>• Pouvez-vous répéter s'il vous plaît? (Can you repeat that please?)</li> <li>• Pouvez-vous m'aider (can you help me?)</li> <li>• Comment dit-on _____? (how do you say_____?)</li> </ul>	<b>Basic Supplementary Vocabulary:</b> <ul style="list-style-type: none"> <li>• Alphabet – Letter names and sounds (phonemes: students are expected to be aware of and attempt to pronounce – not mastery)</li> <li>• Numbers (30-100)</li> <li>• Days of the week &amp; months of the year &amp; seasons</li> <li>• Cognates (words that look/sound similar in French and English)</li> <li>• Descriptive words such as <b>ordinal numbers</b>, colours, sizes &amp; words for other physical attributes</li> <li>• <b>Weather</b></li> <li>• <b>Daily life</b></li> <li>• <b>Classroom objects</b></li> <li>• <b>Adjectives</b></li> <li>• <b>Physical health/emotions</b></li> </ul>	<b>Non-verbal Cues:</b> <ul style="list-style-type: none"> <li>• Haptics: the way people use touch to communication</li> <li>• Kinesics: the use of body and face movements to communicate (gestures, facial expressions)</li> <li>• Eye Contact: a way of showing interest</li> <li>• Proxemics, the amount of space people put between each other</li> </ul>	<b>Professional Books:</b> <ul style="list-style-type: none"> <li>• <a href="#">En-core Correct #1</a></li> <li>• <a href="#">En-core Correct #2</a></li> <li>• <a href="#">Fran: C'est Facile!</a></li> <li>• <a href="#">Mon Calendrier!: Fun Daily Questions to Start Your Class With! (Grades 5-8)</a></li> </ul>

<p>Language Acquisition <i>*supported by models</i></p>	<ul style="list-style-type: none"> <li>• <b>Using strategies helps us understand and acquire language</b> <ul style="list-style-type: none"> <li>○ Use visuals or technology to assist in communicating</li> <li>○ Use strategies to increase understanding</li> <li>○ Interpret non-verbal cues to increase understanding</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>○ Je suis triste. (I'm sad)</li> <li>○ Je suis content. (I'm content)</li> <li>○ J'ai mal à la tête. (I have a headache)</li> <li>• Hobbies &amp; topics of interest: ex. Je joue au/à la...</li> </ul>	<ul style="list-style-type: none"> <li>• Props, pictures can give clues to meaning</li> <li>• Recognize whether someone is making a statement or asking a question</li> <li>• Recognize emotion of the speaker &amp; how it relates to their message</li> </ul>	<p><a href="#">S.O.S. Pronunciation!: A Reinforcement Unit for Grades 4-8 That Targets the Most Common Pronunciation Errors in French Teaching French Through Drama: A Teacher Resource</a></p> <p><a href="#">Verbe du Jour!: 15 Verbes en "-er" au Présent</a></p> <p><a href="#">Chaise Chaude! (Junior Edition): 16 Fun and Easy Thematic Question Sheets for Interviewing People</a></p>
<p>Writing</p>	<ul style="list-style-type: none"> <li>• <b>Reciprocal communication is possible in French using simple, high-frequency words and patterns</b> <ul style="list-style-type: none"> <li>○ Exchange ideas and information using complete statements in writing <ul style="list-style-type: none"> <li>▪ Ask &amp; answer simple questions in context</li> <li>▪ Describe common emotions and states of physical health</li> <li>▪ Describe people and objects</li> <li>▪ Give reasons for likes and dislikes</li> </ul> </li> <li>○ Share basic information about events</li> </ul> </li> </ul>				<p><b>Other:</b></p> <p><a href="#">Types of Nonverbal Communication That Use Cues</a></p> <p>Links for Professional Development and Interactive Websites for Grade 5, 6, 7 at the end of this document</p>
<p>Culture <i>*to be integrated into each strand</i></p>	<ul style="list-style-type: none"> <li>• <b>Learning about Francophone communities helps us develop cultural awareness</b> <ul style="list-style-type: none"> <li>○ Demonstrate awareness of Francophone &amp; Francophone Métis communities across Canada</li> <li>○ Recognize that some Francophone communities are connected to First Peoples communities</li> <li>○ Identify and share information about a Francophone community in Canada</li> </ul> </li> </ul>	<p><b>Cultural Content:</b> <i>(can be done in English or in French)</i></p> <ul style="list-style-type: none"> <li>• Describing cultural aspects of communities: <ul style="list-style-type: none"> <li>○ Activities, celebrations, clothing, festivals, food, land, music, protocol, traditions</li> </ul> </li> <li>• Know that there are many Francophone and Francophone Métis communities across Canada <ul style="list-style-type: none"> <li>○ Les Acadiens, les Franco-Albertains, les Franco-Colombiens, les Fransaskois, Métis communities in Baie St. Paul (Manitoba), Fort Nelson (BC), Île-à-la-Crosse (Sask.) les Québécois</li> </ul> </li> <li>• Share information about a Francophone and Francophone Métis community: <ul style="list-style-type: none"> <li>○ Celebrations, festivals, food, geography, history, population, territory, traditions etc.</li> </ul> </li> </ul>			

## Core French Essential Learning Outcomes – Grade 7

	Grade 7 Big Ideas & Curricular Competencies <i>* met with full support</i>	Suggested Linguistic Content <i>*most are the same as Grade 5, but begin to release support to students and give less support</i>	Suggested Grammatical Content	Possible Resources	
<p>Listening <i>*supported with use of pauses, repetition, visuals, gestures, body language &amp; other cues</i></p>	<ul style="list-style-type: none"> <li><b>Listening and viewing with intent helps us understand <i>an increasing variety of messages</i></b> <ul style="list-style-type: none"> <li>Recognize the relationship between French letter patterns and pronunciation</li> <li><b>Understand increasingly complex key information and supporting details</b></li> <li>Understand simple stories</li> </ul> </li> </ul>	<p><b>Greetings:</b></p> <ul style="list-style-type: none"> <li>Allô (hello), Salut (Hi), bonjour (good day/hello), Bonne nuit (good night), Bonsoir (good evening)</li> <li>Au revoir (goodbye), adieu (farewell), À demain (see you tomorrow), À lundi etc. (see you Monday), À tout à l'heure (see you soon), À bientôt (see you later/ so long)</li> <li>Comment ça va? (how are you?), ça va bien/très bien/mal (I'm well, very well, not well), ça va (I'm ok), comme ci, comme ça (I'm so so)</li> <li>Comment t'appelles-tu? (what's your name?), je m'appelle (my name is)</li> <li>Quel âge as-tu? (how old are you?), J'ai _____ ans (I'm ___ years old),</li> <li>Qu'est-ce que tu aimes faire? (what do you like to do?), J'aime faire ____ (I like to ____)</li> </ul> <p><b>Simple Questions:</b></p> <ul style="list-style-type: none"> <li><i>Comment...?; Est-ce que...?; Où...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...? Pourquoi...?</i></li> <li>Est-ce que je peux/puis je... (May I) : <ul style="list-style-type: none"> <li>tailler mon crayon (sharpen my pencil)</li> <li>aller (go) : <ul style="list-style-type: none"> <li>boire de l'eau (get a drink of water)</li> <li>à ma salle de classe (to my classroom)</li> <li>aux toilettes? (to the bathroom)</li> <li>à la salle de bains? (to the bathroom)</li> <li>au bureau (to the office)</li> </ul> </li> <li>emprunter (borrow) <ul style="list-style-type: none"> <li>Une règle (a ruler)</li> <li>Une feuille de papier (piece of paper)</li> <li>Un crayon (a pencil)</li> <li>Un stylo (a pen)</li> <li>Une gomme (an eraser)</li> <li>Une règle (ruler)</li> <li>Des ciseaux (scissors)</li> <li>Des marqueurs (felts)</li> </ul> </li> </ul> </li> <li>C'est à quel page (what page is it on?)</li> <li>Pouvez-vous répéter s'il vous plaît? (Can you repeat that please?)</li> <li>Pouvez-vous m'aider (can you help me?)</li> <li>Comment dit-on _____? (how do you say _____?)</li> <li><b>Que veut dire _____? (What does _____ mean?)</b></li> </ul>	<p><b>Basic phrases</b></p> <ul style="list-style-type: none"> <li>Je ne comprends pas (I don't understand)</li> <li>Je comprends (I understand)</li> <li>Répétez, s'il vous plaît (Repeat that please)</li> <li>Je m'excuse (excuse me / sorry)</li> <li>J'ai oublié (I forgot)</li> <li>Pardon, je n'écoutais pas. (Pardon me, I wasn't listening)</li> <li>Pardon, je n'ai pas entendu (Pardon me, I didn't hear that)</li> <li>Excusez-moi (excuse me)</li> <li>Pardon (excuse me)</li> <li>Je ne sais pas (I don't know)</li> </ul> <p><b>Basic Commands:</b></p> <ul style="list-style-type: none"> <li>Ne parle pas (no talking)</li> <li>Écoutez! (listen)</li> <li>Répétez! (repeat)</li> <li>Levez-vous! (stand up)</li> <li>Asseyez-vous / assoyez-vous (sit down)</li> </ul> <p><b>Likes &amp; dislikes:</b></p> <ul style="list-style-type: none"> <li>J'aime...parce que (I like...because)</li> <li>J'adore...parce que (I love...because)</li> <li>Je préfère...parce que ( I prefer...because)</li> <li>Je n'aime pas...parce que (I don't like...because)</li> <li>Je déteste...parce que (I hate...because)</li> <li><b>making simple comparisons: for example, J'aime les pommes, mais je préfère les bananes; Elle joue au basketball, mais je joue au soccer</b></li> </ul> <p><b>Basic Supplementary Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Alphabet – Letter names and sounds (phonemes: students are expected to be aware of and attempt to pronounce – not mastery)</li> <li>Numbers (30-100)</li> <li>Days of the week &amp; months of the year &amp; seasons</li> <li>Cognates (words that look/sound similar in French and English)</li> <li>Descriptive words/phrases such as <b>family members, First Peoples Elders, friends, teachers, heroes; for example, Mon père est un enseignant. Il est grand. Il aime les chiens. Il joue au tennis.</b></li> <li>Weather</li> <li>Daily life</li> <li>Classroom objects</li> </ul>	<p><b>Gender and Number:</b></p> <ul style="list-style-type: none"> <li>Using third person to describe others: Il/Elle/On est...; Il/Elle/On a...; Il/Elle/On aime...</li> <li>Er/Re/Ir verb conjugations: Je joue au/à la...; J'aime...</li> <li>Recognize possessive pronoun: <ul style="list-style-type: none"> <li>Mon/ma (my m/f)</li> <li>Ton/ta (your m/f)</li> <li>Son/sa (his/her)</li> <li>Votre (your pl.)</li> <li>Notre (our)</li> <li>Ses (theirs)</li> </ul> </li> <li>Begins to recognize nouns as masculine &amp; feminine in text</li> <li>Begins to recognize plural nouns in text</li> <li>Use appropriate pronouns (je,tu, il, elle, nous, vous, ils, elles)</li> <li>Begins to use possessive pronouns with full support (même, eux-mêmes, toi, moi, mon, ma, ton, ta, son, sa, votre, notre, ses, mes, tes, vos, nos)</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Takes risks and attempts to mimic proper pronunciation</li> <li>Tries to follow the "STUPID" rule – s,t,p,d are generally not pronounced at the end of words.</li> <li>Phonemes – ex. B, s, o, nasal vowels, r, u/ou</li> <li>Be aware of and attempt phonemes but not master</li> <li>Begin to identify groupings of letters that make the same sound (eg., au, aux, eau, ô)</li> <li>Rhyming words</li> <li>Begin to identify letter patterns that have consistent pronunciations (eg., ait, -ment, oi, -tion etc.)</li> </ul> <p><b>Non-verbal Cues:</b></p> <ul style="list-style-type: none"> <li>Haptics: the way people use touch to communication</li> <li>Kinesics: the use of body and face movements to communicate (gestures, facial expressions)</li> <li>Eye Contact: a way of showing interest</li> <li>Proxemics, the amount of space people put between each other</li> <li>Props, pictures can give clues to meaning</li> <li>Recognize whether someone is making a statement or asking a question</li> </ul>	<p><b>Videos:</b></p> <ul style="list-style-type: none"> <li><a href="#">Métis Communities Series</a> (DVD)</li> <li><a href="#">The Métis of British Columbia: Culture, History, and the Contemporary Community</a> (DVD)</li> <li><a href="#">Steps in Time II: Métis Dance &amp; Instruction Featuring "The Métis Thunder Dancers"</a> (DVD)</li> <li><a href="#">The Métis in Canada</a> (DVD)</li> </ul> <p><b>Kits:</b></p> <ul style="list-style-type: none"> <li><a href="#">Core French: Canada Vu de Pres</a></li> <li><a href="#">Core French: Dr. Seuss Collection</a></li> <li><a href="#">Core French: French Culture</a></li> <li><a href="#">Core French: Hockey Collection</a></li> <li><a href="#">Core French: Life Cycles</a></li> <li><a href="#">Core French: Literature Circles 1</a></li> <li><a href="#">Core French: Literature Circles 2</a></li> <li><a href="#">Core French: Mélanie Watt Collection</a></li> <li><a href="#">Core French: Nelson Cultur-osità, Levels 1-3</a></li> <li><a href="#">Core French: Oral Language</a></li> <li><a href="#">Core French: Robert Munsch Collection 1</a></li> <li><a href="#">Core French: Robert Munsch Collection 2</a></li> <li><a href="#">Core French Readers: Animals</a></li> <li><a href="#">Core French Readers: Geography</a></li> <li><a href="#">Core French Readers: Sciences</a></li> <li><a href="#">Nelson Explor-osità 1: Mon Monde Personnel</a></li> <li><a href="#">Poutine: Fries with an Attitude!</a></li> <li><a href="#">What's on My Head?</a></li> <li><a href="#">The Métis Way of Life, Grade 5, 6, 7</a></li> <li><a href="#">The Métis Kit 3</a></li> <li><a href="#">Métis Community</a></li> <li><a href="#">Jumbo Magnetic Spin Wheel</a></li> </ul> <p><b>Professional Books:</b></p> <ul style="list-style-type: none"> <li><a href="#">En-core Correct #1</a></li> <li><a href="#">En-core Correct #2</a></li> <li><a href="#">Fran: C'est Facile!</a></li> <li><a href="#">Mon Calendrier!: Fun Daily Questions to Start Your Class With! (Grades 5-8)</a></li> <li><a href="#">S.O.S. Prononciation!: A Reinforcement Unit for Grades 4-8 That Targets the Most Common Pronunciation Errors in French</a></li> <li><a href="#">Teaching French Through Drama: A Teacher Resource</a></li> </ul>
<p>Reading &amp; Viewing <i>*supported by viewing images &amp; other visual cues &amp; opportunities to reread</i></p>	<ul style="list-style-type: none"> <li><b>Stories allow us to understand ideas in a meaningful way</b> <ul style="list-style-type: none"> <li>Understand simple stories</li> <li><b>Understand increasingly complex key information and supporting details</b></li> </ul> </li> </ul>	<p><b>Simple Questions:</b></p> <ul style="list-style-type: none"> <li><i>Comment...?; Est-ce que...?; Où...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...? Pourquoi...?</i></li> <li>Est-ce que je peux/puis je... (May I) : <ul style="list-style-type: none"> <li>tailler mon crayon (sharpen my pencil)</li> <li>aller (go) : <ul style="list-style-type: none"> <li>boire de l'eau (get a drink of water)</li> <li>à ma salle de classe (to my classroom)</li> <li>aux toilettes? (to the bathroom)</li> <li>à la salle de bains? (to the bathroom)</li> <li>au bureau (to the office)</li> </ul> </li> <li>emprunter (borrow) <ul style="list-style-type: none"> <li>Une règle (a ruler)</li> <li>Une feuille de papier (piece of paper)</li> <li>Un crayon (a pencil)</li> <li>Un stylo (a pen)</li> <li>Une gomme (an eraser)</li> <li>Une règle (ruler)</li> <li>Des ciseaux (scissors)</li> <li>Des marqueurs (felts)</li> </ul> </li> </ul> </li> <li>C'est à quel page (what page is it on?)</li> <li>Pouvez-vous répéter s'il vous plaît? (Can you repeat that please?)</li> <li>Pouvez-vous m'aider (can you help me?)</li> <li>Comment dit-on _____? (how do you say _____?)</li> <li><b>Que veut dire _____? (What does _____ mean?)</b></li> </ul>	<p><b>Likes &amp; dislikes:</b></p> <ul style="list-style-type: none"> <li>J'aime...parce que (I like...because)</li> <li>J'adore...parce que (I love...because)</li> <li>Je préfère...parce que ( I prefer...because)</li> <li>Je n'aime pas...parce que (I don't like...because)</li> <li>Je déteste...parce que (I hate...because)</li> <li><b>making simple comparisons: for example, J'aime les pommes, mais je préfère les bananes; Elle joue au basketball, mais je joue au soccer</b></li> </ul> <p><b>Basic Supplementary Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Alphabet – Letter names and sounds (phonemes: students are expected to be aware of and attempt to pronounce – not mastery)</li> <li>Numbers (30-100)</li> <li>Days of the week &amp; months of the year &amp; seasons</li> <li>Cognates (words that look/sound similar in French and English)</li> <li>Descriptive words/phrases such as <b>family members, First Peoples Elders, friends, teachers, heroes; for example, Mon père est un enseignant. Il est grand. Il aime les chiens. Il joue au tennis.</b></li> <li>Weather</li> <li>Daily life</li> <li>Classroom objects</li> </ul>	<p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Takes risks and attempts to mimic proper pronunciation</li> <li>Tries to follow the "STUPID" rule – s,t,p,d are generally not pronounced at the end of words.</li> <li>Phonemes – ex. B, s, o, nasal vowels, r, u/ou</li> <li>Be aware of and attempt phonemes but not master</li> <li>Begin to identify groupings of letters that make the same sound (eg., au, aux, eau, ô)</li> <li>Rhyming words</li> <li>Begin to identify letter patterns that have consistent pronunciations (eg., ait, -ment, oi, -tion etc.)</li> </ul> <p><b>Non-verbal Cues:</b></p> <ul style="list-style-type: none"> <li>Haptics: the way people use touch to communication</li> <li>Kinesics: the use of body and face movements to communicate (gestures, facial expressions)</li> <li>Eye Contact: a way of showing interest</li> <li>Proxemics, the amount of space people put between each other</li> <li>Props, pictures can give clues to meaning</li> <li>Recognize whether someone is making a statement or asking a question</li> </ul>	<p><b>Professional Books:</b></p> <ul style="list-style-type: none"> <li><a href="#">En-core Correct #1</a></li> <li><a href="#">En-core Correct #2</a></li> <li><a href="#">Fran: C'est Facile!</a></li> <li><a href="#">Mon Calendrier!: Fun Daily Questions to Start Your Class With! (Grades 5-8)</a></li> <li><a href="#">S.O.S. Prononciation!: A Reinforcement Unit for Grades 4-8 That Targets the Most Common Pronunciation Errors in French</a></li> <li><a href="#">Teaching French Through Drama: A Teacher Resource</a></li> </ul>
<p>Spoken Interaction <i>*supported through modelling, repetition, slow speech, pauses, &amp; gestures</i></p>	<ul style="list-style-type: none"> <li><b>Reciprocal interactions are possible even with limited French</b> <ul style="list-style-type: none"> <li>Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions</li> <li>Exchange ideas and information using complete sentences orally <ul style="list-style-type: none"> <li>Ask and answer questions in context</li> </ul> </li> </ul> </li> </ul>	<p><b>Simple Questions:</b></p> <ul style="list-style-type: none"> <li><i>Comment...?; Est-ce que...?; Où...?; Quand...?; Quel...?; Qu'est-ce que...?; Qui...? Pourquoi...?</i></li> <li>Est-ce que je peux/puis je... (May I) : <ul style="list-style-type: none"> <li>tailler mon crayon (sharpen my pencil)</li> <li>aller (go) : <ul style="list-style-type: none"> <li>boire de l'eau (get a drink of water)</li> <li>à ma salle de classe (to my classroom)</li> <li>aux toilettes? (to the bathroom)</li> <li>à la salle de bains? (to the bathroom)</li> <li>au bureau (to the office)</li> </ul> </li> <li>emprunter (borrow) <ul style="list-style-type: none"> <li>Une règle (a ruler)</li> <li>Une feuille de papier (piece of paper)</li> <li>Un crayon (a pencil)</li> <li>Un stylo (a pen)</li> <li>Une gomme (an eraser)</li> <li>Une règle (ruler)</li> <li>Des ciseaux (scissors)</li> <li>Des marqueurs (felts)</li> </ul> </li> </ul> </li> <li>C'est à quel page (what page is it on?)</li> <li>Pouvez-vous répéter s'il vous plaît? (Can you repeat that please?)</li> <li>Pouvez-vous m'aider (can you help me?)</li> <li>Comment dit-on _____? (how do you say _____?)</li> <li><b>Que veut dire _____? (What does _____ mean?)</b></li> </ul>	<p><b>Likes &amp; dislikes:</b></p> <ul style="list-style-type: none"> <li>J'aime...parce que (I like...because)</li> <li>J'adore...parce que (I love...because)</li> <li>Je préfère...parce que ( I prefer...because)</li> <li>Je n'aime pas...parce que (I don't like...because)</li> <li>Je déteste...parce que (I hate...because)</li> <li><b>making simple comparisons: for example, J'aime les pommes, mais je préfère les bananes; Elle joue au basketball, mais je joue au soccer</b></li> </ul> <p><b>Basic Supplementary Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Alphabet – Letter names and sounds (phonemes: students are expected to be aware of and attempt to pronounce – not mastery)</li> <li>Numbers (30-100)</li> <li>Days of the week &amp; months of the year &amp; seasons</li> <li>Cognates (words that look/sound similar in French and English)</li> <li>Descriptive words/phrases such as <b>family members, First Peoples Elders, friends, teachers, heroes; for example, Mon père est un enseignant. Il est grand. Il aime les chiens. Il joue au tennis.</b></li> <li>Weather</li> <li>Daily life</li> <li>Classroom objects</li> </ul>	<p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Takes risks and attempts to mimic proper pronunciation</li> <li>Tries to follow the "STUPID" rule – s,t,p,d are generally not pronounced at the end of words.</li> <li>Phonemes – ex. B, s, o, nasal vowels, r, u/ou</li> <li>Be aware of and attempt phonemes but not master</li> <li>Begin to identify groupings of letters that make the same sound (eg., au, aux, eau, ô)</li> <li>Rhyming words</li> <li>Begin to identify letter patterns that have consistent pronunciations (eg., ait, -ment, oi, -tion etc.)</li> </ul> <p><b>Non-verbal Cues:</b></p> <ul style="list-style-type: none"> <li>Haptics: the way people use touch to communication</li> <li>Kinesics: the use of body and face movements to communicate (gestures, facial expressions)</li> <li>Eye Contact: a way of showing interest</li> <li>Proxemics, the amount of space people put between each other</li> <li>Props, pictures can give clues to meaning</li> <li>Recognize whether someone is making a statement or asking a question</li> </ul>	<p><b>Professional Books:</b></p> <ul style="list-style-type: none"> <li><a href="#">En-core Correct #1</a></li> <li><a href="#">En-core Correct #2</a></li> <li><a href="#">Fran: C'est Facile!</a></li> <li><a href="#">Mon Calendrier!: Fun Daily Questions to Start Your Class With! (Grades 5-8)</a></li> <li><a href="#">S.O.S. Prononciation!: A Reinforcement Unit for Grades 4-8 That Targets the Most Common Pronunciation Errors in French</a></li> <li><a href="#">Teaching French Through Drama: A Teacher Resource</a></li> </ul>

<p>Spoken Production <i>*supported through modelling, pauses, visuals &amp; gestures</i></p>	<ul style="list-style-type: none"> <li>• <b>With simple French, we can discuss our interests.</b> <ul style="list-style-type: none"> <li>○ Use intonation and tone effectively to convey meaning</li> <li>○ Seek clarification of meaning using a variety of statements and questions</li> <li>○ Exchange ideas and information using complete sentences orally           <ul style="list-style-type: none"> <li>▪ Describe important people in their community and key characters in texts</li> <li>▪ Describe locations and give simple directions</li> <li>▪ Explain reasons for likes, dislikes and preferences</li> <li>▪ Make simple comparisons</li> </ul> </li> <li>○ Share information using more than one mode of presentation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Comment écrit-on _____? (how do you write _____?)</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Physical health/emotions       <ul style="list-style-type: none"> <li>○ Je suis triste. (I'm sad)</li> <li>○ Je suis content. (I'm content)</li> <li>○ J'ai mal à la tête. (I have a headache)</li> </ul> </li> <li>• Hobbies &amp; topics of interest: ex. Je joue au/à la...</li> <li>• describing locations and giving directions. For example, à gauche, au parc, sur la table</li> <li>• Locations/directions:       <ul style="list-style-type: none"> <li>○ À gauche (on/to the left)</li> <li>○ À droit (on/to the right)</li> <li>○ Au parc (at the park)</li> <li>○ Sur la table (on the table)</li> <li>○ Tout droit (straight)</li> <li>○ À côté de (beside)</li> <li>○ Devant (in front of)</li> <li>○ Derrière (behind)</li> <li>○ En haut (above)</li> <li>○ En bas (below)</li> <li>○ Près de (near to)</li> <li>○ Loin de (far from)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recognize emotion of the speaker &amp; how it relates to their message</li> <li>• <b>Elements of Stories</b> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Setting</li> <li>• Characters</li> <li>• Place</li> </ul> </li> <li>• Stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)</li> </ul>	<p><a href="#">Verbe du Jour!: 15 Verbes en “-er” au Présent</a>  <a href="#">Chaise Chaude! (Junior Edition): 16 Fun and Easy Thematic Question Sheets for Interviewing People</a></p> <p><b>Other:</b>  <a href="#">Types of Nonverbal Communication That Use Cues</a></p> <p>Links for Professional Development and Interactive Websites for Grade 5, 6, 7 at the end of this document</p>
<p>Language Acquisition <i>*supported by models</i></p>	<ul style="list-style-type: none"> <li>• <b>Using strategies helps us understand and acquire language</b> <ul style="list-style-type: none"> <li>○ Use strategies to increase understanding</li> <li>○ seek clarification of meaning using a variety of statements and questions</li> </ul> </li> </ul>				
<p>Writing</p>	<ul style="list-style-type: none"> <li>• <b>Reciprocal interactions are possible even with limited French</b> <ul style="list-style-type: none"> <li>○ Exchange ideas and information using complete sentences in writing           <ul style="list-style-type: none"> <li>▪ Ask and answer questions in context</li> <li>▪ Describe important people in their community and key characters in texts</li> <li>▪ Describe locations and give simple directions</li> <li>▪ Explain reasons for likes, dislikes and preferences</li> <li>▪ Make simple comparisons</li> </ul> </li> </ul> </li> <li>• Share information using more than one mode of presentation</li> </ul>				
<p>Culture <i>*to be integrated into each strand</i></p>	<ul style="list-style-type: none"> <li>• <b>Deepening our knowledge of Francophone communities helps us develop cultural awareness</b> <ul style="list-style-type: none"> <li>○ Demonstrate basic awareness that there are Francophone communities around the world</li> <li>○ Identify, share, and compare information about Francophone and Francophone Métis communities in Canada</li> <li>○ Identify cultural aspects of Francophone communities</li> </ul> </li> </ul>	<p><b>Cultural Content:</b> (can be done in English or in French)</p> <ul style="list-style-type: none"> <li>○ Demonstrate basic awareness that there are Francophone communities around the world</li> <li>○ Identify, share, and compare information about Francophone and Francophone Métis communities in Canada       <ul style="list-style-type: none"> <li>○ for example, celebrations, festivals, food, geography, history, population, territory, traditions</li> <li>○ for example, les Acadiens, les Franco-Albertains, les Franco-Colombiens, les Fransaskois, Métis community in Baie St. Paul (Manitoba), Métis community in Fort Nelson (BC), Métis community in Île-à-la-Crosse (Saskatchewan), les Québécois</li> </ul> </li> <li>○ Identify cultural aspects of Francophone communities</li> <li>○ Francophone people live on First Peoples territories across Canada       <ul style="list-style-type: none"> <li>○ acknowledging First Peoples territories, including the local First Peoples territory on which your school and community are located</li> </ul> </li> <li>○ where French is spoken around the world       <ul style="list-style-type: none"> <li>○ Students should be introduced to the locations of some Francophone communities around the world (for example, France, Haiti, Ivory Coast, Morocco, Senegal, Vietnam, Switzerland, Belgium)</li> </ul> </li> </ul>			

### **Professional Development:**

Canadian Association of Second Language Teachers

- [Podcasts](#)
- [Online Professional Development Activities](#)
- [Sessions and Presentations](#)
- [Live Learning Center](#)

Je French

- [Basic French Lessons: Lesson 1](#)

Transforming French as a Second Language

- [Resources](#)
- [A Guide to Reflective Practice for Core French Teachers: Assessment and Evaluation](#)

New Brunswick Education and Early Childhood Development: French Second Language Education

- [What's Happening in Schools?](#)

### **Interactive Websites:**

#### [Mini TFO](#)

This site offers daily activities for you to try at home, including French sing-alongs, stories, and reinforcement for colours, numbers and the alphabet.

#### [BBC Language Lab](#)

Animated cartoon characters make this site an interesting site for young children. Children can listen to the animated cartoons recite basic phrases, practice their numbers and letters in French, and then try their hand at writing a message in French!

#### [Literacy Center: Play and Learn: Français](#)

This website is an online tool to practice identifying and pronouncing French numbers, shapes, colours, and the alphabet using colourful and interactive animation tools.

#### [Kameleo: French: Les Chiffres... de 0 à 20](#)

Students practice numbers in French by visiting this interactive site.

#### [Hello World: World Languages for Children: French](#)

This site offers free French activities which help to learn basic concepts in French, such as learning the alphabet, colours and numbers, learning basic vocabulary and common phrases, and singing along with songs in French.

#### [Cornemuse](#)

This site offers kids a fun and interactive site in French and English, with plenty of fun games to try at home. Animated characters guide your child through counting games, spelling bees and karaoke!

#### [La Souris](#)

La Souris' page has a number of links to resources in French for elementary school-aged children.

#### [Toupty](#)

This site has a variety of different games in French for your children to enjoy!

#### [Kids R Crafty](#)

A bilingual website with simple drawing and writing activities for you to try at home.

#### [Easy French Literature](#)

The Easy French Literature features classic stories like Sleeping Beauty (La belle au bois dormant) using the original French text, while also offering an English translation by simply moving your cursor over certain words. Audio of the text is also included to support proper pronunciation and comprehension.