

French Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.				
Guiding Questions	How can I use the French language for oral communication?	How can I use the French language for oral communication?	How can I apply my oral communication skills in French?	How can I improve my oral communication skills in French?	How can I adjust my oral communication skills in French according to the target audience and the context?
Learning Outcomes	Children experiment with ways to listen and express themselves in French in oral communication situations.	Students experiment with different ways to express themselves and interact with one another in oral communication situations.	Students apply oral communication skills in a variety of situations.	Students experiment with adjusting oral communication skills according to the situation of communication.	Students demonstrate oral communication skills that are appropriate for the target audience and the context.
Conceptual Knowledge	<ul style="list-style-type: none"> • verbal language and body language can be used to communicate messages • a message can be communicated orally in different ways • stories, experiences, and feelings can be communicated and expressed verbally • oral storytelling is a traditional way of communicating in First Nations, Métis, and Inuit communities • oral storytelling is used in many different cultures, including Francophone cultures • listening involves the whole body 	<ul style="list-style-type: none"> • verbal language and body language are used to communicate messages • the pronunciation of sounds has an effect on the meaning communicated • a message can be communicated orally in different ways • ideas, experiences, and feelings can be shared orally • oral storytelling is a traditional way for First Nations, Métis, and Inuit to share and teach knowledge • oral storytelling is used to communicate the histories of cultures, including those of Francophone cultures • listening is an active process that includes paying attention and reacting 	<ul style="list-style-type: none"> • oral, written, and visual forms of communication are connected • the pronunciation of words has an effect on the meaning communicated • verbal language and body language can be adjusted to support communication • the use of visual supports can improve the communication of a message • oral exchanges allow for the exploration of new knowledge • oral storytelling is a traditional way for First Nations, Métis, and Inuit to transmit and teach knowledge • oral stories vary from one culture to another, including in Francophone cultures • listening is an active process that includes paying attention and responding appropriately and intentionally 	<ul style="list-style-type: none"> • oral, written, and visual forms of communication, including body language, work together to improve a message • oral language can be adjusted according to the situation of communication • expressive oral communication includes the elements of volume, pronunciation, intonation, and rate of speech • the use of visual aids, examples, and details can improve the communication of a message and engage the target audience • oral exchanges help build new knowledge • oral storytelling is a traditional way for First Nations, Métis, and Inuit to transmit knowledge • oral storytelling can be enriched using strategies such as the use of intonation, actions, and gestures • listening is an active process that includes paying attention, reacting, and contributing appropriately • questioning makes it possible to check understanding 	<ul style="list-style-type: none"> • oral, written, and visual forms of communication, including body language, can be adjusted according to purpose and target audience • elements of oral language, including volume, pronunciation, intonation, and rate of speech, affect communication of a message • interest can be generated for the target audience by using a variety of words, phrases, sentences, visual aids, examples, and details • the use of a variety of media supports can improve the communication of a message to the target audience • oral exchanges help deepen knowledge • oral storytelling is a traditional way for First Nations, Métis, and Inuit to transmit knowledge and values • oral language traditions support multiple purposes, including the creation of interpersonal connections • listening requires active engagement that includes generating ideas and providing feedback
Procedural Knowledge	<ul style="list-style-type: none"> • participate in a variety of oral communication experiences, including singing, rhymes, and oral stories • explore ways to orally express or communicate feelings, personal experiences, and information • experiment with new vocabulary when communicating • explore the use of common expressions • explore ways in which voice, tone, volume, facial expressions, and body position can communicate a message 	<ul style="list-style-type: none"> • participate in a variety of oral communication experiences, including singing, rhymes, and oral stories • recognize that the pronunciation of sounds influences the communication of meaning • explore informal ways to communicate stories, events, and information verbally • experiment with new words encountered in various experiences • experiment verbally with common expressions and simple sentences 	<ul style="list-style-type: none"> • participate in a variety of oral communication experiences by telling stories or personal experiences, speaking about events, or presenting information • apply the pronunciation of words to communicate the desired meaning • experiment with ways to communicate orally in informal and formal situations • use new words encountered in a variety of experiences • use common expressions and simple sentences orally 	<ul style="list-style-type: none"> • experiment with innovative ways to communicate orally stories, experiences, events, or information with details • adjust oral language in formal and informal situations of communication with peers or adults • adjust volume, pronunciation, intonation, gestures, facial expressions, and rate of speech depending on the situation of communication • experiment with the use of visual aids, examples, details, words, or expressions 	<ul style="list-style-type: none"> • choose several different ways to communicate stories, experiences, events, or information that include details, while considering purpose and the target audience • communicate orally for different purposes, including entertaining, establishing positive interpersonal relationships, or solving problems • adjust language, including volume, pronunciation, intonation, gestures, facial

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	<ul style="list-style-type: none"> • explore the use of supports to communicate a message, including visual supports • explore the effects of body position on listening 	<ul style="list-style-type: none"> • experiment with using tone of voice, volume, facial expressions, or gestures to support oral communication • experiment with ways to support a message, including the use of visual supports • demonstrate listening by paying attention to the person speaking and taking turns speaking 	<ul style="list-style-type: none"> • use tone of voice, volume, facial expressions, or gestures to support a spoken message • use supports to communicate a message, including visual supports • demonstrate active listening, including asking questions to check understanding 	<p>to improve communication of a message and to engage the target audience</p> <ul style="list-style-type: none"> • experiment with different types of sentences and with details to create interest for the target audience • choose visual supports to present a topic and to engage the target audience • apply a variety of listening strategies, including asking questions to check understanding and making comments related to the topic of conversation 	<p>expressions, and rate of speech, according to purpose and target audience</p> <ul style="list-style-type: none"> • choose words or expressions, depending on the context, that create interest • use various types of sentences with details to keep the target audience interested • experiment with a variety of media supports to improve communication of a message • communicate orally by using descriptive words and keywords related to topics addressed in school subjects • apply a variety of listening strategies, including asking questions and rephrasing to check understanding, making relevant comments, making personal connections to the conversation, and constructively disagreeing
Competencies	<ul style="list-style-type: none"> • Communication • Managing Information 	<ul style="list-style-type: none"> • Communication • Managing Information 	<ul style="list-style-type: none"> • Communication • Managing Information 	<ul style="list-style-type: none"> • Communication • Managing Information 	<ul style="list-style-type: none"> • Communication • Managing Information
Literacy	<ul style="list-style-type: none"> • Vocabulary • Purpose • Clarity • Intent 	<ul style="list-style-type: none"> • Purpose • Vocabulary • Clarity • Audience 	<ul style="list-style-type: none"> • Vocabulary • Clarity • Audience • Intent 	<ul style="list-style-type: none"> • Vocabulary • Comprehension Strategies • Clarity • Audience • Intent 	<ul style="list-style-type: none"> • Purpose • Vocabulary • Comprehension Strategies • Clarity • Audience • Intent • Modes and Media
Numeracy	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Communication
Guiding Questions	How does the structure of the sounds of language help in the construction and expression of meaning?	How can an understanding of the structure of the sounds of language help in the construction and expression of meaning?	How can an understanding of the structure of the complex sounds of language help in the construction and expression of meaning?		
Learning Outcomes	Children experiment with the structure of language sounds as they explore the construction and expression of meaning.	Students apply the structure of the sounds of language when constructing and expressing meaning in familiar contexts.	Students apply the structure of the complex sounds of language during the construction and expression of meaning.		
Conceptual Knowledge	<ul style="list-style-type: none"> • letters represent the sounds of language • the capital form (upper case) and the small form (lower case) of the same letter have the same sound • French and English use the same alphabet • words are made up of sounds (phonemes) • the order of the sounds in a word matches the order of the letters of the word • rhyme happens when words have the same final sound 	<ul style="list-style-type: none"> • some letters may represent more than one sound • sounds form words • words can be divided into units of sound (syllables) • sentences are made up of words • the structure of word sounds helps people to read and write • the repetition of similar sounds at the end of more than one word produces a rhyme 	<ul style="list-style-type: none"> • combinations of sounds and combinations of letters create words • words can be divided into units of sound that form syllables • words can include complex sounds • using words that have the same sounds can create rhymes or patterns 		

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Procedural Knowledge	<ul style="list-style-type: none"> experiment with sounds in spoken words combine the sounds or letters at the beginning of the words (initial sound) with the sounds or letters that follow hear sound units (phonemes) in words tap or count the syllables of a word recognize words that rhyme 	<ul style="list-style-type: none"> identify the initial sound and the final sound of words combine the sounds or letters of the initial sound with the sounds or letters that follow divide words into their initial sound and the sounds that follow tap or count the syllables of a word or the words of a sentence combine the syllables of the beginning and the end of a word into a whole word generate rhymes 	<ul style="list-style-type: none"> divide and combine sounds to form words combine the sounds at the beginning, middle, and end of words identify the initial sound and the final sound of words modify word sounds by removing or replacing sounds create rhymes or patterns with words according to their sounds 		
Competencies	<ul style="list-style-type: none"> Communication Managing Information 	<ul style="list-style-type: none"> Communication Managing Information 	<ul style="list-style-type: none"> Communication Managing Information 		
Literacy	<ul style="list-style-type: none"> Word Formation Vocabulary 	<ul style="list-style-type: none"> Word Formation Vocabulary 	<ul style="list-style-type: none"> Word Formation 		
Numeracy	<ul style="list-style-type: none"> Using Numbers Patterns and Relationships 	<ul style="list-style-type: none"> Using Numbers Patterns and Relationships 	<ul style="list-style-type: none"> Using Numbers Patterns and Relationships 		
Guiding Questions	How can my knowledge about words help me with the construction and expression of meaning?	How can understanding words help with the construction and expression of meaning?	How can words and parts of words help with the construction and expression of meaning?	How can the parts of words and the context around a word help with the construction and expression of meaning?	How can word-analysis strategies support the construction and expression of meaning?
Learning Outcomes	Children experience ways in which letters, symbols, and words help with the construction and expression of meaning.	Students apply knowledge about the links between sounds, letters, and words in the construction and expression of meaning.	Students apply knowledge about words and parts of words in the construction and expression of meaning.	Students analyze ways in which word parts and context contribute to the construction and expression of meaning.	Students apply word-analysis strategies in the construction and expression of meaning.
Conceptual Knowledge	<ul style="list-style-type: none"> letters, words, symbols, and images communicate meaning letters and sounds form words letters and sounds at the beginning of a word help with recognizing the word texts present messages using words, symbols, and images 	<ul style="list-style-type: none"> words, symbols, and images communicate meaning combinations of letters represent units of sound (phonemes) an accent on a letter modifies its sound vowels determine the pronunciation of certain consonants links between letters and sounds can help with reading and spelling familiar and unfamiliar words words have a correct spelling (convention) French and English have several words that are written in a similar way and have the same meaning in both languages 	<ul style="list-style-type: none"> the parts of words (morphemes) can be composed of a single letter or a combination of letters that communicate meaning combinations of vowels and consonants represent different sounds the links between letter combinations and sounds make it possible to read and spell familiar and unfamiliar words in context the initial syllable can help construct the meaning of an unfamiliar word accents and other marks can change the pronunciation or meaning of certain words 	<ul style="list-style-type: none"> suffixes (morphemes) communicate and affect the meaning of words links between combinations of letters and sounds, including combinations and patterns of vowels and consonants, make it possible to read and spell unfamiliar words in context certain combinations of sounds can be represented by different combinations of letters, accents, and other marks the context of a new word, including the words before and after the new word, helps build the meaning of the word some different words have the same sound but are written differently and have a different meaning (homophones) 	<ul style="list-style-type: none"> prefixes (morphemes) communicate and affect the meaning of words French words sometimes have their origins in other languages, including English the context of a new word, including the words that surround it, helps build the meaning of the word word-analysis strategies support reading and spelling unfamiliar words
Procedural Knowledge	<ul style="list-style-type: none"> recognize that letters, words, symbols, and images communicate meaning make connections between letters and sounds in words 	<ul style="list-style-type: none"> make connections between letters or combinations of letters and sounds to read and spell words in context read and spell common and frequently used words in context 	<ul style="list-style-type: none"> make connections between combinations of letters and sounds, including patterns and combinations of vowels and consonants, to read and spell words in context 	<ul style="list-style-type: none"> determine the meaning of words from their root and suffix read and spell common and frequently used words in context, including words used in school subjects 	<ul style="list-style-type: none"> notice French words that have their origins in other languages, including English

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	<ul style="list-style-type: none"> recognize the initial letter or initial sound of words that personal significance recognize letters and words in the immediate environment and familiar contexts 	<ul style="list-style-type: none"> generalize knowledge about the connections between letters, sounds, patterns, and phonetics to read and spell familiar and unfamiliar words notice words that are similar and have the same meaning in French and English 	<ul style="list-style-type: none"> read and spell common and frequently used words in context, including some words related to school subjects generalize knowledge of words, patterns, and phonetics to read and spell familiar and unfamiliar words construct meaning from parts of words (morphemes), including roots, compound words, and endings 	<ul style="list-style-type: none"> apply knowledge of combinations of letters and sounds, including combinations and patterns of vowels and consonants, to read and spell unfamiliar words in context recognize combinations of letters, accents, or other marks that create the same sound recognize common words that have the same sound (homophones) but are written differently and have a different meaning depending on the context and desired meaning 	<ul style="list-style-type: none"> read and spell common and frequent words in context, including words specific to different school subjects analyze parts of words, including roots and affixes, to determine meaning and origin (etymology) use word-analysis strategies to read and spell unfamiliar words and multiple-syllable words in context
Competencies	<ul style="list-style-type: none"> Critical Thinking Communication 	<ul style="list-style-type: none"> Critical Thinking Communication 	<ul style="list-style-type: none"> Critical Thinking Communication 	<ul style="list-style-type: none"> Critical Thinking Communication 	<ul style="list-style-type: none"> Critical Thinking Communication
Literacy	<ul style="list-style-type: none"> Purpose Word Formation Comprehension Strategies 	<ul style="list-style-type: none"> Word Formation Conventions Vocabulary 	<ul style="list-style-type: none"> Word Formation Conventions Background Knowledge Vocabulary 	<ul style="list-style-type: none"> Word Formation Conventions Vocabulary Comprehension Strategies 	<ul style="list-style-type: none"> Conventions Vocabulary Text Organization Comprehension Strategies
Numeracy	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> Patterns and Relationships 	<ul style="list-style-type: none"> Patterns and Relationships 	<ul style="list-style-type: none"> Patterns and Relationships 	<ul style="list-style-type: none"> Patterns and Relationships
Guiding Questions	What characteristics of texts help in the construction and expression of meaning?	How do elements and characteristics of various texts help in the construction and expression of meaning?	How can various elements and characteristics of texts help in the construction and expression of meaning?	How can various text characteristics reflect the purpose of communication?	How can various text characteristics be integrated to support purpose and reach a target audience?
Learning Outcomes	Children explore and discuss features of texts.	Students explore and discuss various types, characteristics, and elements of texts.	Students examine and discuss connections between various types, characteristics, and elements of texts.	Students explain how various characteristics of texts relate to the purpose of communication.	Students analyze how text creators use text characteristics to support purpose and reach a target audience.
Conceptual Knowledge	<ul style="list-style-type: none"> texts can present information or tell a story texts can include stories, poems, information, artistic creations, or land text characteristics may include words, titles, images, or landmarks story elements can include characters and events 	<ul style="list-style-type: none"> texts are found in many places and in a variety of types texts are organized in different ways texts have various characteristics story elements may include characters, events, or teachings the events of a story happen at a given place and time stories can be real or imagined 	<ul style="list-style-type: none"> texts are found in many places and in a variety of types texts are organized in different ways texts have various characteristics story elements, including characters, time, place, events, or teachings, are related the events of a story happen at a given place and time 	<ul style="list-style-type: none"> texts are created for various purposes text creators use a variety of text characteristics depending on purpose the elements of a story, including characters, time, place, and plot, can include a problem or a teaching First Nations, Métis, and Inuit texts are connected to land and place 	<ul style="list-style-type: none"> texts address various purposes types and genres of text, text characteristics, and story elements affect the interpretation of a text there are many ways to structure a story using different elements story elements, including characters, time, place, and plot, can include a problem, a lesson, a moral, or values the qualities and flaws of characters affect others and the development of a story First Nations, Métis, and Inuit texts include features and elements related to land and place

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Procedural Knowledge	<ul style="list-style-type: none"> • explore various types and genres of text • discuss characteristics of texts, including their words, titles, images, or icons • explore story elements, including characters and events 	<ul style="list-style-type: none"> • discuss various types and genres of text, including stories, poems, information, or letters • discuss ways in which various types and genres of text are organized • identify text characteristics, including words, titles, images, icons, or layouts • discuss story elements, including characters, time, place, events, and teachings • relate personal experiences and tell imaginary stories 	<ul style="list-style-type: none"> • examine various types and genres of text, including stories, poems, letters, and texts that inform or describe • examine ways in which various types and genres of text are organized • make links between text characteristics, including words, titles, images, icons, layouts, or tables of contents, and types and genres of text • determine story elements, including characters, time, place, events, and teachings • examine the words and expressions used to describe characters, places, and time in various stories 	<ul style="list-style-type: none"> • recognize ways in which text creators use a variety of text characteristics based on purpose • examine various types and genres of text, including stories, letters, poems, web pages, artifacts, the land, and texts that inform, describe, or persuade • recognize how text features, including words, titles, images, icons, captions, menus, hyperlinks, layouts, tables of contents, or glossaries, support the purpose of communication • determine the purpose of texts, including to inform, describe, and persuade, according to their type or genre, their characteristics, and their elements • examine the elements of different stories, including characters, time, place, plot, problem, and teachings • consider how the purpose of First Nations, Métis, and Inuit texts is connected to land or place 	<ul style="list-style-type: none"> • compare ways in which text creators use a variety of text characteristics based on purpose • compare text characteristics and elements found in different types and genres of text, including stories, letters, poems, web pages, artifacts, the land, and texts that inform, describe, or persuade • explain how texts can inform, describe, persuade, and entertain • explain the links between types and genres of text and related text characteristics, including words, titles, images, icons, captions, menus, hyperlinks, landmarks, layouts, table of contents, and glossaries • make connections between the qualities and flaws of the characters and the plot of the story • determine how certain elements or characteristics of First Nations, Métis, and Inuit texts relate to land or place
Competencies	<ul style="list-style-type: none"> • Communication • Managing Information 	<ul style="list-style-type: none"> • Communication • Managing Information 	<ul style="list-style-type: none"> • Communication • Critical Thinking 	<ul style="list-style-type: none"> • Communication • Critical Thinking 	<ul style="list-style-type: none"> • Communication • Critical Thinking
Literacy	<ul style="list-style-type: none"> • Purpose • Text Organization • Clarity 	<ul style="list-style-type: none"> • Background Knowledge • Text Organization • Clarity • Modes and Media 	<ul style="list-style-type: none"> • Vocabulary • Text Organization • Comprehension Strategies • Clarity 	<ul style="list-style-type: none"> • Text Organization • Comprehension Strategies • Modes and Media 	<ul style="list-style-type: none"> • Text Organization • Comprehension Strategies • Clarity • Intent
Numeracy	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • Interpretation and Representation of Spatial Information 	<ul style="list-style-type: none"> • Interpretation and Representation of Spatial Information 	<ul style="list-style-type: none"> • Interpretation and Representation of Spatial Information 	<ul style="list-style-type: none"> • Interpretation and Representation of Spatial Information
Guiding Questions	What meaning can I make from texts?	In what ways can I make meaning of texts?	What processes and strategies can help me make meaning of texts?	How can processes and strategies help me make meaning?	How do my interpretations of texts support my making of meaning?
Learning Outcomes	Children share about the meaning that they make from texts.	Students experiment with processes and strategies that allow them to make and communicate the meaning of texts.	Students apply processes and strategies to make meaning of texts.	Students explain how processes and strategies help to make meaning of texts.	Students analyze and explain how to provide a personal interpretation to make meaning of a text.
Conceptual Knowledge	<ul style="list-style-type: none"> • texts communicate ideas and feelings • discussions about texts help to make meaning • personal experiences help make meaning • text characteristics, including words, symbols, images, titles, icons, and landmarks, help to make meaning • reading of written texts in French is from left to right and from top to bottom 	<ul style="list-style-type: none"> • texts communicate information, ideas, and feelings • thinking processes, including making connections and predicting, help to make meaning of a text • the links between personal experiences and a text help to make meaning of the text • words can create mental images (visualization) that help make meaning of a text 	<ul style="list-style-type: none"> • engaging with texts can confirm understanding and create new knowledge • thought processes, including making connections, predicting, inferring, questioning, and forming mental images, support making meaning of a text • the links between personal experiences, prior knowledge, and a text help make meaning of the text • strategies, including making connections to illustrations and taking into account 	<ul style="list-style-type: none"> • interactions with people who have different points of view can help to make meaning of texts • thinking processes, including making connections, predicting, inferring, questioning, and forming mental images, can improve making meaning of a text • links between personal experiences and previous knowledge of one another support making meaning of a text 	<ul style="list-style-type: none"> • interactions with people who have different perspectives can help create personal interpretations of texts • thought processes, including predicting, inferring, questioning, and forming mental images, support personal interpretation of a text • evidence from a text supports and improves personal interpretation of the text

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	<ul style="list-style-type: none"> • there are similarities and differences between the navigation of print and digital texts 	<ul style="list-style-type: none"> • strategies, including making connections between words and illustrations, matching letters and sounds, and considering the initial syllable and the words that surround an unfamiliar word, support making meaning of a text • text characteristics, including titles, images, labels, icons, landmarks, and layouts, help to make meaning • story elements, including characters, events, time, and place, help to make meaning • some words indicate the past, present, or future and support making meaning of text • punctuation, including question marks and exclamation marks, helps make meaning of a written text 	<ul style="list-style-type: none"> • letter-sound matches, the initial syllable, words that surround an unfamiliar word, and the overall meaning of the sentence, support making meaning of a text • descriptive words and figures of speech, including alliteration, support the formation of mental images (visualization) • text characteristics, including titles, images, labels, icons, captions, landmarks, page layouts, and tables of contents, help make meaning • story elements, including characters, events (plot), time, and place, help make meaning of a text • the use of a capital letter may indicate the beginning of a sentence • punctuation, including question marks and exclamation marks, supports making meaning of a written text 	<ul style="list-style-type: none"> • strategies, including making connections to illustrations and taking into account letter-to-letter matches, words that surround an unfamiliar word, and the overall meaning of a text, support making meaning of a text • the context of the text contributes to its meaning • descriptive words and figures of speech, including alliteration and onomatopoeia, support visualization • text characteristics, including titles, images, labels, icons, captions, landmarks, menus, hyperlinks, layouts, tables of contents, and glossaries, contribute to making meaning • story elements, including characters, plot, problem, time, and place, help make meaning of a text • punctuation, including periods, question marks, exclamation marks, commas, quotation marks, and dashes, helps make meaning of written text 	<ul style="list-style-type: none"> • strategies, including making connections to text characteristics, locating keywords, and scanning, support making meaning of a text • the context and structure of a text contribute to making meaning and its interpretation • descriptive expressions, words, and figures of speech, including comparison, alliteration, and onomatopoeia, support visualization • text characteristics (organizational markers), including titles, images, labels, icons, captions, landmarks, menus, hyperlinks, layouts, tables of contents, and glossaries, contribute to the interpretation of texts • story elements, including characters, plot, time, place, problems, teachings, morals, and values, can contribute to the understanding of a text • punctuation marks, including quotation marks, dashes, and commas, support personal interpretation of texts
Procedural Knowledge	<ul style="list-style-type: none"> • express personal ideas and feelings about texts while listening or viewing • communicate personal experiences related to the ideas and characters in texts • make predictions based on text characteristics or personal experiences • explore text characteristics, including words, symbols, images, titles, icons, and markers • recognize connections between words, symbols, and images in familiar environments • recognize images, land, and words in familiar surroundings • follow written texts in French from left to right and from top to bottom • experiment with the use of print and digital texts 	<ul style="list-style-type: none"> • communicate ideas, feelings, or prior knowledge related to the texts • make connections between events or characters in a story and personal experiences • make connections between texts, personal experiences, and previous knowledge • make predictions based on clues in the text or personal experiences • tell the sequence of the main events of a story • recognize words and expressions related to personal experiences in the school context and in the immediate environment • notice words that are similar and have the same meaning in French and English • read common and frequently used words as well as new vocabulary • notice common words in texts that can help indicate the past, present, or future 	<ul style="list-style-type: none"> • express information, feelings, or ideas about texts • experiment with strategies that support thought processes • make connections between texts, personal experiences, and previous knowledge to build understanding of a topic, a character, or new ideas • ask questions to check understanding • make predictions based on text clues, personal experiences, or prior knowledge • describe mental images created using descriptive words and figures of speech • use the characteristics of text to make meaning • read common and frequently used words as well as descriptive vocabulary • summarize the main events and ideas of a story • indicate how periods, commas, question marks, and exclamation marks support making meaning during reading 	<ul style="list-style-type: none"> • communicate confirmed understanding of a text or points of view in relation to texts • make connections between texts, personal experiences, and previous knowledge of one another to support making meaning • use strategies that support thought processes • infer the actions or feelings of a character by making connections with prior knowledge, personal experiences, or clues in the text • ask questions and answer them to check understanding • check predictions by finding evidence that confirms or contradicts them • explain how mental images created using descriptive words and figures of speech help to build understanding • describe how the context of a text can help to make sense of it • read a variety of texts fluently 	<ul style="list-style-type: none"> • use evidence from texts to support personal interpretations • communicate what contributes to personal interpretations of texts • apply strategies that support thought processes • use evidence from texts to make inferences and predictions about characters and their motivations, thoughts, and feelings • explain visualizations that help interpret a text • make connections between personal interpretations and context, organizational markers, and the structure of a text • read an increasing variety of everyday words as well as vocabulary related to specific topics • explain the links between the main idea and the details of a text • summarize how the main events of a story relate to resolving the main problem

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		<ul style="list-style-type: none"> locate the beginning and end of sentences by the use of capitalization and punctuation notice periods, question marks, and exclamation marks when reading recognize the direction of text and the one-to-one correspondence of words 		<ul style="list-style-type: none"> read an increasing variety of everyday words as well as vocabulary related to specific topics summarize the main events and ideas of a story by adding relevant details explain how the events of a story relate to its main problem and to the resolution of that problem recognize how verbs indicate whether the action is happening in the past, present, or future consider how punctuation, including periods, question marks, exclamation marks, commas, and dashes, supports making meaning and may reflect the purpose of communication 	<ul style="list-style-type: none"> explain how verb tenses contribute to personal interpretations respect punctuation during reading recognize that using quotation marks and dashes in texts may indicate dialogue notice optional parts of sentences that indicate time, place, cause, or purpose
Competencies	<ul style="list-style-type: none"> Critical Thinking Communication 	<ul style="list-style-type: none"> Critical Thinking Communication 	<ul style="list-style-type: none"> Critical Thinking Managing Information 	<ul style="list-style-type: none"> Critical Thinking Communication 	<ul style="list-style-type: none"> Critical Thinking Communication
Literacy	<ul style="list-style-type: none"> Purpose Background Knowledge Text Organization Comprehension Strategies 	<ul style="list-style-type: none"> Purpose Conventions Background Knowledge Vocabulary Text Organization Comprehension Strategies 	<ul style="list-style-type: none"> Personal Insight Conventions Background Knowledge Vocabulary Text Organization Comprehension Strategies Clarity 	<ul style="list-style-type: none"> Personal Insight Conventions Background Knowledge Vocabulary Text Organization Comprehension Strategies Clarity 	<ul style="list-style-type: none"> Task Analysis Personal Insight Conventions Vocabulary Text Organization Comprehension Strategies Clarity
Numeracy	<ul style="list-style-type: none"> Management of Space 	<ul style="list-style-type: none"> Using Numbers Patterns and Relationships Management of Space Time 	<ul style="list-style-type: none"> Management of Space Interpretation and Representation of Spatial Information 	<ul style="list-style-type: none"> Management of Space Time 	<ul style="list-style-type: none"> Management of Space
Guiding Questions	How can exploring the structure of language help me to express meaning?	How can exploring the structure of language support my construction and expression of meaning?	How can using the structure of language support my construction and expression of meaning?	How can an understanding of the structure of language support my construction and expression of meaning?	How can an understanding of the structure of language improve my construction and expression of meaning?
Learning Outcomes	Children explore words that contribute to the structure of the French language in context.	Students experiment with aspects of language structure to support the construction and expression of meaning in context.	Students use knowledge about certain structures of the French language to support the construction and expression of meaning in context.	Students apply certain structures of the French language to improve the construction and expression of meaning in context.	Students examine and apply the structure of the French language to improve the construction and expression of meaning in context.
Conceptual Knowledge	<ul style="list-style-type: none"> words follow a certain order in French that contributes to meaning some words describe people, places, or things (common nouns) some words indicate actions (verbs) French and English have similarities and differences 	<ul style="list-style-type: none"> words follow an order and rules that help convey the meaning expressed by words words that name people, places, or things (common nouns) can be masculine or feminine (gender) some words have forms that distinguish “one” (singular) from “many” (plural) (number) 	<ul style="list-style-type: none"> the French language follows a structure and rules that help to make communication clear certain words (determinants) indicate whether a noun is feminine or masculine, singular or plural verbs change their form to indicate when the action is happening, including the present or the past 	<ul style="list-style-type: none"> respecting sentence structure and conventions in French helps to make communication clear a name and its determinant must agree in gender and in number to ensure clear communication an adjective is a word that describes the qualities of a person, place, or thing (noun) 	<ul style="list-style-type: none"> sentence structure and conventions allow effective communication in French nouns, their determinants (articles), and their adjectives must agree in gender and in number to ensure clear communication a pronoun must have the gender and number of the noun that it replaces the subject and the verb tense determine the conjugation of the verb

French Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
			<ul style="list-style-type: none"> verbs change their form to match the person, place, or thing doing the action (subject) in a sentence, the subject is the person or thing that does the action sentences can be positive or negative 	<ul style="list-style-type: none"> an adjective must agree in gender and in number with the noun that it describes a pronoun can replace a noun if it has the same gender and the same number the basic sentence includes a subject and a verb the verb must agree with the subject the tense of the verb indicates a past, present, or future moment the moment of the action determines the verb tense 	<ul style="list-style-type: none"> verb endings follow certain patterns depending on the tense and subject of the action various words can be used to form negation (negative sentence)
Procedural Knowledge	<ul style="list-style-type: none"> explore the use of words to communicate meaning in French explore words that name people, places, or things explore words that indicate action recognize similarities and differences between French and English 	<ul style="list-style-type: none"> recognize differences between feminine words and masculine words in familiar contexts notice clues that help distinguish the singular from the plural form of common nouns in familiar contexts 	<ul style="list-style-type: none"> recognize the connection between the gender and the number of a common noun and its determinant distinguish an action that occurs in the present from an action that happened in the past according to the form of the verb use some common verbs for the expression of present or past actions determine which words represent the subject and the verb in basic sentences recognize agreement between the subject and the verb distinguish positive sentences from negative sentences 	<ul style="list-style-type: none"> experiment with the agreement of the verbs “to have,” “to be,” and “to go,” and common verbs in present tense with the subject examine patterns in the conjugation of verbs in the present tense verify that the gender and number of determinants match the gender and number of each related noun ensure that adjectives agree with the gender and number of the noun that they describe experiment with the use of personal pronouns that replace singular and plural masculine and feminine nouns explore the use of common verbs in the past, present, and future tenses 	<ul style="list-style-type: none"> use, in context, the verbs “to have,” “to be,” and “to go” and common verbs in the present tense ensuring that the verbs agree with the subjects use personal pronouns to replace masculine and feminine singular and plural nouns examine patterns in the conjugation of verbs in the present, past, and future tenses experiment with the use of verbs in the past tense, the near future, the imperfect, and the imperative according to the context of communication explore the use of words to express different negatives
Competencies	<ul style="list-style-type: none"> Managing Information Communication 	<ul style="list-style-type: none"> Managing Information Communication 	<ul style="list-style-type: none"> Managing Information Communication 	<ul style="list-style-type: none"> Managing Information Communication 	<ul style="list-style-type: none"> Managing Information Communication
Literacy	<ul style="list-style-type: none"> Conventions Background Knowledge Vocabulary 	<ul style="list-style-type: none"> Conventions 	<ul style="list-style-type: none"> Conventions Vocabulary 	<ul style="list-style-type: none"> Conventions Vocabulary 	<ul style="list-style-type: none"> Conventions
Numeracy	<ul style="list-style-type: none"> Patterns and Relationships 	<ul style="list-style-type: none"> Patterns and Relationships 	<ul style="list-style-type: none"> Patterns and Relationships 	<ul style="list-style-type: none"> Patterns and Relationships Time 	<ul style="list-style-type: none"> Patterns and Relationships
Guiding Questions	How can I create representations for the communication of my feelings, ideas, and experiences?	How can I create texts for the communication of my feelings, ideas, experiences, and information?	How can I create texts for the effective communication of my feelings, ideas, experiences, and information?	How can I create texts to effectively reflect the purpose of communicating my feelings, ideas, experiences, and information?	How can I create texts to effectively reflect my purpose and target audience?
Learning Outcomes	Children explore the communication of feelings, ideas, and experiences through different representations.	Students create simple texts for the communication of feelings, ideas, experiences, and information.	Students use text-creation techniques to communicate feelings, ideas, experiences, and information.	Students create a variety of texts to respond to specific communication purposes.	Students create a variety of texts that take into account the purpose of communication and the target audience.
Conceptual Knowledge	<ul style="list-style-type: none"> personal experiences help generate ideas for text creation texts can be a source of ideas to support the creation of texts 	<ul style="list-style-type: none"> ideas, feelings, personal experiences, and information help generate ideas for creating texts the process of creating texts, including generating ideas and planning, 	<ul style="list-style-type: none"> feelings, ideas, personal experiences, information, text experience, and interactions with one another can contribute to the creation of texts 	<ul style="list-style-type: none"> feelings, ideas, personal experiences, information, engaging with texts, and exchanging ideas can make texts more interesting 	<ul style="list-style-type: none"> feelings, ideas, personal experiences, information, and engaging with a variety of texts can support the creation of texts for different purposes and audiences

French Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	<ul style="list-style-type: none"> the communication of a message can be done in many ways, including through the use of images, symbols, and words 	<ul style="list-style-type: none"> composing, and reviewing messages, helps communicate ideas, feelings, experiences, and information text characteristics, including images, titles, and the placement of images and words, support the message of the text the order of words in a sentence can ensure clear communication of the message 	<ul style="list-style-type: none"> the process of creating texts includes generating ideas and planning, composing, and reviewing messages words, expressions, and images (literary techniques); characters and events (elements of the narrative structure); and titles, images, and labels (text characteristics) can make a text more interesting the order and organization of words and images contribute to the communication of a clear message sentence structure and punctuation help organize and clarify a message 	<ul style="list-style-type: none"> the text-creation process is a cycle that includes the generation of ideas and the planning, composition, and revision of a text, including checking spelling and punctuation the creation of a text is motivated by a purpose that may be to inform, persuade, or entertain descriptive words and details that appeal to the senses, rhymes, alliteration, and onomatopoeia (literary techniques); characters, plot, time, and place (elements of the narrative structure); and titles, images, and captions (text characteristics) can serve the purpose of communication the structure of the text and the organization of its ideas, words, sentences, and images contribute to the communication of a clear message revision of a text and applying conventions improve the clarity of the message and support the purpose of communication the appropriate choice of a word that has the same sound as other words (homophones) makes it possible to support the intended meaning connecting words (relationship markers) contribute to clear communication by indicating the link between two sentences or between two elements in the same sentence conventions are necessary for effective communication various reference tools and resources can be consulted to check understanding and support the expression of meaning 	<ul style="list-style-type: none"> the text-creation process is a cycle that can be modified to suit each text creator literary techniques, story elements, types and genres of text, and text characteristics can be chosen to create effects on the target audience sentence structure and the structure of the text, including the organization of ideas, words, sentences, paragraphs, and images, contribute to the communication of a clear message the use of synonyms can support the appropriateness and accuracy of a text the choice of the appropriate homophone makes it possible to express the intended meaning revising text is a continual process to make the text clearer and more interesting the application of conventions, including spelling and punctuation, promotes clear and effective communication relationship markers contribute to clear communication by indicating connections between ideas a word or a group of words can specify the meaning of a noun or add details (complement du nom) a word or a group of words can specify the meaning of a verb or add details (complement du verbe) an adverb is a word used to clarify the meaning of a verb, adjective, or another adverb a word that is written in a similar way in French and English does not always have the same meaning in both languages various reference tools and resources can be consulted to clarify understanding and specify the expression of meaning
Procedural Knowledge	<ul style="list-style-type: none"> explore different means of communication, including images, printed texts, and symbols experiment with drawing images and symbols and forming detached letters (printing) 	<ul style="list-style-type: none"> represent ideas, feelings, personal experiences, and information using various representations and simple texts explore ways to generate ideas for text creation use strategies to plan communication through text 	<ul style="list-style-type: none"> communicate ideas, feelings, personal experiences, and information through different types of texts, including stories, letters, informative texts, or poems, using simple vocabulary 	<ul style="list-style-type: none"> choose the type of text to be created according to the purpose of communication, including informing, persuading, or entertaining experiment with different ways to generate, plan, and organize ideas for the creation of texts 	<ul style="list-style-type: none"> choose the type of text to be created according to the target audience and the purpose of communication, including informing, persuading, or entertaining use different ways to generate, plan, and organize ideas for the creation of texts

French Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	<ul style="list-style-type: none"> • explore letters and numbers using digital or non-digital tools • generate and talk about ideas for creating texts • copy common words found in the immediate environment or words that have personal meaning • express ideas, feelings, and personal experiences through various representations, including drawings, copies of writing, symbols, gestures, or actions 	<ul style="list-style-type: none"> • use common words in text creation • experiment with the use of words from everyday contexts • experiment with characteristics of texts, including images, titles, and the placement of words and images • print words, leaving a space between them • explore the use of the keyboard of a digital device for text creation • experiment with using capitalization and writing simple sentences • experiment with strategies to spell words • organize text following a model • verify the meaning of texts created and make improvements as needed • present created texts to one another • experiment with using capitalization and punctuation in a sentence • experiment with using the capital letter at the beginning of personal names or names of characters (proper nouns) 	<ul style="list-style-type: none"> • experiment with different ways of generating, organizing, and recording ideas for text creation • use a variety of common words and expressions in familiar contexts • create texts with story elements, including characters and events (plot) • use common words and new vocabulary appropriately in texts • experiment with literary techniques, including the choice of words, expressions, and images • use text characteristics, including images, titles, labels, and layouts • print words in a legible and fluent way • experiment with the use of a digital device for the creation and revision of texts • use relationship markers to express the connection between two ideas in a single sentence • write simple sentences that include the necessary capital letters, nouns, verbs, final punctuation, and commas • use strategies to spell unfamiliar words • verify the meaning of created texts and make improvements, as needed, to ensure clear communication • apply feedback to make sure that text details relate to the topic 	<ul style="list-style-type: none"> • use common words and phrases and a descriptive vocabulary that address the purpose of communication • create texts with story elements, including characters, plot, time, and place • use literary techniques, including descriptive words, details that appeal to the senses, rhymes, alliteration, and onomatopoeia • use text characteristics, including words, titles, images, icons, captions, menus, hyperlinks, landmarks, and page layouts, according to the purpose of communication • print and experiment with cursive writing using digital and non-digital tools • use a digital device for creating and reviewing texts • write texts that follow the structure of texts being studied and the conventions of French, including plural markers other than “s” • check that there is a subject and a verb in basic sentences • use a variety of sentences containing appropriate nouns, verbs, adjectives, adverbs, capital letters, and punctuation • add details to nouns by using adjectives that agree in gender and number • use relationship markers to express the links between two sentences or two ideas in a single sentence • use strategies to spell words correctly • revise text by adding, deleting, or changing words or sentences to ensure clear communication • apply feedback to clarify the meaning of the message and enrich the text • consult various reference tools and resources to check understanding and support expression of meaning 	<ul style="list-style-type: none"> • use a variety of words and expressions and a descriptive or specific vocabulary that addresses purpose and is appropriate for the intended audience • vary vocabulary using synonyms that make the text more appropriate and accurate • experiment with the use of common French expressions in context • use the appropriate homophone according to the context • create texts with story elements, including characters, plot, time, and place, considering the target audience • use literary techniques being studied, including the use of descriptive words, details that appeal to the senses, rhymes, comparisons, alliteration, and onomatopoeia • use text characteristics, including words, titles, images, icons, captions, menus, hyperlinks, landmarks, and page layouts, according to the purpose of communication • print and use cursive writing in a legible and fluent way using digital and non-digital tools • use a digital device for creating, formatting, and reviewing texts • write texts by respecting the logical sequence of ideas and the conventions of French • use declarative, exclamatory, and interrogative sentences, with appropriate punctuation, according to the purpose and context of communication • use relationship markers to express links between ideas or sentences • specify the content of texts using common adverbs • use various strategies to spell words correctly • revise text by adding, deleting, or changing words or sentences to generate interest and indicate the logical order of ideas

French Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
					<ul style="list-style-type: none"> • adjust the tone of text according to the target audience • verify that nouns, determinants, and adjectives in created texts agree in gender and in number • check that each verb in the sentence agrees with its subject • recognize words often borrowed from English (“false friends”) that hinder communication in French • consult various reference tools and resources to clarify understanding and meaning
Competencies	<ul style="list-style-type: none"> • Creativity and Innovation • Managing Information 	<ul style="list-style-type: none"> • Communication • Creativity and Innovation 	<ul style="list-style-type: none"> • Communication • Creativity and Innovation 	<ul style="list-style-type: none"> • Communication • Creativity and Innovation 	<ul style="list-style-type: none"> • Communication • Creativity and Innovation
Literacy	<ul style="list-style-type: none"> • Purpose • Task Analysis • Background Knowledge • Vocabulary • Clarity • Modes and Media 	<ul style="list-style-type: none"> • Purpose • Task Analysis • Vocabulary • Text Organization • Clarity • Modes and Media 	<ul style="list-style-type: none"> • Task Analysis • Vocabulary • Clarity • Modes and Media 	<ul style="list-style-type: none"> • Task Analysis • Conventions • Access • Vocabulary • Text Organization • Clarity • Intent • Modes and Media 	<ul style="list-style-type: none"> • Personal Insight • Task Analysis • Conventions • Access • Vocabulary • Text Organization • Clarity • Audience • Intent • Modes and Media
Numeracy	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • Patterns and Relationships • Management of Space 	<ul style="list-style-type: none"> • Patterns and Relationships • Management of Space 	<ul style="list-style-type: none"> • Patterns and Relationships • Management of Space 	<ul style="list-style-type: none"> • Patterns and Relationships • Management of Space
Guiding Questions	How can curiosity help me discover my world through texts?	How can curiosity help me find information in texts to explore and make sense of my world?	How can curiosity encourage us to seek, organize, and evaluate information in texts in order to make and express meaning?	How can an inquiry process help me search, organize, and evaluate information in texts to make and express meaning?	How can improving the inquiry process help me manage the information from texts and understand a topic?
Learning Outcomes	Children explore how curiosity contributes to the construction and expression of meaning.	Students experiment with processes that can help satisfy curiosity and help to construct and express meaning.	Students apply a process that can help to satisfy curiosity and to make and express meaning.	Students apply an inquiry process that can help to satisfy curiosity and to make and express meaning.	Students apply and improve an inquiry process that can help to satisfy curiosity and to make and express meaning.
Conceptual Knowledge	<ul style="list-style-type: none"> • the exploration of texts can be a response to curiosity • questions can lead to the discovery of information in texts • information comes from a variety of sources, including people, the environment, books, and digital sources 	<ul style="list-style-type: none"> • exploring the world through texts is a response to curiosity • texts can offer answers to questions and new information • information comes from a variety of sources, including people, the environment, books, and digital sources 	<ul style="list-style-type: none"> • curiosity about a specific topic promotes information seeking and discovery of new ideas • questions give rise to answers and statements provide ideas or information • facts are realities that can be verified and fiction is imagined • subject-specific information comes from a variety of sources, including people, the environment, books, and digital sources 	<ul style="list-style-type: none"> • curiosity about a chosen topic helps solve problems and discover new ideas • inquiry can support problem solving and the discovery of new ideas • the inquiry process includes several steps, including searching for, evaluating, selecting, and processing information • opinions are based on personal beliefs and experiences and facts are realities that can be verified • information related to a chosen subject comes from a variety of sources, including 	<ul style="list-style-type: none"> • the inquiry process helps to manage information and deepen understanding of a chosen topic • personal choices may affect the inquiry process • information may be relevant or irrelevant, reliable or unreliable • the inquiry process is used to sort, categorize, and evaluate information from a variety of sources, including people, the environment, books, and digital sources

French Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
				people, the environment, books, and digital sources	
Procedural Knowledge	<ul style="list-style-type: none"> ask questions related to texts make predictions related to texts explore ways to communicate information and observations explore differences between the real and the imaginary in texts explore a variety of sources of information 	<ul style="list-style-type: none"> generate questions and make predictions about texts or experiences explore the differences between a question and a statement explore a variety of sources of information explore differences in how to approach digital and non-digital texts record observations in a variety of ways, including images, drawings, and words sort information according to predetermined categories explore differences between texts presenting facts and fiction describe experiences related to information gathering 	<ul style="list-style-type: none"> generate questions and make predictions related to a specific topic check predictions related to a specific topic based on information from texts or experiences recognize information that answers questions asked make connections between prior knowledge and new ideas recognize differences in how to approach digital and non-digital texts record observations in a number of ways, including using images, words, and simple sentences sort information related to a specific subject according to predetermined categories reflect on and describe experiences of conducting an information search process 	<ul style="list-style-type: none"> ask questions that are relevant to a chosen topic make predictions related to a chosen subject and verify them during the inquiry choose topics and sources of information according to preferences or goals make connections between prior knowledge and new ideas identify differences between opinions and facts use several different strategies to engage with digital and non-digital texts locate and record main ideas and related details in a number of ways, including using simple images, words, and phrases create categories to sort information related to a chosen topic experiment with ways to determine the relevance of information adjust the inquiry process according to predetermined criteria 	<ul style="list-style-type: none"> ask questions to determine the purpose of an inquiry choose topics and sources of information according to preferences or goals generate appropriate categories to sort information related to a chosen topic experiment with ways to determine the relevance and reliability of information related to a chosen topic make connections between prior knowledge, new ideas, and a chosen topic use several different strategies to engage with digital and non-digital texts identify and record main ideas and related details in a number of ways, including images, words, and complete sentences reflect on own strengths related to the inquiry process, as well as areas for improvement and strengthening abilities
Competencies	<ul style="list-style-type: none"> Communication Critical Thinking 	<ul style="list-style-type: none"> Critical Thinking Communication 	<ul style="list-style-type: none"> Critical Thinking Communication 	<ul style="list-style-type: none"> Managing Information Critical Thinking 	<ul style="list-style-type: none"> Managing Information Critical Thinking
Literacy	<ul style="list-style-type: none"> Purpose Develop Questions Access Comprehension Strategies Clarity 	<ul style="list-style-type: none"> Purpose Develop Questions Access Evaluate Comprehension Strategies Clarity Modes and Media 	<ul style="list-style-type: none"> Purpose Access Evaluate Background Knowledge Comprehension Strategies Clarity Modes and Media 	<ul style="list-style-type: none"> Purpose Personal Insight Task Analysis Develop Questions Access Evaluate Background Knowledge Comprehension Strategies Modes and Media 	<ul style="list-style-type: none"> Purpose Personal Insight Task Analysis Develop Questions Access Evaluate Background Knowledge Modes and Media
Numeracy	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> Organization of Data 	<ul style="list-style-type: none"> Organization of Data 	<ul style="list-style-type: none"> Organization of Data 	<ul style="list-style-type: none"> Organization of Data
Guiding Questions	Why do we acknowledge the creators of texts?	Why do we have to acknowledge the creators of texts?	What is our responsibility to acknowledge the creators of texts?	How can we acknowledge the creators of texts in an ethical way?	How do we acknowledge the creators of texts in an ethical way?
Learning Outcomes	Children acknowledge one another as creators of text.	Students describe the importance of acknowledging the authors of texts.	Students find and record the names of the creators of texts.	Students note the information and ideas presented by the creators of texts in an ethical manner.	Students acknowledge the creators of texts in different ethical ways.
Conceptual Knowledge	<ul style="list-style-type: none"> texts come from the ideas of authors or creators creators of texts must be acknowledged 	<ul style="list-style-type: none"> texts come from the ideas of creators ideas are the property of the person who has them creators of ideas must be acknowledged 	<ul style="list-style-type: none"> texts have creators or owners creators or owners must be acknowledged when the ideas and information presented in their texts are used elsewhere 	<ul style="list-style-type: none"> laws govern the use and sharing of information and ideas people can decide if they want to share their creations or have their picture taken or be filmed 	<ul style="list-style-type: none"> laws specify ways to identify creators and sources of information and ideas creators or authors should be asked for permission before using their creations, names, or images

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	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
			<ul style="list-style-type: none"> someone else’s ideas can be represented in one’s own words or images there are laws that indicate whether images and other forms of text can be shared or copied 	<ul style="list-style-type: none"> someone else’s ideas can be represented in one’s own words codes of behaviour (protocols) support appropriate and respectful communication with members of First Nations, Métis, and Inuit communities 	<ul style="list-style-type: none"> it is possible to represent someone else’s ideas in one’s own words or by paraphrasing the sources of images and other forms of information must be cited the sources of the knowledge and teachings of members of First Nations, Métis, and Inuit communities is acknowledged and cited
Procedural Knowledge	<ul style="list-style-type: none"> acknowledge the creators of texts acknowledge the sources of stories sign own creations 	<ul style="list-style-type: none"> indicate the origins and creators of texts sign own creations 	<ul style="list-style-type: none"> indicate sources of information and ideas record the information and main ideas of sources in own words or images 	<ul style="list-style-type: none"> list the sources of information used and their creators or authors recognize opportunities to use the texts and ideas of others ask permission before using another person’s creation or image record the information and main ideas of sources in own words or images explore First Nations, Métis, and Inuit protocols in appropriate contexts 	<ul style="list-style-type: none"> list in alphabetical order the sources of information used and their creators explore criteria that can help determine whether or not information sources are trustworthy recognize situations in which copyright laws apply to texts use paraphrasing when using information or ideas from a reliable source of information respect the protocols of First Nations, Métis, and Inuit in appropriate contexts
Competencies	<ul style="list-style-type: none"> Managing Information Communication 	<ul style="list-style-type: none"> Managing Information Communication 	<ul style="list-style-type: none"> Managing Information Communication 	<ul style="list-style-type: none"> Managing Information Communication 	<ul style="list-style-type: none"> Managing Information Communication
Literacy	<ul style="list-style-type: none"> Ethical Use 	<ul style="list-style-type: none"> Ethical Use 	<ul style="list-style-type: none"> Ethical Use 	<ul style="list-style-type: none"> Ethical Use 	<ul style="list-style-type: none"> Evaluate Ethical Use
Numeracy	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified
Guiding Questions	What are my ways of responding to artistic expression in texts?	How can artistic expression in texts bring about responses?	How can artistic expression in texts bring about responses?	How can artistic expression in a variety of texts create effects?	How can artistic expression in a variety of texts create various effects?
Learning Outcomes	Children explore artistic expression in texts and share their responses.	Students explore and discuss the forms of artistic expression they find in texts that bring about responses.	Students describe the forms of artistic expression they find in texts that bring about responses.	Students explain the effects created by artistic expression in texts.	Students explore ways in which artistic expression in texts can create effects.
Conceptual Knowledge	<ul style="list-style-type: none"> texts can communicate thoughts and feelings some text elements create responses 	<ul style="list-style-type: none"> texts can communicate thoughts, feelings, and emotions responses to texts can be related to word choices, images, rhymes, and patterns in sounds (literary techniques) question marks and exclamation marks can create a response 	<ul style="list-style-type: none"> different texts create different responses responses to texts are related to personal experiences responses to texts can be related to word choices, images, and alliteration (literary techniques) responses to text can be related to the use of capital letters, periods, question marks, and exclamation marks (conventions) 	<ul style="list-style-type: none"> each text creates a different effect text creators make language choices in order to create an effect the use of punctuation, page layout, and font can create an effect the use of literary techniques, including word choices, images, onomatopoeia, and details that appeal to the senses, can create an effect 	<ul style="list-style-type: none"> text creators can use a variety of techniques to create effects literary techniques, including puns, alliteration, onomatopoeia, and details that appeal to the senses, can be combined to create effects
Procedural Knowledge	<ul style="list-style-type: none"> discuss responses and feelings generated by various texts discuss what in the texts creates a response 	<ul style="list-style-type: none"> share thoughts and feelings about texts recognize literary techniques, including the use of patterns, repetition, rhythm, and rhyme 	<ul style="list-style-type: none"> make connections between responses to literary techniques and personal experiences discuss the effects of using literary techniques, including word choices, 	<ul style="list-style-type: none"> describe connections between personal experiences and responses to texts describe mental images created by the use of literary techniques, including word 	<ul style="list-style-type: none"> explain personal responses to the forms of artistic expression in texts explain ways that text creators can use words, images, punctuation, and fonts to create effects

French Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	<ul style="list-style-type: none"> • explore ways in which images, symbols, spoken language, body language, sounds, and land can create a response • explore rhythm and rhyme (literary techniques) 	<ul style="list-style-type: none"> • discuss responses to literary techniques and text characteristics, including word choices, images, details that appeal to the senses, and fonts • explore the effects created by the use of question marks and exclamation marks 	<ul style="list-style-type: none"> images, alliteration, and details that appeal to the senses • discuss the effects of layout, font, capital letters, and punctuation, including periods, question marks, and exclamation marks 	<ul style="list-style-type: none"> choices, puns, alliteration, and details that appeal to the senses • explain the effects of images, punctuation, font, and page layout • explore the effects created by the combination of literary techniques 	<ul style="list-style-type: none"> • describe mental images created by the use of literary techniques, including word choices, puns, alliteration, onomatopoeia, and details that appeal to the senses • compare the effects produced by the choice of words and images • describe the effects created by the combination of literary techniques
Competencies	<ul style="list-style-type: none"> • Communication • Managing Information 	<ul style="list-style-type: none"> • Communication • Managing Information 	<ul style="list-style-type: none"> • Managing Information • Communication 	<ul style="list-style-type: none"> • Creativity and Innovation • Communication 	<ul style="list-style-type: none"> • Creativity and Innovation • Communication
Literacy	<ul style="list-style-type: none"> • Purpose • Background Knowledge • Clarity 	<ul style="list-style-type: none"> • Purpose • Conventions • Media Influence • Clarity 	<ul style="list-style-type: none"> • Conventions • Background Knowledge • Media Influence 	<ul style="list-style-type: none"> • Conventions • Background Knowledge • Text Organization • Clarity • Media Influence 	<ul style="list-style-type: none"> • Conventions • Comprehension Strategies • Clarity • Media Influence
Numeracy	<ul style="list-style-type: none"> • Patterns and Relationships 	<ul style="list-style-type: none"> • Patterns and Relationships • Interpretation and Representation of Spatial Information 	<ul style="list-style-type: none"> • Interpretation and Representation of Spatial Information 	<ul style="list-style-type: none"> • Interpretation and Representation of Spatial Information 	<ul style="list-style-type: none"> • None identified

French Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Developing and affirming identity contributes to well-being and understandings of self and one another.				
Guiding Questions	How does the French language create new personal experiences?	How can my experiences in the French language contribute to understanding myself?	How can learning in the French language contribute to the sense of belonging to an immersion community?	How can my experiences in the French language in an immersion community contribute to understanding myself?	How can my experiences in the French language contribute to my identity as a bilingual learner?
Learning Outcomes	Children explore ways in which learning in the French language creates new personal experiences.	Students describe ways in which experiences in the French language contribute to an understanding of self.	Students describe ways in which learning in the French language contributes to their sense of belonging to an immersion community.	Students explain ways in which experiences in the French language in an immersion community contribute to an understanding of self.	Students explain the contribution of learning in the French language to the identity of a bilingual learner.
Conceptual Knowledge	<ul style="list-style-type: none"> the French language creates new personal experiences 	<ul style="list-style-type: none"> risk taking helps in learning a second language second-language experiences contribute to understanding self 	<ul style="list-style-type: none"> risk taking can improve the use of a second language experiences in French contribute to a sense of belonging to a community that speaks more than one language 	<ul style="list-style-type: none"> risk taking is necessary when attempting to express oneself in French the use of the French language in a community increases confidence with expressing oneself in the language the French language exists outside the school the French language makes it possible to explore new interests and new experiences 	<ul style="list-style-type: none"> risk taking is necessary to express oneself in French in various situations language confidence helps to develop a positive self-image the commitment to learning a second language can affect identity and future opportunities learning in the French language contributes to the sense of belonging to a bilingual community
Procedural Knowledge	<ul style="list-style-type: none"> share personal experiences related to the exploration of the French language 	<ul style="list-style-type: none"> take risks to make meaning and express self in French discuss experiences with the French language 	<ul style="list-style-type: none"> take risks to express self in French describe experiences in the French language that contribute to a sense of belonging to a community that speaks more than one language 	<ul style="list-style-type: none"> take risks in interactions in French use French in the French immersion community look for situations or places where the French language can be used make connections between the use of the French language in school and outside of school experiment with interests and new things in French 	<ul style="list-style-type: none"> take risks to speak French in a variety of situations describe the benefits of bilingualism and its positive personal effects communicate in French in school and in social situations examine opportunities for immersion students make connections between learning in the French language and sense of belonging to a bilingual community
Competencies	<ul style="list-style-type: none"> Personal Growth and Well-being Communication 	<ul style="list-style-type: none"> Personal Growth and Well-being Communication 	<ul style="list-style-type: none"> Personal Growth and Well-being Communication 	<ul style="list-style-type: none"> Personal Growth and Well-being Communication 	<ul style="list-style-type: none"> Personal Growth and Well-being Communication
Literacy	<ul style="list-style-type: none"> Personal Insight Background Knowledge 	<ul style="list-style-type: none"> Participation Personal Insight Task Analysis Background Knowledge 	<ul style="list-style-type: none"> Purpose Participation Personal Insight Task Analysis Clarity 	<ul style="list-style-type: none"> Purpose Personal Insight Participation Access Comprehension Strategies Audience 	<ul style="list-style-type: none"> Participation Task Analysis Clarity Audience Background Knowledge
Numeracy	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified

French Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Guiding Questions	Which texts seem interesting to me and bring me enjoyment?	How can I experiment with texts for enjoyment?	How can my positive experiences with texts strengthen my confidence in my literacy skills?	What strategies can help me develop confidence in my literacy skills and support my engagement with texts?	What strategies can I use to help me develop confidence in my literacy skills and support my engagement with texts?
Learning Outcomes	Children choose and discuss texts that provide enjoyment.	Students research and communicate ways to engage with a variety of texts for enjoyment.	Students explain how choosing texts based on preferences and goals can strengthen confidence in literacy skills.	Students experiment with strategies that increase the confidence needed to tackle a variety of texts.	Students use strategies that increase the confidence needed to tackle a variety of texts.
Conceptual Knowledge	<ul style="list-style-type: none"> texts can provide enjoyment language is everywhere and can provide enjoyment 	<ul style="list-style-type: none"> choosing favourite texts can provide enjoyment there are different ways to engage with texts, such as reading, writing, listening, speaking, viewing, or representing the type, genre, characteristics, vocabulary, and length of a text (literacy requirements) may affect the desire to engage with it 	<ul style="list-style-type: none"> choosing preferred texts supports the enjoyment of engaging with texts by reading, writing, listening, speaking, viewing, or representing confidence in literacy skills is related to the enjoyment of engaging with texts literacy requirements can affect the enjoyment of engaging with texts setting literacy goals can motivate a person to engage with a variety of texts 	<ul style="list-style-type: none"> the choice of texts, goal setting, and reflection are strategies that motivate people to engage with texts by reading, writing, listening, speaking, viewing, or representing routines help to engage with texts literacy is the ability to confidently use strategies for engaging with texts literacy skills support participation in community life 	<ul style="list-style-type: none"> text choices may vary according to preferences, purposes, and goals related to reading, writing, listening, speaking, viewing, or representing literacy includes the ability to confidently use strategies to persevere in engaging with texts literacy skills support community participation at the local and global levels
Procedural Knowledge	<ul style="list-style-type: none"> choose texts for enjoyment according to preference share favourite and least favourite aspects of texts share favourite images, ideas, or words in texts 	<ul style="list-style-type: none"> choose texts related to literacy demands and purpose determine and express what in a text provides enjoyment 	<ul style="list-style-type: none"> explain choices of texts related to preferences, purposes, and literacy goals establish goals related to engaging with a variety of texts make connections between confidence, literacy skills, and the enjoyment of reading texts reflect on connections between preferences and choice of texts and the enjoyment of engaging with texts 	<ul style="list-style-type: none"> choose texts for enjoyment according to preferences, purposes, and literacy goals establish goals related to engaging with a variety of texts for enjoyment think about how literacy goals support self-confidence and engaging with texts for enjoyment follow routines that support the activity of engaging with texts for enjoyment recognize that literacy skills support participation in community life 	<ul style="list-style-type: none"> choose challenging texts and use strategies that support perseverance establish goals that support perseverance and engaging with texts for enjoyment think about strategies that support self-confidence and engaging with texts for enjoyment follow routines that support perseverance with texts and engaging with texts for enjoyment recognize that literacy skills support community participation at the local or global level
Competencies	<ul style="list-style-type: none"> Personal Growth and Well-being Communication 	<ul style="list-style-type: none"> Personal Growth and Well-being Communication 	<ul style="list-style-type: none"> Personal Growth and Well-being Communication 	<ul style="list-style-type: none"> Personal Growth and Well-being Communication 	<ul style="list-style-type: none"> Personal Growth and Well-being Communication
Literacy	<ul style="list-style-type: none"> Purpose Background Knowledge Modes and Media 	<ul style="list-style-type: none"> Purpose Task Analysis Clarity 	<ul style="list-style-type: none"> Purpose Personal Insight Task Analysis Comprehension Strategies Clarity 	<ul style="list-style-type: none"> Purpose Participation Personal Insight Background Knowledge Vocabulary Clarity 	<ul style="list-style-type: none"> Participation Personal Insight Vocabulary
Numeracy	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified

French Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Guiding Questions	How can being interested in texts help me develop self-awareness?	How can engaging with a variety of texts help me deepen self-awareness?	How can engaging with a variety of texts help me develop self-awareness?	How can engaging with a variety of texts help me develop self-awareness and awareness of others?	How can engaging with a variety of texts contribute to a deepening understanding of oneself and one another?
Learning Outcomes	Children explore and discuss various texts that help develop self-awareness.	Students explore and discuss various texts and personal experiences that contribute to self-awareness.	Students make connections between various texts and personal experiences that develop self-awareness.	Students describe the connections between various texts and experiences that develop awareness of self and of one another.	Students explain the connections between personal experiences, one another, and various texts that develop an awareness of identity.
Conceptual Knowledge	<ul style="list-style-type: none"> personal stories are a representation of oneself 	<ul style="list-style-type: none"> personal stories and experiences are a representation of oneself 	<ul style="list-style-type: none"> stories of family, community, and culture are a representation of oneself connections between texts and personal experiences develop self-awareness 	<ul style="list-style-type: none"> unique stories of self, family, community, and culture shape self-awareness 	<ul style="list-style-type: none"> unique stories about oneself, family, community, and culture contribute to identity the exploration of various texts can deepen awareness of self and of one another diversity can deepen understanding of identity identity develops over time
Procedural Knowledge	<ul style="list-style-type: none"> explore opportunities and interests by engaging with various texts share personal experiences to explore self-awareness share personal experiences of family, community, or culture to explore self-awareness 	<ul style="list-style-type: none"> explore connections between personal experiences and texts share personal experiences related to those presented in texts make connections between family, community, or cultural experiences and self-awareness 	<ul style="list-style-type: none"> make connections between texts and personal experiences related to family, community, and culture create texts to express self-understanding 	<ul style="list-style-type: none"> examine the connections between experiences and self-awareness describe ways in which engaging with a variety of texts contributes to self-awareness recognize that culture is expressed in a variety of texts create texts to express self 	<ul style="list-style-type: none"> explain how personal experiences and those of the family, community, or culture affect identity examine how experiences with a variety of texts and with one another can deepen the awareness of identity create texts to explore identity
Competencies	<ul style="list-style-type: none"> Personal Growth and Well-being Communication 	<ul style="list-style-type: none"> Personal Growth and Well-being Communication 	<ul style="list-style-type: none"> Personal Growth and Well-being Communication 	<ul style="list-style-type: none"> Personal Growth and Well-being Communication 	<ul style="list-style-type: none"> Personal Growth and Well-being Communication
Literacy	<ul style="list-style-type: none"> Purpose Background Knowledge Clarity Access 	<ul style="list-style-type: none"> Purpose Background Knowledge Clarity 	<ul style="list-style-type: none"> Purpose Background Knowledge Clarity 	<ul style="list-style-type: none"> Purpose Background Knowledge Comprehension Strategies Clarity 	<ul style="list-style-type: none"> Purpose Personal Insight Comprehension Strategies Clarity
Numeracy	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified

French Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.				
Guiding Questions	How can texts help us understand one another's opinions?	How are my opinions related to my personal experiences and to texts?	How can experiences with one another and with a variety of texts help us to consider diverse opinions?	How can engaging with a variety of texts help us to understand the points of view of one another?	How can engaging with a variety of texts help us to develop our understanding of different perspectives?
Learning Outcomes	Children explore and express personal opinions about information and ideas presented in a variety of texts.	Students make connections between their opinions, personal experiences, and opinions presented in a variety of texts.	Students compare their personal opinions with those of others and those presented in a variety of texts.	Students explain how engaging with a variety of texts can contribute to the understanding of one another's points of view.	Students examine diverse perspectives presented in a variety of texts.
Conceptual Knowledge	<ul style="list-style-type: none"> personal opinions are people's thoughts people's personal opinions about texts may be similar or different the exploration of a variety of texts contributes to the understanding of one another oral narratives and various texts can help explore the cultures and experiences of First Nations, Métis, and Inuit 	<ul style="list-style-type: none"> personal opinions may be similar or different opinions presented in texts may be similar to or different from own personal opinions personal opinions can be related to each person's experiences information and ideas presented in texts can contribute to the development of personal opinions the sharing of stories can help to better understand one another's experiences oral stories and texts can help individuals connect with First Nations, Métis, and Inuit cultures and experiences 	<ul style="list-style-type: none"> personal opinions may vary from one person to another and depend on personal experiences texts may present opinions that are similar to or different from own personal opinions the exploration of a variety of texts contributes to the understanding of one another's experiences the opinions presented in texts may affect personal opinions the sharing of stories helps to build relationships with others oral storytelling and various texts can help to better understand the cultures and experiences of First Nations, Métis, and Inuit 	<ul style="list-style-type: none"> understanding one another requires openness to different points of view the exploration of a variety of texts contributes to understanding one another's experiences the different points of view presented in texts can reflect different experiences of one another experiences told in stories promote understanding of one another diverse stories of First Nations, Métis, and Inuit experiences allows for making connections with members of these communities 	<ul style="list-style-type: none"> a perspective is the way to see or consider something everyone has a perspective that reflects personal experiences and interactions with one another the points of view shared by many people can form the perspectives of a group or community adopting a perspective helps individual see or consider the context of one another and to understand different points of view texts make it possible to consider the context and experiences of one another there are multiple perspectives on topics and issues experiences told in stories reflect diverse cultures and promote understanding of one another engaging with a variety of texts that reflect diverse cultures and experiences of First Nations, Métis, and Inuit can deepen understanding and strengthen relationships
Procedural Knowledge	<ul style="list-style-type: none"> express personal opinions about information and ideas presented in texts make connections between characters' experiences in texts and personal experiences explore stories from diverse cultures, including First Nations, Métis, Inuit, and Francophone cultures 	<ul style="list-style-type: none"> make connections between personal opinions and personal experiences recognize personal opinions expressed in texts recognize how personal opinions and the opinions of characters in texts may be similar or different share stories that tell personal experiences make connections between personal experiences and those of people from different cultures presented in texts, including those of First Nations, Métis, and Inuit 	<ul style="list-style-type: none"> recognize that personal opinions may vary listen to others in a respectful way to consider the opinions expressed make connections between personal opinions and those of one another make connections between personal opinions and those presented in texts explore various stories that tell personal experiences and reflect diverse cultures describe connections between personal experiences and those of people from different cultures presented in texts, including those of First Nations, Métis, and Inuit 	<ul style="list-style-type: none"> explain the points of view present in a variety of texts recognize feelings toward various texts identify with the feelings and actions of one another listen to one another in a respectful way to consider different points of view make connections between your own point of view, those presented in various texts, and those of one another examine various stories that tell personal experiences and reflect diverse cultures explain the connections between personal experiences and those of people from 	<ul style="list-style-type: none"> make connections between personal perspectives and those presented in various texts explore and reflect upon the feelings and actions of characters who have different perspectives (empathy) consider multiple perspectives on a topic or an issue analyze various stories that tell personal experiences and reflect diverse cultures describe how engaging with texts that reflect diverse cultures and experiences of First Nations, Métis, and Inuit can help strengthen relationships

French Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
				different cultures presented in texts, including those of First Nations, Métis, and Inuit	
Competencies	<ul style="list-style-type: none"> • Personal Growth and Well-being • Communication 	<ul style="list-style-type: none"> • Critical Thinking • Personal Growth and Well-being 	<ul style="list-style-type: none"> • Personal Growth and Well-being • Critical Thinking 	<ul style="list-style-type: none"> • Personal Growth and Well-being • Cultural and Global Citizenship 	<ul style="list-style-type: none"> • Cultural and Global Citizenship • Personal Growth and Well-being
Literacy	<ul style="list-style-type: none"> • Participation • Access • Background Knowledge • Vocabulary • Comprehension Strategies 	<ul style="list-style-type: none"> • Participation • Access • Evaluate • Background Knowledge • Comprehension Strategies • Clarity 	<ul style="list-style-type: none"> • Participation • Access • Evaluate • Background Knowledge • Clarity 	<ul style="list-style-type: none"> • Participation • Access • Evaluate • Background Knowledge • Clarity 	<ul style="list-style-type: none"> • Participation • Evaluate • Background Knowledge • Vocabulary • Clarity
Numeracy	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified 	<ul style="list-style-type: none"> • None identified

French Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Exploring connections strengthens our understandings of relationships to help us make meaning of the world.				
Guiding Questions	How can French-language texts help me explore experiences of Francophones?	How can French-language texts help me learn about experiences of Francophones?	How can the exploration of various French-language texts help me to make connections with the experiences of Francophones?	How can engaging with various French-language texts help me make connections with the cultures of diverse Francophone communities?	How can engaging with various French-language texts help me relate to the current and past experiences of Francophone communities?
Learning Outcomes	Children explore and discuss French-language texts that reflect experiences of Francophones.	Students describe experiences of Francophones using French-language texts.	Students make connections between personal experiences and those of Francophones by exploring French-language texts.	Students make connections between personal experiences and the cultures of diverse Francophone communities using French-language texts.	Students make connections between personal experiences and current and past experiences of diverse Francophone communities using French-language texts.
Conceptual Knowledge	<ul style="list-style-type: none"> French-language texts help individuals explore experiences of Francophones holidays and celebrations of Francophone communities are part of the experiences of Francophones 	<ul style="list-style-type: none"> French-language texts help individuals learn about experiences of Francophones activities in French, including holidays and celebrations, help individuals learn about experiences of Francophones 	<ul style="list-style-type: none"> French-language texts make it possible to relate to the experiences of Francophones the activities of a Francophone community, including holidays, celebrations, and performances, provide opportunities to make connections to the experiences of Francophones 	<ul style="list-style-type: none"> various French-language texts help individuals learn about the cultures of diverse Francophone communities, including differences in language, traditions, practices, and artistic creations engaging with texts that reflect diverse French-language cultures helps individuals understand the diversity of Francophones 	<ul style="list-style-type: none"> French-language texts can help individuals learn about current and past experiences of diverse Francophone communities engaging with texts that reflect diverse Francophone communities over time fosters the understanding of experiences of Francophones
Procedural Knowledge	<ul style="list-style-type: none"> explore French-language texts, including rhymes, nursery rhymes, songs, and stories explore differences between own first language and French make connections between personal experiences and French-language texts discuss favourite French-language texts explore activities of Francophone communities, including holidays and celebrations presented in texts 	<ul style="list-style-type: none"> explore French-language texts, including rhymes, nursery rhymes, songs, poems, and stories discuss differences between own first language and French make connections between personal experiences and characters' experiences in French-language texts discuss favourite Francophone texts and characters discuss the activities of Francophone communities, including holidays and celebrations presented in texts 	<ul style="list-style-type: none"> make connections between personal experiences and those of people presented in French-language texts discuss favourite Francophone texts, characters, and artists compare personal experiences with the activities of Francophone communities, including holidays, celebrations, and performances presented in texts 	<ul style="list-style-type: none"> explore texts from diverse Francophone cultures compare different variants of French, including different expressions and accents used by diverse Francophone communities make connections between personal experiences and culture and those of people from different cultures presented in French-language texts share preferences related to French-language texts describe practices that reflect various Francophone cultures 	<ul style="list-style-type: none"> describe changes over time in various Francophone communities represented in texts compare traditional and contemporary elements of the French language and Francophone cultures make connections between personal experiences and current and past experiences of various Francophone communities explain preferences regarding French-language texts
Competencies	<ul style="list-style-type: none"> Communication Managing Information 	<ul style="list-style-type: none"> Cultural and Global Citizenship Communication 	<ul style="list-style-type: none"> Communication Critical Thinking 	<ul style="list-style-type: none"> Cultural and Global Citizenship Critical Thinking 	<ul style="list-style-type: none"> Cultural and Global Citizenship Critical Thinking
Literacy	<ul style="list-style-type: none"> Purpose Access Background Knowledge Clarity 	<ul style="list-style-type: none"> Purpose Participation Access Background Knowledge Clarity 	<ul style="list-style-type: none"> Purpose Participation Background Knowledge Clarity 	<ul style="list-style-type: none"> Participation Access Background Knowledge Clarity 	<ul style="list-style-type: none"> Participation Clarity Background Knowledge
Numeracy	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified

French Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Guiding Questions	How can language contribute to relationships with one another?	How can language be used to foster the development of good relationships?	How can language be used to foster the development of positive relationships?	How can language be used to foster respectful relationships?	How can we use language to improve relationships within a group?
Learning Outcomes	Children explore collaborative relationships in texts and experiences.	Students discuss ways in which language and actions presented in texts can contribute to collaboration.	Students describe and use language and actions that support collaboration.	Students use language and take actions that support collaboration.	Students apply their knowledge of language and take actions to foster collaboration.
Conceptual Knowledge	<ul style="list-style-type: none"> texts can show how people work well together the participation of each person in a group is important some words and expressions help to create good relationships between people 	<ul style="list-style-type: none"> collaboration is working together toward the same goal the participation of each person in a group is important certain words, expressions, and actions support good relationships between people 	<ul style="list-style-type: none"> each member of a group can collaborate toward a common goal taking turns speaking, sharing ideas, and active listening support collaboration certain words, expressions, or actions may include or encourage members of a group 	<ul style="list-style-type: none"> the participation of each member of a group is important defining the roles and responsibilities of each member of a group helps group members work as a team toward a common goal certain words, expressions, or actions demonstrate respect for one another 	<ul style="list-style-type: none"> respectful language and behaviours can enhance and strengthen relationships between group members the distribution of specific roles and responsibilities can foster collaboration toward a common goal
Procedural Knowledge	<ul style="list-style-type: none"> explore ways in which people work together explore various collaborative relationships presented in texts participate in collaborative experiences experiment with greetings and expressions of politeness 	<ul style="list-style-type: none"> discuss collaborative relationships presented in texts recognize the meaning of working together toward the same goal discuss words, expressions, and actions that can support collaboration 	<ul style="list-style-type: none"> describe collaborative relationships presented in texts describe what collaboration to achieve a common goal involves describe ways in which language and actions can foster collaboration assess own contributions, words, expressions, and actions when working toward a common goal 	<ul style="list-style-type: none"> describe how language and actions presented in texts support collaboration assume responsibilities as a member of a group assess individual contributions to the group explain how the use of certain words, expressions, or actions can support collaboration adjust language, including tone of voice, to demonstrate respect and encourage collaboration 	<ul style="list-style-type: none"> explain how collaboration improves relationships between characters in texts recognize the contributions of members of a group to the common goal demonstrate accountability by playing a role in a collaborative effort to achieve a common goal create criteria that allow for self-assessment of contributions to collaboration
Competencies	<ul style="list-style-type: none"> Communication Collaboration 	<ul style="list-style-type: none"> Communication Collaboration 	<ul style="list-style-type: none"> Communication Collaboration 	<ul style="list-style-type: none"> Communication Collaboration 	<ul style="list-style-type: none"> Collaboration Critical Thinking
Literacy	<ul style="list-style-type: none"> Purpose Participation Audience 	<ul style="list-style-type: none"> Participation Vocabulary Clarity Audience 	<ul style="list-style-type: none"> Participation Personal Insight Clarity Audience 	<ul style="list-style-type: none"> Participation Personal Insight Clarity Audience 	<ul style="list-style-type: none"> Participation Personal Insight Task Analysis Clarity Audience
Numeracy	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified 	<ul style="list-style-type: none"> None identified