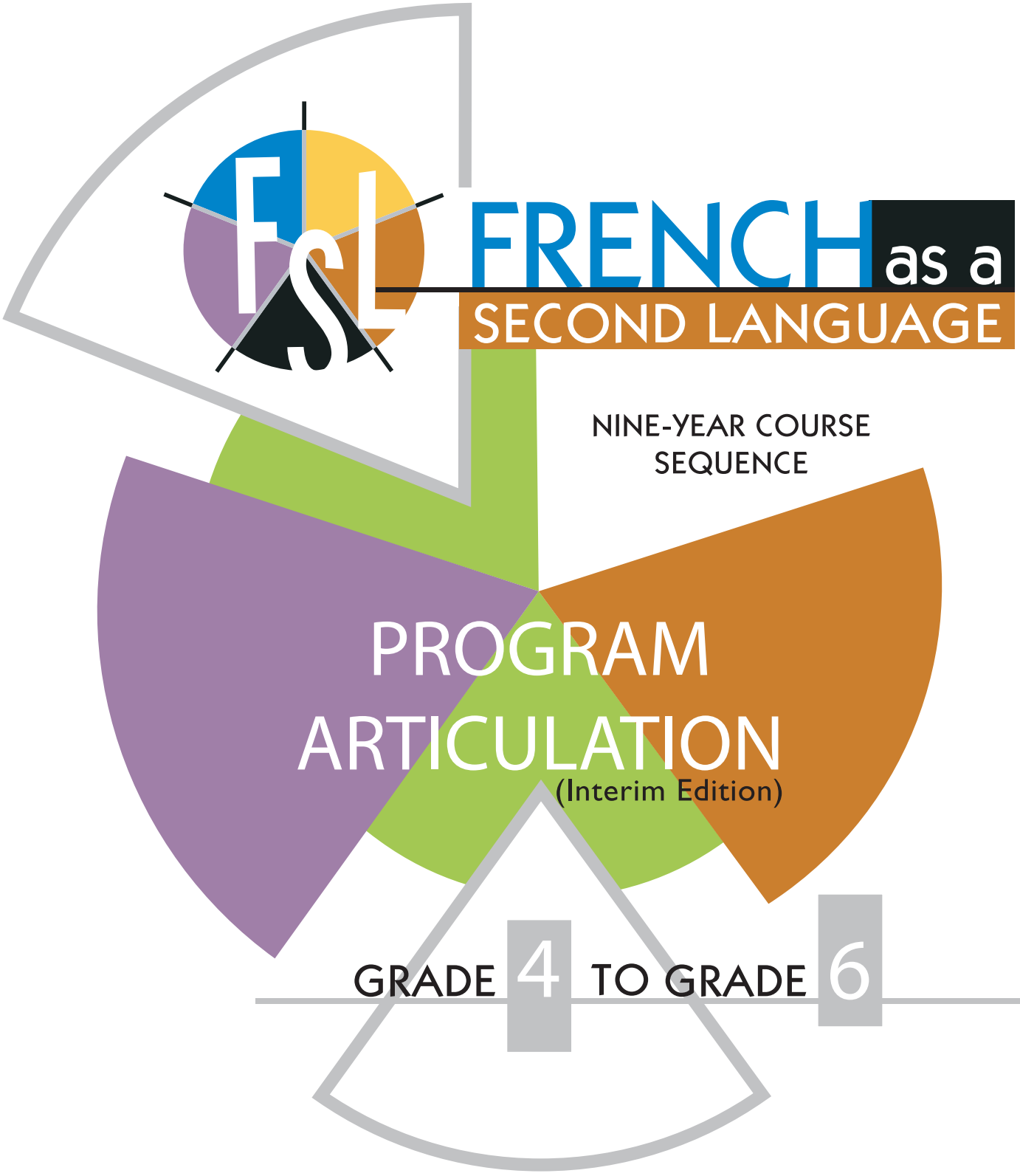

FRENCH as a SECOND LANGUAGE

NINE-YEAR COURSE SEQUENCE

PROGRAM ARTICULATION

(Interim Edition)

GRADE 4 TO GRADE 6

Alberta EDUCATION

FRENCH AS A SECOND LANGUAGE

NINE-YEAR

PROGRAM ARTICULATION

(Grade 4 to Grade 6)

Interim Edition

September 2006

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Preface

The French as a Second Language (FSL) Program Articulation has been prepared by Alberta Education to assist the teachers with the implementation of the Nine-year FSL Program of Studies. It is meant to accompany the FSL Nine-year Program of Studies. We welcome your input and invite you to fill in the Field Review form which you will find at the back of this document.

What Is the Purpose of the *French as a Second Language Program Articulation*?

The FSL Program Articulation assists teachers with the interpretation, planning and implementation of the general and specific learner outcomes from the program of studies. As well, this document supports teachers as they work toward the over-arching goal of the 2004 French as a Second Language Program of Studies, which is to produce students who are able to function in the French language and culture beyond the confines of the classroom. (*French as a Second Language Nine-year Program of Studies, Alberta Education*, p. 8)

The *FSL Program Articulation* is comprised of three distinct parts:

1. Scope and Sequence

The Scope and Sequence is a consolidation of general and specific learner outcomes used in planning and developing for instructional purposes. It provides teachers the breadth of the program of studies in table format.

2. Communicative Functions (Targets)

The Communicative Functions (Targets) document articulates, specifically, what students do in French at each grade level. The numbered Communicative Functions (Targets) statements used in the Program Articulation are not found in the FSL program of studies; however, the headings and statements used have been introduced in the *Program Articulation* document to clarify the purpose and intent of the general and specific learner outcomes of the program of studies.

The use of general learner outcomes, cluster headings, Communicative Functions (Targets) and specific learner outcomes provides teachers with a comprehensive approach to planning instruction and assessment.

3. Planning for Communication

Planning for Communication is a document to help teachers plan for communicative activities. Teachers can use Planning for Communication to record information about their instruction and assessment.

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Scope and Sequence

Introduction

The Scope and Sequence shows the progression of outcomes from the FSL Program of studies.

The Scope and Sequence clarifies what students know and can do in French at each grade level in the four general outcomes:

- communication
- language
- culture
- language learning strategies.

What Is the Scope and Sequence?

The Scope and Sequence is a consolidation of specific learner outcomes used in planning and developing for instructional purposes. It gives teachers the breadth of the program of studies in table format.

Within the Scope and Sequence, Communicative Functions (Targets) statements are introduced. These headings and statements clarify the purpose and intent of the general and specific learner outcomes of the FSL program of studies. Although the cluster headings and the numbered Communicative Functions (Targets) statements are not found in the FSL program of studies, these statements provide teachers with a comprehensive approach to planning instruction and assessment.

The six cluster headings and the specific Communicative Functions (Targets) statements for grades 4 to 6 are:

Grade 4

1. **To impart and receive information**
   - 1.1 Share basic information.
   - 1.2 Identify concrete people, places and things.

2. **To express emotions and personal perspectives**
   - 2.1 Express simple preferences.
   - 2.2 Express a personal response.
   - 2.3 Ask about and express basic emotions and feelings.

3. **To get things done**
   - 3.1 Indicate basic needs and wants.
   - 3.2 Give and respond to simple oral instructions or commands.
   - 3.3 Ask for permission.
   - 3.4 Respond to offers, invitations and instructions.
   - 3.5 Ask or offer to do something.
   - 3.6 Manage turn taking.
   - 3.7 Encourage other group members to act appropriately.

4. **To form, maintain and change interpersonal relationships**
   - 4.1 Exchange greetings and farewells.
   - 4.2 Address a new acquaintance and introduce themselves.
   - 4.3 Exchange some basic information about themselves.

5. **To extend their knowledge of the world**
   - 5.1 Investigate the immediate environment.
   - 5.2 Gather simple information.
   - 5.3 Organize items in different ways.
   - 5.4 Experience problem-solving situations in the classroom.
   - 5.5 Listen attentively to the opinions expressed.
   - 5.6 Respond sensitively to the ideas and products of others.

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6. For imaginative purposes and personal enjoyment

6.1 Use the language for fun.

6.2 Use the language creatively.

6.3 Use the language for personal enjoyment.

Grade 5

1. To impart and receive information

1.1 Ask for and provide information.

1.2 Respond to simple, predictable questions.

1.3 Describe people, places and things.

2. To express emotions and personal perspectives

2.1 Identify favourite people, places or things.

2.2 Express a personal response to a variety of situations.

2.3 Identify emotions and feelings.

3. To get things done

3.1 Suggest a course of action and respond to a suggestion.

3.2 Make and respond to a variety of simple requests.

3.3 Seek, grant or withhold permission.

3.4 Indicate a choice from several options.

3.5 Express a wish or a desire to do something.

3.6 Ask for help or clarification of what is being said or done in the group.

3.7 Suggest, initiate or direct action in group activities.

4. To form, maintain and change interpersonal relationships

4.1 Initiate relationships.

4.2 Apologize and refuse politely.

5. To extend their knowledge of the world

5.1 Investigate the immediate environment.

5.2 Make and talk about personal observations.

5.3 Sequence items in different ways.

5.4 Define a problem and search for solutions.

5.5 Choose between alternative solutions.

5.6 Recognize differences of opinion.

6. For imaginative purposes and personal enjoyment

6.1 Use the language for fun.

6.2 Use the language creatively.

6.3 Use the language for personal enjoyment.

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Grade 6

1. **To impart and receive information**
   - 1.1 Describe people, places, things and series or sequence of events or actions.

2. **To express emotions and personal perspectives**
   - 2.1 Inquire about and express likes and dislikes.
   - 2.2 Inquire about, record and share personal experiences that involve an emotion or feeling.

3. **To get things done**
   - 3.1 Encourage or discourage others from a course of action.
   - 3.2 Give and follow a simple sequence of instructions.
   - 3.3 Make an offer and an invitation and respond to offers and invitations made by others.
   - 3.4 Inquire about and express ability and inability to do something.
   - 3.5 Encourage other group members to participate.
   - 3.6 Assume a variety of roles and responsibilities as group members.
   - 3.7 Negotiate, in a simple way, with peers in small group tasks.
   - 3.8 Offer to explain or clarify.

4. **To form, maintain and change interpersonal relationships**
   - 4.1 Talk about themselves and respond to the talk of others by showing attention and interest.

5. **To extend their knowledge of the world**
   - 5.1 Explore alternative classification systems and criteria for categories.
   - 5.2 Discuss relationships and patterns.
   - 5.3 Compare and contrast items in simple ways.
   - 5.4 Compose questions to guide research.
   - 5.5 Identify sources of information.
   - 5.6 Record observations.
   - 5.7 Understand and use the steps in the problem-solving process.
   - 5.8 Express their views on a variety of topics within their direct experience.
   - 5.9 Gather opinions on a topic within their direct experience.

6. **For imaginative purposes and personal enjoyment**
   - 6.1 Use the language for fun and to interpret simple humour.
   - 6.2 Use the language creatively and for aesthetic purposes.
   - 6.3 Use the language for personal enjoyment.

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What Is the Purpose of the Scope and Sequence?

The Scope and Sequence supports the French as a Second Language (FSL) Program of Studies. This portion of the document shows how specific outcomes progress through grades 4, 5 and 6.

There are four components in the Scope and Sequence, each representing a general outcome from the program of studies:

Communication	This component demonstrates a progression of the Communicative Functions (Targets)*. It demonstrates how specific outcomes from the program of studies support the Communicative Functions (Targets).*
Language	This component demonstrates a progression of specific outcomes to show what students know and are to do, in terms of grammar and vocabulary, in each grade, within a communicative context.
Culture	This component incorporates fields and subfields of experience that can be considered relevant to learning about culture. It describes the intent and purpose of the specific outcomes.
Language Learning Strategies	This component demonstrates strategies that can be applied in each grade and includes specific outcomes from the program of studies.

How Is the Scope and Sequence Used?

The Scope and Sequence is used by teachers:

- to enhance their understanding of the progression of learner outcomes from the FSL Program of Studies.
- as a reference when using the Communicative Functions (Targets)* and Planning for Communication* sections within this document.

* See the Table of Contents for information on the Communicative Functions (Targets) and Planning for Communication sections of this document.

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Communication

General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

The overarching goal of the nine-year program of studies is to develop students who are sufficiently competent in French to function in the language and culture outside the confines of the classroom. The Communication component is crucial to achieving this goal.

The Communication component encompasses four language skills:

Listening Comprehension (LC): In grades 4 to 6, students demonstrate understanding of key words and ideas contained in simple, concrete, oral texts. These texts can be authentic Francophone oral texts, e.g., radio announcements, television broadcasts, but will mostly be adapted texts; e.g., an oral text tailored to meet the proficiency level of the second language learner.

Students can indicate they understand key words and ideas through the use of familiar phrases, single words, answering yes/no, drawing a picture or other graphic representation and using English, when appropriate.

Reading Comprehension (RC): In grades 4 to 6, students demonstrate understanding of key words and ideas in simple, concrete adapted or authentic texts. Students can indicate they understand key words and phrases through the use of simple words and phrases, underlining, highlighting, matching, drawing, physical actions and using English, when appropriate.

Oral Production (OP): In grades 4 to 6, students may express a simple oral message by using simple, concrete sentences, based on an available model, familiar phrases they have memorized and single words. When appropriate, gestures can be used to sustain or enhance a message.

These messages can be expressed in some of the following contexts:

- simple, spontaneous interactions between students; e.g., greetings
- simple interactions between students, based on provided structures; e.g., student A asks a modelled question, student B responds
- oral presentations where students present a rehearsed oral production to classmates and/or the teacher.

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Written Production (WP):	In grades 4 to 6, students may express simple, written messages by writing simple, concrete sentences, writing sentences based on a model, copying, labelling and substituting words. Both authentic, e.g., clothing tags, newspaper weather reports, emails, and adapted texts, e.g., part of a song that is rewritten with different words, a poem that has some words that have been substituted, may be produced.

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Language

General Outcome for Language
Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

To carry out authentic communicative tasks, students require a repertoire of linguistic tools that they will use to understand others' messages and to convey their own messages. These linguistic tools include:

- the sound system of the language, including pronunciation of vowels and consonants, intonation, rhythm and stress; i.e., phonology
- the writing system of the language, such as the correlation between sounds and spelling and the rules of spelling as well as any mechanical conventions, such as capitalization and punctuation; i.e., orthography
- the words used to carry out a communicative task; i.e., vocabulary
- grammatical structure, such as conjugation of verbs and gender agreement of adjectives, and grammar at the sentence level (i.e., syntax), such as word order, types of sentences and the way sentences are constructed; i.e., grammar.

These linguistic tools serve to support communication. In order to meet the Communicative Functions (Targets) articulated in the Communication component, students require the necessary linguistic knowledge.

Some teaching points to consider when providing linguistic tools to students:

- Introduce, practise and assess linguistic tools through communicative activities, wherever possible.
- Students will acquire vocabulary and grammatical rules at different rates; therefore, particular words and rules should be practised several times and in a variety of ways. Teachers continually assess students' progress to determine if further practice is necessary and when it is appropriate to evaluate students' ability to use vocabulary and grammatical rules.
- Particularly in grades 4 to 6, modelled situations are necessary for students to use some expressions or grammatical structures successfully. In a modelled situation, the linguistic tool is consistently provided and immediately accessible to students; e.g., written on the board, provided to students on a sheet of paper, posted in the classroom.
- Sometimes, students learn about a linguistic tool (e.g., the *savoir*) and, sometimes, they apply the linguistic tool (e.g., the *savoir-faire*). The knowledge of linguistic tools and the application of linguistic tools differ but both are needed to ensure students can effectively communicate. It is generally appropriate to use English to teach students in grades 4 to 6 the knowledge of linguistic tools but students apply and practise the linguistic tools while using French in a communicative context.

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Culture

General Outcome for Culture
Students will use their knowledge of different Francophone cultures and their own culture to interact within these cultures.

Developing cultural knowledge and skills is a lifelong process and involves learning about the cultures of others as well as one's own culture.

To become effective users of the French language, students require an understanding of Francophone cultures and how language and culture are intertwined.

In the Culture component, students:

- **acquire specific knowledge about Francophone cultures**
  Sometimes, this knowledge can be acquired directly in the French language, such as singing a birthday song in French. These knowledge outcomes may be best acquired in English, such as learning about the difference between calendars in France and Canada.

- **apply knowledge about Francophone cultures**
  Generally, this involves students becoming aware of the elements of Francophone cultures around them. Teachers will find it helpful to enrich the classroom environment with cultural displays, artefacts and/or authentic resources to teach these outcomes.

- **build general cultural awareness**
  This is an opportunity for teachers to choose four holidays or celebrations important to students and use them as a basis for learning French throughout the school year.

- **become aware of personal opportunities associated with learning French**
  Some of these outcomes are most appropriately taught in French and others may be taught in English.

- **practise sociolinguistic conventions**
  These conventions are practised while using French.

- **build French language awareness**
  These outcomes involve examining and understanding some unique features of the French language.

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Language Learning Strategies

General Outcome for Language Learning Strategies
Students will use their knowledge of strategies to enhance learning and to communicate in French.

To learn any new language successfully, learners employ a variety of strategies. These strategies allow the learner to acquire the language more efficiently and to feel more independent and confident.

As students progress through the grades, the types of strategies teachers introduce will gradually become more sophisticated. In the earlier grades, teachers assist students to recognize and experiment with simple strategies. Older students should be able to sort and select from a number of strategies and apply those that work best for them in any communicative situation. FSL teachers should teach various strategies to students explicitly to ensure they are able to apply strategies effectively.

The types of strategies teachers will provide to students in the FSL Program of Studies are:

Cognitive Strategies	Cognitive strategies involve thinking about the content of the task and what learning will take place. They focus on what needs to be done to complete the language task.
Socio-affective Strategies	Socio-affective strategies involve thinking about how one feels about the learning and how one learns with others. They focus on working effectively with others and managing emotions in relation to the language task.
Metacognitive Strategies	Metacognitive strategies involve thinking about managing the learning. They focus on how to complete the language task.
Memory Strategies	Memory strategies involve using ways to remember language structures and key words to use during the language task. They focus on remembering grammar and vocabulary.

*The strategies assigned for each grade in this document represent a suggested distribution of strategies. Teachers make decisions regarding which strategies are most appropriate for their students in any particular grade.

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Scope and Sequence

Communication

Reading the Communication Component

The Communicative Functions (Targets) and/or learner outcomes are represented and illustrate the intended developmental flow for French from grades 4 to 6.

Note: Each page should be read horizontally for developmental flow of the communicative functions (targets) and/or learner outcomes from the FSL Program of Studies, from grade to grade.

General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

cluster heading for Communicative Functions (Targets)

grade specific outcomes for Communicative Functions (Targets)

1. To impart and receive information

Students will be able to use French to:

GRADE 4	GRADE 5	GRADE 6
1.1 Share basic information.	***1.1 Ask for and provide information.***	***Communicative outcomes from all preceding grades should be reinforced, extended and broadened.***
LC ✓ OP ✓ RC ✓ WP ✓	**LC ✓ OP ✓ RC ✓ WP ✓**	**LC ✓ OP ✓ RC ✓ WP ✓**
• the date; e.g., days of the week, months of the year • seasons • written numbers 0 – 31 • statutory holidays in Canada • weather expressions • seasonal weather	• Grade 4 vocabulary and language concepts • time of day • time of day using 12-hour clock • classroom timetable • school subjects • areas in~~cide~~ ~~to the~~	

specific learner outcome statements for each grade from the FSL Program of Studies

Read each page horizontally for developmental flow of Communicative Functions (Targets) and outcomes from grade to grade.

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

1. To impart and receive information

Students will be able to use French to:

GRADE 4				GRADE 5				GRADE 6			
1.1 Share basic information.				***1.1 Ask for and provide information.***				***Communicative outcomes from all preceding grades should be reinforced, extended and broadened.***			
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓	**LC** ✓	**OP** ✓	**RC** ✓	**WP** ✓	**LC** ✓	**OP** ✓	**RC** ✓	**WP** ✓
• the date, e.g., days of the week, months of the year • seasons • written numbers 0 – 31 • statutory holidays in Canada • weather expressions • seasonal weather • expressions of temperature • school and classroom supplies • classroom furniture • numbers 0 – 69 • shapes • colours • my age • my birthday • parts of the body • my physical traits • my personality traits • units of measurement • my likes and dislikes • my immediate family members • their age/birthday • their physical traits				• Grade 4 vocabulary and language concepts • time of day • time of day, using 12-hour clock • classroom timetable • school subjects • areas inside and outside the school • school personnel • healthy school snacks • animal anatomy • animal habitats • seasonal clothes • clothes for different occasions • types of dwellings • rooms in my home • structure of a room • *Le Festival du Voyageur* • four holidays and celebrations							

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

<table>
<tr><td colspan="4">• their personality traits
• family pets</td><td colspan="4"></td><td colspan="4"></td></tr>
<tr><th colspan="4">GRADE 4</th><th colspan="4">GRADE 5</th><th colspan="4">GRADE 6</th></tr>
<tr><td colspan="4"></td><td colspan="4">1.2 Respond to simple, predictable questions.</td><td colspan="4">Communicative outcomes from all preceding grades should be reinforced, extended and broadened.</td></tr>
<tr><th>LC</th><th>OP</th><th>RC</th><th>WP</th><th>LC</th><th>OP
✓</th><th>RC</th><th>WP
✓</th><th>LC</th><th>OP
✓</th><th>RC</th><th>WP
✓</th></tr>
<tr><td colspan="4"></td><td colspan="4">• Grade 4 vocabulary and language concepts
• healthy school snacks
• categories of animals
• common farm animals
• common wild animals
• seasonal clothes
• clothes for different occasions
• types of dwellings</td><td colspan="4"></td></tr>
</table>

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 4				GRADE 5				GRADE 6			
1.2 Identify concrete people, places and things.				***1.3 Describe people, places and things.***				***1.1 Describe people, places, things and series or sequence of events or actions.***			
LC	**OP** ✓	**RC**	**WP** ✓	**LC**	**OP** ✓	**RC**	**WP** ✓	**LC**	**OP** ✓	**RC**	**WP** ✓
• school and classroom supplies • classroom furniture • numbers 0 – 69 • written number words 0 – 31 • making introductions • colours • people in the classroom • parts of the body • immediate family members				• classroom timetable • school personnel • adjectives related to size and colours of animals • Grade 4 vocabulary and language concepts • animal anatomy • seasonal clothes • clothes for different occasions • my home • types of dwellings				• my neighbourhood • neighbourhood buildings • people in the neighbourhood • neighbourhood transportation • cardinal and intermediate points • Alberta – location • Alberta – communities and their festivals • Alberta – common wild animals • natural environments and habitats • dangers to the environment • endangered animals • protection of the environment • *Le Carnaval de Québec*			

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

2. To express emotions and personal perspectives

Students will be able to use French to:

GRADE 4

2.1 Express simple preferences.

LC	OP	RC	WP
	✓		✓

- my likes and dislikes
- colours
- family pets

GRADE 5

2.1 Identify favourite people, places or things.

LC	OP	RC	WP
	✓		✓

- school subjects
- healthy snacks
- common farm animals
- categories of animals
- common wild animals
- adjectives related to size and colours of animals
- Grade 4 vocabulary and language concepts
- clothing preferences

GRADE 6

2.1 Inquire about and express likes and dislikes.

LC	OP	RC	WP
	✓		✓

- basic food items
- nutritious foods
- expressions of feelings and emotions
- grades 4 and 5 vocabulary and language concepts
- seasonal sports and physical activities
- Alberta – landscapes

GRADE 4

2.2 Express a personal response.

LC	OP	RC	WP
	✓		✓

- my likes and dislikes
- family pets

GRADE 5

2.2 Express a personal response to a variety of situations.

LC	OP	RC	WP
	✓		✓

- school subjects
- common farm animals
- common wild animals
- categories of animals
- Grade 4 vocabulary and language concepts
- clothing preferences

GRADE 6

Communicative outcomes from all preceding grades should be reinforced, extended and broadened.

LC	OP	RC	WP
	✓		✓

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 4				GRADE 5				GRADE 6			
2.3 Ask about and express basic emotions and feelings.				***2.3 Identify emotions and feelings.***				***2.2 Inquire about, record and share personal experiences that involve an emotion or feeling.***			
LC	**OP** ✓	**RC**	**WP** ✓	**LC**	**OP** ✓	**RC**	**WP** ✓	**LC** ✓	**OP** ✓	**RC** ✓	**WP** ✓
• selected questions and expressions related to state of being				• my room				• expressions of feelings and emotions • seasonal sports and physical activities			

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

3. To get things done

Students will be able to use French to:

GRADE 4

3.1 Indicate basic needs and wants.

LC	OP	RC	WP
	✓		✓

- classroom routines and interactions
- school and classroom supplies
- classroom furniture

GRADE 5

3.1 Suggest a course of action and respond to a suggestion.

LC	OP	RC	WP
	✓		✓

- healthy school snacks

GRADE 6

3.1 Encourage or discourage others from a course of action.

LC	OP	RC	WP
	✓		✓

- protection of the environment

GRADE 4

3.2 Give and respond to simple oral instructions or commands.

LC	OP	RC	WP
✓	✓	✓	✓

- classroom routines and interactions

GRADE 5

3.2 Make and respond to a variety of simple requests.

LC	OP	RC	WP
✓	✓	✓	✓

- Grade 4 vocabulary and language concepts

GRADE 6

3.2 Give and follow a simple sequence of instructions.

LC	OP	RC	WP
✓	✓	✓	✓

- my neighbourhood
- neighbourhood buildings
- neighbourhood plan
- Alberta – location
- cardinal and intermediate points

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 4				GRADE 5				GRADE 6			
3.3 Ask for permission.				***3.3 Seek, grant or withhold permission.***				***Communicative outcomes from all preceding grades should be reinforced, extended and broadened.***			
LC	**OP** ✓	**RC**	**WP** ✓	**LC** ✓	**OP** ✓	**RC** ✓	**WP** ✓	**LC** ✓	**OP** ✓	**RC** ✓	**WP** ✓
• classroom routines and interactions • expressions of politeness				• Grade 4 vocabulary and language concepts							
GRADE 4				**GRADE 5**				**GRADE 6**			
3.4 Respond to offers, invitations and instructions.				***3.4 Indicate a choice from several options.***				***3.3 Make an offer and an invitation and respond to offers and invitations made by others.***			
LC	**OP** ✓	**RC**	**WP** ✓	**LC** ✓	**OP** ✓	**RC** ✓	**WP** ✓	**LC** ✓	**OP** ✓	**RC** ✓	**WP** ✓
• throughout all fields and subfields of experience, where appropriate				• healthy school snacks • seasonal clothes				• grades 4 and 5 vocabulary and language concepts • healthy eating • meals and meal times • seasonal sports and physical activities • feeling well/feeling ill • expressions of physical state • expressions of health • my neighbourhood			

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 4				GRADE 5				GRADE 6			
3.5 Ask or offer to do something.				***3.5 Express a wish or a desire to do something.***				***3.4 Inquire about and express ability and inability to do something.***			
LC	**OP** ✓	**RC**	**WP** ✓	**LC**	**OP** ✓	**RC**	**WP** ✓	**LC** ✓	**OP** ✓	**RC** ✓	**WP** ✓
• throughout all fields and subfields of experience, where appropriate				• rooms in my home • throughout all fields and subfields of experience, where appropriate				• seasonal sports and physical activities			
GRADE 4				**GRADE 5**				**GRADE 6**			
3.6 Manage turn taking.				***3.6 Ask for help or clarification of what is being said or done in the group.***				***3.5 Encourage other group members to participate.***			
LC ✓	**OP** ✓	**RC**	**WP**	**LC** ✓	**OP** ✓	**RC**	**WP**	**LC**	**OP** ✓	**RC**	**WP**
• numbers 0 – 69 • the ordinal number, *premier* • throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• seasonal sports and physical activities • endangered animals • throughout all fields and subfields of experience, where appropriate			
GRADE 4				**GRADE 5**				**GRADE 6**			
3.7 Encourage other group members to act appropriately.				***3.7 Suggest, initiate or direct action in group activities.***				***3.6 Assume a variety of roles and responsibilities as group members.***			
LC	**OP** ✓	**RC**	**WP**	**LC** ✓	**OP** ✓	**RC**	**WP**	**LC** ✓	**OP** ✓	**RC** ✓	**WP** ✓
• approval and praise • expressions of politeness				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate			

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 4	GRADE 5	GRADE 6
		3.7 Negotiate, in a simple way, with peers in small group tasks.

LC	OP	RC	WP
✓	✓		

- throughout all fields and subfields of experience, where appropriate

GRADE 4	GRADE 5	GRADE 6
		3.8 Offer to explain or clarify.

LC	OP	RC	WP
	✓		✓

- throughout all fields and subfields of experience, where appropriate

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

4. To form, maintain and change interpersonal relationships

Students will be able to use French to:

GRADE 4				GRADE 5				GRADE 6			
4.1 Exchange greetings and farewells.				***4.1 Initiate relationships.***				***4.1 Talk about themselves and respond to the talk of others by showing attention and interest.***			
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓	**LC**	**OP** ✓	**RC**	**WP** ✓	**LC** ✓	**OP** ✓	**RC**	**WP**
• classroom interactions • greetings • leave-taking expressions				• Grade 4 vocabulary and language concepts				• basic food items • grades 4 and 5 vocabulary and language concepts • meal and meal times • expressions of feelings and emotions • seasonal sports and physical activities • my neighbourhood • people in the neighbourhood • Alberta – landscapes • Alberta – its riches • Alberta – location • cardinal and intermediate points • protection of the environment			

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 4				GRADE 5				GRADE 6			
4.2 Address a new acquaintance and introduce themselves.				***4.2 Apologize and refuse politely.***				***Communicative outcomes from all preceding grades should be reinforced, extended and broadened.***			
LC	**OP** ✓	**RC**	**WP** ✓	**LC**	**OP** ✓	**RC**	**WP** ✓	**LC**	**OP** ✓	**RC**	**WP** ✓
• classroom interactions • making introductions • greetings • leave-taking expressions				• Grade 4 vocabulary and language concepts							
GRADE 4				**GRADE 5**				**GRADE 6**			
4.3 Exchange some basic information about themselves.				***Communicative outcomes from Grade 4 should be reinforced, extended and broadened.***				***Communicative outcomes from all preceding grades should be reinforced, extended and broadened.***			
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓	**LC** ✓	**OP** ✓	**RC** ✓	**WP** ✓	**LC** ✓	**OP** ✓	**RC** ✓	**WP** ✓
• making introductions • names of numbers 0 – 69 • my age • my birthday • my immediate family members											

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

5. To extend their knowledge of the world

Students will be able to use French to:

GRADE 4

5.1 Investigate the immediate environment.

LC	OP	RC	WP
		✓	

- school and classroom supplies
- classroom furniture
- French used in the immediate environment

GRADE 5

5.1 Investigate the immediate environment.

LC	OP	RC	WP
		✓	

- areas inside and outside the school

GRADE 6

5.1 Explore alternative classification systems and criteria.

LC	OP	RC	WP
✓	✓	✓	✓

- the food groups
- nutritious foods
- meals and meal times
- seasonal sports and physical activities
- Alberta – its riches

GRADE 4

GRADE 5

5.2 Make and talk about personal observations.

LC	OP	RC	WP
✓	✓	✓	✓

- common farm animals
- common wild animals
- animal anatomy
- adjectives related to size and colours of animals
- clothing preferences

GRADE 6

5.2 Discuss relationships and patterns.

LC	OP	RC	WP
✓	✓	✓	✓

- nutritious foods
- the food groups
- my neighbourhood
- neighbourhood buildings
- people in the neighbourhood
- Alberta – common wild animals
- Alberta – landscapes
- protection of the environment

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 4				GRADE 5				GRADE 6			
5.2 Gather simple information.				***5.3 Sequence items in different ways.***				***5.3 Compare and contrast items in simple ways.***			
LC ✓	**OP**	**RC** ✓	**WP**	**LC**	**OP** ✓	**RC**	**WP** ✓	**LC**	**OP** ✓	**RC**	**WP** ✓
• my physical traits • my personality traits • Who am I? • Alberta winter celebrations • four holidays and celebrations				• classroom timetable • healthy school snacks • categories of animals • Grade 4 vocabulary and language concepts • common farm animals • common wild animals • seasonal clothes • objects and furnishings in a student's room				• seasonal sports and physical activities • my neighbourhood • people in the neighbourhood • Alberta – landscapes • cardinal and intermediate points			
GRADE 4				**GRADE 5**				**GRADE 6**			
5.3 Organize items in different ways.				***Communicative outcomes from all preceding grades should be reinforced, extended and broadened.***				***5.4 Compose questions to guide research.***			
LC	**OP** ✓	**RC**	**WP** ✓	**LC**	**OP** ✓	**RC**	**WP** ✓	**LC**	**OP** ✓	**RC**	**WP** ✓
• numbers 0 – 69 • written number words • shapes • colours								• healthy eating • basic food items • expressions of feelings and emotions • grades 4 and 5 vocabulary and language concepts • seasonal sports and physical activities • Alberta – location • Alberta – communities and their festivals • cardinal and intermediate points • endangered animals • natural environments and habitats			

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 4	GRADE 5	GRADE 6
		5.5 Identify sources of information.

LC	OP	RC	WP
✓		✓	

- the environment
- dangers to the environment

GRADE 4	GRADE 5	GRADE 6
		5.6 Record observations.

LC	OP	RC	WP
	✓		✓

- healthy eating
- basic food items
- nurtritious foods
- seasonal sports and physical activities
- expressions of feelings and emotions
- endangered animals
- natural environments and habitats
- cardinal and intermediate points
- protection of the environment
- quantity and intensity

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 4				GRADE 5				GRADE 6			
5.4 Experience problem-solving situations in the classroom.				***5.4 Define a problem and search for solutions.***				***5.7 Understand and use the steps in the problem-solving process.***			
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓	**LC** ✓	**OP** ✓	**RC** ✓	**WP** ✓	**LC** ✓	**OP** ✓	**RC** ✓	**WP** ✓
• school and classroom supplies				• areas inside and outside the school • school personnel • our friends – the animals • seasonal clothes • types of dwellings				• neighbourhood plan • abbreviations for *boulevard* and *avenue* • protection of the environment			
GRADE 4				**GRADE 5**				**GRADE 6**			
				5.5 Choose between alternative solutions.				***Communicative outcomes from all preceding grades should be reinforced, extended and broadened.***			
				LC ✓	**OP** ✓	**RC** ✓	**WP** ✓				
				• healthy school snacks • our friends – the animals • clothes for different occasions							

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 4				GRADE 5				GRADE 6			
5.5 Listen attentively to the opinions expressed.				***Communicative outcomes from Grade 4 should be reinforced, extended and broadened.***				***5.8 Express their views on a variety of topics within their direct experience.***			
LC ✓	**OP**	**RC**	**WP**	**LC** ✓	**OP** ✓	**RC** ✓	**WP** ✓	**LC**	**OP** ✓	**RC**	**WP** ✓
• Who am I? • throughout all fields and subfields of experience, where appropriate								• healthy eating • basic food items • nutritious foods • expressions of feelings and emotions • grades 4 and 5 vocabulary and language concepts • my neighbourhood • neighbourhood buildings • people in the neighbourhood • natural environments • dangers to the environment • endangered animals • protection of the environment			
GRADE 4				**GRADE 5**				**GRADE 6**			
5.6 Respond sensitively to the ideas and products of others.				***5.6 Recognize differences of opinion.***				***5.9 Gather opinions on a topic within their direct experience.***			
LC	**OP** ✓	**RC**	**WP** ✓	**LC** ✓	**OP**	**RC** ✓	**WP**	**LC** ✓	**OP** ✓	**RC** ✓	**WP** ✓
• expressions of politeness • approval and praise				• clothing for different occasions				• basic food items • nutritious foods • expressions of feelings and emotions • seasonal sports and physical activities • Alberta – its riches • protection of the environment			

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

6. For imaginative purposes and personal enjoyment

Students will be able to use French to:

GRADE 4	GRADE 5	GRADE 6
6.1 Use the language for fun.	***6.1 Use the language for fun.***	***6.1 Use the language for fun and to interpret simple humour.***
LC ✓ OP ✓ RC ✓ WP ✓	LC ✓ OP ✓ RC ✓ WP ✓	LC ✓ OP ✓ RC ✓ WP ✓
• throughout all fields and subfields of experience, where appropriate	• throughout all fields and subfields of experience, where appropriate	• throughout all fields and subfields of experience, where appropriate
GRADE 4	**GRADE 5**	**GRADE 6**
6.2 Use the language creatively.	***6.2 Use the language creatively.***	***6.2 Use the language creatively and for aesthetic purposes.***
LC ✓ OP ✓ RC ✓ WP ✓	LC ✓ OP ✓ RC ✓ WP ✓	LC ✓ OP ✓ RC ✓ WP ✓
• throughout all fields and subfields of experience, where appropriate	• throughout all fields and subfields of experience, where appropriate	• throughout all fields and subfields of experience, where appropriate
GRADE 4	**GRADE 5**	**GRADE 6**
6.3 Use the language for personal enjoyment.	***6.3 Use the language for personal enjoyment.***	***6.3 Use the language for personal enjoyment.***
LC ✓ OP ✓ RC ✓ WP ✓	LC ✓ OP ✓ RC ✓ WP ✓	LC ✓ OP ✓ RC ✓ WP ✓
• "Happy Birthday" • throughout all fields and subfields of experience, where appropriate	• throughout all fields and subfields of experience, where appropriate	• throughout all fields and subfields of experience, where appropriate

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Scope and Sequence

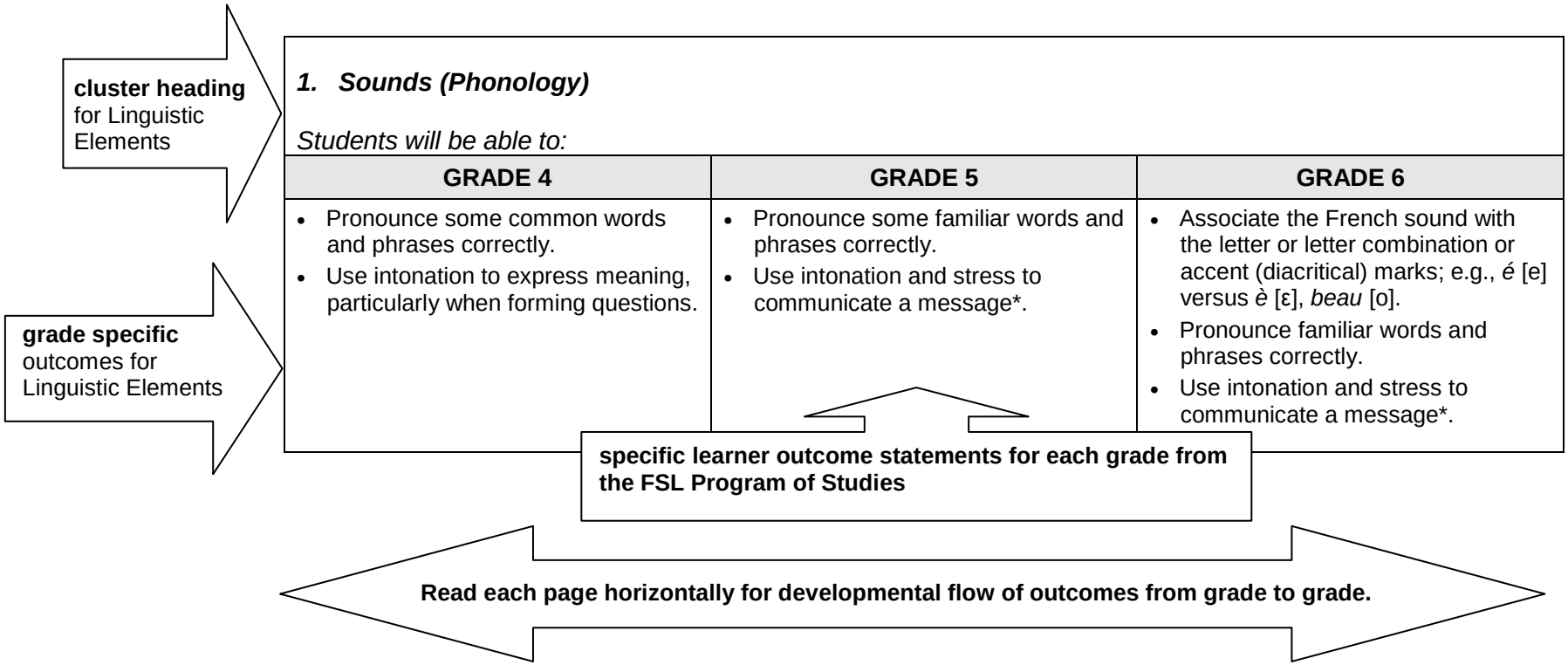
Language

Reading the Language Component

The Linguistic Elements and/or learner outcomes are represented and illustrate the intended developmental flow for French from grades 4 to 6.

Note: Each page should be read horizontally for developmental flow of the linguistic elements and/or learner outcomes from the FSL Program of Studies, from grade to grade.

General Outcome for Language
Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.



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General Outcome for Language
Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

1. Sounds (Phonology)

Students will be able to:

GRADE 4	GRADE 5	GRADE 6
• Pronounce some common words and phrases correctly. • Use intonation to express meaning, particularly when forming questions.	• Pronounce some familiar words and phrases correctly. • Use intonation and stress to communicate a message*.	• Associate the French sound with the letter or letter combination or accent (diacritical) marks; e.g., *é* [e] versus *è* [ɛ]; *beau* [o]. • Pronounce familiar words and phrases correctly. • Use intonation and stress to communicate a message*.

2. Symbols (Orthography)

Students will be able to:

GRADE 4	GRADE 5	GRADE 6
• Recognize each letter of the French alphabet. • Associate each letter of the French alphabet with its corresponding sound. • Write some familiar words accurately*.	• Copy familiar words, phrases and sentences correctly*.	• Recognize and use some basic conventions of spelling and mechanics; e.g., capitalization, punctuation*.

*suggested learner outcomes additional to those found in the program of studies

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General Outcome for Language
Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

3. Vocabulary (Lexical Fields)

Students will be able to:

GRADE 4	GRADE 5	GRADE 6
Use groups of words around specific topics to carry out communicative tasks, including:	Use groups of words around specific topics to carry out communicative tasks, including:	Use groups of words around specific topics to carry out communicative tasks, including:
• important people in students' school life; e.g., *ami(e), professeur(e), camarade de classe, directeur/directrice* • elementary school supplies, classroom supplies and classroom furniture; e.g., *deux stylos bleus, une brosse et de la craie, C'est un pupitre*. • words related to the symbols needed for arithmetic operations; e.g., *plus [+], moins [-], multiplié par [x], divisé par [÷], font [=*] • selected shapes; e.g., *un triangle, un rectangle, un cône* • names for units of measurement; e.g., *mm*, *cm* • parts of the body; e.g., *la main, la tête* • physical and personality traits; e.g., *petit, grand, fort, joli, intelligent, honnête, sympathique, yeux bruns* • likes and dislikes; e.g., *J'aime le soccer*. *Mon père déteste le vert. Ma couleur préférée est le bleu*. • family members and common pets; e.g., *mon père, ma sœur, un poisson rouge, une chienne* • numbers 0 – 69 • numbers 0 – 31 (*written only)	• vocabulary from Grade 4 • names of elementary school subjects; e.g., *les sciences, les mathématiques* • position titles of school personnel; e.g., *le directeur adjoint/la directrice adjointe, la/le concierge, l'aide-enseignant(e)* • locations inside and outside the elementary school; e.g., *le gymnase, le bureau, le terrain de jeux* • healthy school snacks; e.g., *une pomme, du céleri, du muesli, du fromage, des noix* • numbers to 1000 • written numbers 0 – 100 • categories of animals; e.g., *les animaux de compagnie, les animaux de la ferme, les animaux sauvages* • common farm animals; e.g., *une vache, un cochon* • common wild animals; e.g., *un tigre*, *un ours* • animal anatomy; e.g., *le bec, la queue, les pattes* • adjectives related to size and colours of animals; e.g., *gros, petit, roux* • habitats of common wild animals; e.g., *la forêt, la prairie, les montagnes, un marécage, la mer, le désert*	• vocabulary from grades 4 and 5 • basic food items • food groups • nutritious foods • meals and meal times • common physical activities; e.g., *une promenade, des exercices d'aérobie* • seasonal sports; e.g., *le soccer, le ski* • neighbourhood buildings; e.g., *un restaurant, un centre commercial* • trades and professions of people in the neighbourhood; e.g., *un médecin, un facteur/une factrice* • basic plan of a neighbourhood; e.g., *une rue, une avenue* • common means of neighbourhood transport-ation; e.g., *un autobus, un taxi, un camion* • vocabulary describing Alberta's location within Canada and in relation to its neighbours; e.g., *dans l'ouest du Canada, au nord des États-Unis* • names of cardinal and intermediate points; e.g., *le sud, le nord-est* • vocabulary related to Alberta's landscapes; e.g., *les montagnes Rocheuses, les prairies,*

*suggested learner outcomes additional to those found in the program of studies

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General Outcome for Language
Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

• seasons • basic colours; e.g., *le rouge, l'orange, le bleu.*	• clothing items and basic accessories worn for different occasions main types of dwellings; e.g., *une maison, un appartement* main rooms of the house; e.g., *la salle de bain(s), une chambre à coucher* • main interior parts of a room; e.g., *un mur, le plancher, une fenêtre* • objects and furnishings in a student's room; e.g., *une affiche, un lit, un tapis.*	*les lacs* • names of wild animals common to Alberta; e.g., *une antilope, un mouflon, un orignal* • names and locations of major towns and cities; e.g., *Edmonton se trouve au centre de la province. Brooks est dans le sud de l'Alberta.* • names and locations of some Francophone communities; e.g., *Falher est dans le nord de l'Alberta*. • names, symbols and major activities associated with an Alberta winter festival; e.g., *La cabane à sucre à Grande Prairie.* • Alberta's riches; e.g., *les montagnes Rocheuses, ses animaux sauvages, les vastes espaces, son pétrole* • the environment; e.g*., l'écosystème, l'environnement* • natural environments and habitats; e.g., *le pré, les montagnes, les forêts* • dangers to the environment; e.g., *l'effet de serre, la pollution* • endangered animals; e.g., *L'ours polaire est un animal en voie de disparition*. • protection of the environment; e.g., *le recyclage, réutiliser les objets en plastique.*

*suggested learner outcomes additional to those found in the program of studies

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General Outcome for Language
Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

4. Knowledge of Language Concepts

Students will be able to:

GRADE 4	GRADE 5	GRADE 6
Describe the following language concepts, in their own words:	Describe the following language concepts, in their own words:	Describe the following language concepts, in their own words:
• a noun is a word to describe a person, place or thing • nouns can be singular or plural • nouns, in French, are either masculine or feminine • two groups of articles; i.e., definite and indefinite • an adjective is a word to describe a noun • three different words to indicate ownership for "my" (i.e., *mon, ma, mes*) and "your" (i.e., *ton, ta, tes*) • prepositions of place are words that indicate the position of a person, place or thing in relation to another person, place or thing; e.g*., dans, sur, devant* • a verb is a word that names an action or state of being; e.g., *sauter, être* • *voici* and *voilà* are used to point out a person or a thing • the difference between a statement and a question • method to form a question from a statement by using intonation • formation of a question, using the structure, *Est-ce que*…	• the three indefinite articles, i.e., *un, une, des,* and the four definite articles; i.e., *le, la, l', les* • the article changes according to the gender and number of the noun • the definite article *l'* is used with nouns that begin with a vowel or silent *h* • the form of the adjective may change according to the gender and number of the noun described • the addition of an "e" changes a masculine adjective to a feminine adjective, in most cases • the addition of an "s" changes a singular adjective to a plural adjective, in most cases • the possessive adjective changes according to the gender and number of the noun • there are three words to indicate ownership for "his/her"; i.e., *son, sa, ses* • the preposition *de* can be used to indicate possession • words used to formulate a question • personal subject pronouns • the singular (i.e., *je, tu, il, elle, on*) and the plural (i.e., *nous, vous, ils, elles*) personal subject pronouns	• that "to conjugate a verb" means naming the different forms a verb takes, according to the personal subject pronoun used • conjugation is a verb pattern • the common format of a verb conjugation includes the infinitive and all the personal subject pronouns with the corresponding form of the verb • the *-er* verb conjugation pattern in the present tense • the verb *avoir* is used in some expressions where the verb "to be" is used in English • the preposition used in conjunction with the means of transportation varies according to the type of transportation used • the indefinite article is not used when identifying one's profession • the words *du, de la, de l'* or *des* are used to express "some" in English • *jouer à* is used with certain sports and activities and *faire de* is used with others.

*suggested learner outcomes additional to those found in the program of studies

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General Outcome for Language
Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

	• *vous* form of the verb is used when addressing an adult or two or more people
	• the following information about personal pronouns:
	  ❑ personal subject pronouns replace a noun
	  ❑ a masculine name or noun is replaced by the pronoun *il*
	  ❑ a feminine name or noun is replaced by the pronoun *elle*
	  ❑ two or more masculine names or nouns are replaced by the pronoun *ils*
	  ❑ two or more feminine names or nouns are replaced by the pronoun *elles*
	  ❑ one or more masculine names or nouns, plus any combination of feminine names or nouns, are replaced by the pronoun *ils*
	• the infinitive is a word that names an action verb or a state of being verb
	• every verb in French changes its form according to the personal subject pronoun used; i.e., conjugation
	• the difference between a command and a statement
	• the difference between affirmative and negative sentences
	• formation of a question, using question words.	

*suggested learner outcomes additional to those found in the program of studies

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General Outcome for Language
Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.

5. Application of Language Concepts

Students will be able to:

GRADE 4	GRADE 5	GRADE 6
Use, in modelled situations, the following grammatical elements:	Use, in modelled situations, the following grammatical elements:	Use, in modelled situations, the following grammatical elements:

• indefinite articles; i.e., *un, une, des*
• definite articles; i.e., *le, la, les*
• prepositions of place; e.g., *dans, sur, devant, derrière*
• possessive adjectives of *mon, ma, mes, ton, ta, tes*
• prepositions *voici* and *voilà*
• singular and third person plural forms of the verb *être*
• singular forms of the following verbs (conjugated with *je, tu, il, elle*):
  ❑ *avoir*
  ❑ *mesurer*
  ❑ *aimer*
  ❑ *adorer*
  ❑ *détester.*
	• possessive adjectives *son, sa, ses*
	• the preposition *de* + noun to indicate possession
	• prepositions and prepositional phrases of location
	• questions, such as *Combien de…?*
	• singular forms of the verbs:
	  ❑ *aimer*
	  ❑ *porter*
	  ❑ *se trouver*
	  ❑ *parler*
	  ❑ *détester*
	  ❑ *travailler*
	  ❑ *faire*
	  ❑ *étudier*
	  ❑ *aller*
	  ❑ *habiter*
	  ❑ *manger*
	  ❑ *boire*
	• all forms of the verbs
	  ❑ *avoir*
	  ❑ *être*
	• negative structure *ne… pas.*
		• *il faut* + infinitive
		• question forms
		• adverbs of quantity and intensity
		• selected forms of the verb *se trouver*
		• singular forms of the following verbs:
		  ❑ *travailler*
		  ❑ *manger*
		  ❑ *préférer*
		  ❑ *protéger*
		  ❑ *aller*
		  ❑ *habiter*
		  ❑ *faire*
		  ❑ *common –er* verbs
		• all forms of the following verbs:
		  ❑ *aimer*
		  ❑ *détester.*

*suggested learner outcomes additional to those found in the program of studies

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Scope and Sequence

Culture

Reading the Culture Component

The *Cultural Targets* and/or learner outcomes are represented and illustrate the intended developmental flow for French from grades 4 to 6.

Note – Each page should be read horizontally for developmental flow of the cultural targets and/or learner outcomes from the FSL Program of Studies, from grade to grade.

General Outcome for Culture
Students will use their knowledge of different Francophone cultures and their own culture to interact appropriately within these cultures.

cluster heading for Cultural Targets

grade specific outcomes for Cultural Targets

1. Students acquire knowledge about Francophone cultures by…

GRADE 4	GRADE 5	GRADE 6
• recognizing that the song Happy Birthday varies from culture to culture (e.g., *Bonne fête* in most of Canada, *Joyeux anniversaire* in France, *Gens du Pays* in Québec) • identifying French songs, nursery rhymes or counting rhymes (e.g., *Savez-vous planter les choux*?)	• seeking out information about Francophones from authentic sources (e.g., an elementary school timetable from Québec or France) • learning about *Le Festival du Voyageur* • identifying the location and date of the festival (helpful information can be found at http://www.voyageur.mb.ca • learning about	• recognizing that searches can be done on the Internet using French language search engines • learning about *Le Carnaval de Québec* • identifying the location and date of the festival (helpful information can be found at http://www.carnaval.qc.ca) • learning other information about the festival, including symbols and activities

specific learner outcome statements for each grade from the FSL Program of Studies

Read each page horizontally for developmental flow of cultural targets and outcomes from grade to grade.

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General Outcome for Culture
Students will use their knowledge of different Francophone cultures and their own culture to interact appropriately within these cultures.

1. Students acquire knowledge about Francophone cultures by…

GRADE 4	GRADE 5	GRADE 6
• recognizing that the song "Happy Birthday" varies from culture to culture; e.g., *Bonne fête* in most of Canada, *Joyeux anniversaire* in France, *Gens du Pays* in Québec • identifying French songs, nursery rhymes or counting rhymes; e.g., *Savez-vous planter les choux*? • being able to identify, in English, the fact that calendars in France typically display Monday as the first day of the week.	• seeking out information about Francophones from authentic sources; e.g., an elementary school timetable from Québec or France • learning about *Le Festival du Voyageur* • identifying the location and date of the festival (Helpful information can be found at http://www.festivalvoyageur.mb.ca.) • learning other information about the festival, including symbols and activities; e.g., *la ceinture fléchée, le canotage* • learning about snacks for elementary students in France and when/where students eat their snacks • identifying that clothing labels in Canada are available in at least two languages; i.e., English, French • learning that food products sold in Canada have information and instructions in at least two languages; i.e., English, French.	• recognizing that searches can be done on the Internet, using French language search engines • learning about *Le Carnaval de Québec* • identifying the location and date of the festival (Helpful information can be found at http://www.carnaval.qc.ca.) • learning other information about the festival, including symbols and activities • recognizing the names of two winter Francophone celebrations in Canada; e.g., *Le Festival du Voyageur à Saint-Boniface au Manitoba, Le Carnaval de Québec au Québec* • identifying the difference between the names and times of meals in Québec and in France • identifying the difference in the number of food groups in Canada (i.e., four) and in France (i.e., six) • identifying two predominantly Francophone communities in Alberta and their locations; e.g., *Beaumont est au sud d'Edmonton. Saint-Isidore est dans le nord de l'Alberta*.

*suggested learner outcomes additional to those found in the program of studies

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General Outcome for Culture
Students will use their knowledge of different Francophone cultures and their own culture to interact appropriately within these cultures.

2. Students apply knowledge about Francophone cultures by…

GRADE 4	GRADE 5	GRADE 6
• being able to identify, in English, examples of French used in the immediate environment of the classroom; e.g., bilingual information on labels, bilingual dictionaries • recognizing elements of different Francophone cultures in the classroom.	• recognizing elements of Francophone cultures in the school; e.g., French posters, a French section in the school library.	• identifying elements of the French language in the community; e.g., French language names on signs, in directories, in newspapers, in the students' neighbourhood or the school's neighbourhood • recognizing elements of Francophone cultures in the community; e.g., a French restaurant offering service in French; a police officer who can speak French and English • recognizing that the Canadian national anthem can be sung in English, in French or in a combination of both languages.

*suggested learner outcomes additional to those found in the program of studies

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General Outcome for Culture
Students will use their knowledge of different Francophone cultures and their own culture to interact appropriately within these cultures.

3. Students build general cultural awareness by…

GRADE 4	GRADE 5	GRADE 6

• learning about four holidays and/or celebrations practised in their community or home or in other communities (Apply this, as appropriate for the school year, for your students' personal context.)
  ❑ using greetings associated with the holiday or celebration
  ❑ identifying symbols and colours associated with the holiday or celebration
• learning about a winter celebration in Alberta; e.g., Jasper Welcomes Winter, Santa Claus parade, New Year's Eve celebration, community holiday lights display, *cabane à sucre*
  ❑ identifying the location and date of the celebration
  ❑ identifying any symbols or activities associated with the celebration
• participating in a cultural event (optional).
	• learning about four different holidays and/or celebrations practised in their community or home or in other communities (Apply this, as appropriate for the school year, for your students' personal context.)
	  ❑ using greetings associated with the holiday or celebration
	  ❑ identifying symbols and colours associated with the holiday or celebration.
		• learning about four different holidays and/or celebrations practised in their community or home or in other communities (Apply this, as appropriate for the school year, for your students' personal context.)
		  ❑ using greetings associated with the holiday or celebration
		  ❑ identifying symbols and colours associated with the holiday or celebration
		• identifying an historical fact about the Canadian national anthem.

*suggested learner outcomes additional to those found in the program of studies

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General Outcome for Culture
Students will use their knowledge of different Francophone cultures and their own culture to interact appropriately within these cultures.

4. Students become aware of personal opportunities associated with learning French by…

GRADE 4	GRADE 5	GRADE 6
• identifying reasons for learning a second language and, more specifically, French • recognizing that learning another language and developing knowledge about other cultures is a lifelong learning process.	• identifying a variety of ways to enhance contact, directly or indirectly, with people of Francophone origin; e.g., pen pals, e-pals, radio, television.	• stating, in French, that Canada has two official languages; i.e., French, English • recognizing that subject area content can be learned in French.

5. Students practise sociolinguistic conventions by…

GRADE 4	GRADE 5	GRADE 6
• explaining that *tu* and *vous* are used to address people in specific social situations.	• applying the spacing to four digit numbers; e.g., *1 000* • using the abbreviation for hour; i.e., *h* • writing the abbreviations for *Monsieur* (i.e., *M.*), *Madame* (i.e., *Mme*), *Mademoiselle* (i.e., *Mlle*, in France).	• applying the spacing in four- to six-digit numbers; e.g., *15 150* • applying the spacing between sets of digits in seven-digit numbers; e.g., *1 000 000* • using the abbreviations for the cardinal and intermediate points; e.g., N., N.-O., and using the abbreviations for the words *boulevard* (i.e. *boul.*) and *avenue* (i.e., *av.*).

*suggested learner outcomes additional to those found in the program of studies

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General Outcome for Culture
Students will use their knowledge of different Francophone cultures and their own culture to interact appropriately within these cultures.

6. Students build French language awareness by…

GRADE 4	GRADE 5	GRADE 6
• recognizing that word processing programs are available in French • recognizing that there are often equivalents in French for common English first names; e.g., *Pierre* = Peter; *Marie* = Mary.	• recognizing that the French accents are accessible on a French keyboard or through the use of specific computer commands • identifying that the terms a.m. and p.m. are not used in French to express before noon and after noon.	• recognizing that there are natural variations in the French language and that there can be a variety of words used to describe the same thing; e.g., *la bicyclette, le vélo**.

*suggested learner outcomes additional to those found in the program of studies

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Scope and Sequence

Language Learning Strategies

Reading the Language Learning Strategies Component

The Language Learner Strategies and/or learner outcomes are represented and illustrate the intended developmental flow for French from grades 4 to 6.

Note: Each page should be read horizontally for developmental flow of the Language Learner Strategies (LLS) and/or learner outcomes, from grade to grade. Although there is a suggested developmental flow per grade, teachers should note that these strategies may be revisited at different points in the three year time period, depending on the learners.

General Outcome for Language Learning Strategies
Students will use their knowledge of strategies to enhance learning and to communicate in French.

cluster headings and subheadings for LLS

grade specific outcomes for LLS

1. Comprehension Strategies

1.1 Cognitive

LLS may be revisited at different points in the three year time period, depending on the learners.

GRADE 4	GRADE 5	
Students develop and use **simple cognitive strategies, with guidance**, to facilitate the comprehension of an oral or written message:	Students develop and use **a variety of simple cognitive strategies, with guidance**, to facilitate the comprehension of an oral or written message:	Students develop and use **a variety of cognitive strategies, with guidance,** to facilitate the comprehension of an oral or written message:
LC ✓ / OP / RC ✓ / WP	LC ✓ / OP / RC ✓ / WP	LC ✓ / OP / RC ✓ / WP
• guess the meaning of an unknown word or expression • use visual clues, e.g., pictures, gestures, illustrations, and auditory clues; e.g., street noises,	• use appropriate strategies from Grade 4 • identify cognates; e.g., *forest/forêt; carnival/*	• use appropriate strategies from grades 4 to 5 • predict what information a text may contain epresent meaning by using ental images, illustrations or

specific learner outcome statements for each grade

Read each page horizontally for developmental flow of language learning strategies and outcomes from grade to grade. Revisit strategies, as needed.

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General Outcome for Language Learning Strategies
Students will use their knowledge of strategies to enhance learning and to communicate in French.

1. Comprehension Strategies

1.1 Cognitive

GRADE 4				GRADE 5				GRADE 6			
Students develop and use simple cognitive strategies, with guidance, to facilitate the comprehension of an oral or written message. Cognitive strategies may include:				Students develop and use a variety of simple cognitive strategies, with guidance, to facilitate the comprehension of an oral or written message. Cognitive strategies may include:				Students develop and use a variety of cognitive strategies, with guidance, to facilitate the comprehension of an oral or written message. Cognitive strategies may include:			
LC ✓	**OP**	**RC** ✓	**WP**	**LC** ✓	**OP**	**RC** ✓	**WP**	**LC** ✓	**OP**	**RC** ✓	**WP**
• guess the meaning of an unknown word or expression • use visual clues, e.g., pictures, gestures, illustrations, and auditory clues; e.g., street noises, intonations sighs • activate prior knowledge and experience • associate a gesture, a symbol or an illustration with a message • activate first language listening and reading skills • listen attentively* • make personal dictionaries* • perform actions to match words of a song, story or rhyme* • use intonation to aid comprehension*.				• use appropriate strategies from Grade 4 • identify cognates; e.g., *forest/forêt; carnival/carnaval* • identify word families; e.g., *étudiant, étude, étudier* • use repetition; e.g., listen again to a text, reread a text that is causing difficulty • represent meaning by using mental images, illustrations or graphic representations • listen or read for key words*.				• use appropriate strategies from grades 4 to 5 • predict what information a text may contain • represent meaning by using mental images, illustrations or graphic representations • group together sets of things, including vocabulary and structures, with similar characteristics*.			

*suggested learner outcomes additional to those found in the program of studies

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General Outcome for Language Learning Strategies
Students will use their knowledge of strategies to enhance learning and to communicate in French.

1.2 Socio-affective

GRADE 4	GRADE 5	GRADE 6
Students develop and use simple socio-affective strategies, with guidance, to facilitate the comprehension of an oral or written message. They may:	Students develop and use a variety of simple socio-affective strategies, with guidance, to facilitate the comprehension of an oral or written message. They may:	Students develop and use a variety of socio-affective strategies, with guidance, to facilitate the comprehension of an oral or written message. They may:
• participate willingly in French language learning experiences • take the risk to listen to or read a new text in French • tolerate ambiguity; i.e., accept that it is not necessary to understand every word in order to understand • seek the assistance of a friend to interpret a text* • ask the speaker to repeat the message • ask the speaker to speak more slowly.	• use appropriate strategies from Grade 4 • ask questions to clarify understanding • collaborate with others to build confidence • collaborate with others to exchange information • participate in paired and small group reading experiences*.	• use appropriate strategies from grades 4 to 5 • be willing to try unfamiliar tasks and approaches* • reduce anxiety by using mental techniques, such as positive self-talk or humour* • ask the speaker to spell out or draw the unknown word • indicate to the speaker that the message was not understood.

* suggested learner outcomes additional to those found in the program of studies

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General Outcome for Language Learning Strategies
Students will use their knowledge of strategies to enhance learning and to communicate in French.

1.3 Metacognitive

GRADE 4	GRADE 5	GRADE 6
Students develop and use simple metacognitive strategies, with guidance, to facilitate the comprehension of an oral or written message. These strategies include:	Students develop and use a variety of simple metacognitive strategies, with guidance, to facilitate the comprehension of an oral or written message. These strategies include:	Students develop and use a variety of metacognitive strategies, with guidance, to facilitate the comprehension of an oral or written message. These strategies include:
• focus attention on the activity to be carried out • make choices about how they want to learn* • reflect on learning tasks, with the help of the teacher*.	• use appropriate strategies from Grade 4 • focus attention on required information • determine the purpose of listening/reading* • decide, in advance, how to attend to the learning task* • activate prediction skills, based on previous knowledge and experience.	• use appropriate strategies from grades 4 to 5 • focus attention on what is known and ignore what is unknown • verify predictions.

*suggested learner outcomes additional to those found in the program of studies

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General Outcome for Language Learning Strategies
Students will use their knowledge of strategies to enhance learning and to communicate in French.

2. Production Strategies

2.1 Cognitive

GRADE 4	GRADE 5	GRADE 6
Students develop and use simple cognitive strategies, with guidance, to facilitate the production of an oral or written message. They may:	Students develop and use a variety of simple cognitive strategies, with guidance, to facilitate the production of an oral or written message. They may:	Students develop and use a variety of cognitive strategies, with guidance, to facilitate the production of an oral or written message. They may:
LC | **OP** ✓ | **RC** | **WP** ✓	**LC** | **OP** ✓ | **RC** | **WP** ✓	**LC** | **OP** ✓ | **RC** | **WP** ✓
• repeat a word, an expression, a pattern or a presentation, silently or aloud • use models to create a similar text • activate prior knowledge and experience • prepare a draft of the message • use a variety of nonverbal clues to communicate • use words that are visible in the immediate environment*.	• use appropriate strategies from Grade 4 • experiment with various elements of the language* • imitate sounds and intonation patterns* • use reference materials; e.g., picture dictionaries, workbooks in the classroom • find a different way to convey a message; e.g., gestures, drawing, pointing to an example, using a different word or expression to approximate meaning.	• use appropriate strategies from grades 4 to 5 • write down key words or concepts in abbreviated form, to assist with a speaking or writing task* • use resources to increase vocabulary*.

* suggested learner outcomes additional to those found in the program of studies

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General Outcome for Language Learning Strategies
Students will use their knowledge of strategies to enhance learning and to communicate in French.

2.2 Socio-affective

GRADE 4	GRADE 5	GRADE 6
Students develop and use simple socio-affective strategies, with guidance, to facilitate the production of an oral or written message. They may:	Students develop and use a variety of simple socio-affective strategies, with guidance, to facilitate the production of an oral or written message. They may:	Students develop and use a variety of socio-affective strategies, with guidance, to facilitate the production of an oral or written message. They may:
• copy what others say and write* • take the risk to say or write something in French • use facial expressions or mime to get the message across • work cooperatively with peers in small groups*.	• use appropriate strategies from Grade 4 • encourage classmates, using expressions of approval or praise; e.g., *Bravo!* • seek assistance from the teacher or a peer to clarify instructions or word meaning • understand that making mistakes is a natural part of language learning*.	• use appropriate strategies from grades 4 to 5 • collaborate with others to brainstorm, resolve problems, rehearse and communicate messages • participate actively in brainstorming and conferencing as prewriting and postwriting exercises* • experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers*.

*suggested learner outcomes additional to those found in the program of studies

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General Outcome for Language Learning Strategies
Students will use their knowledge of strategies to enhance learning and to communicate in French.

2.3 Metacognitive

GRADE 4	GRADE 5	GRADE 6
Students develop and use simple metacognitive strategies, with guidance, to facilitate the production of an oral or written message. They may:	Students develop and use simple metacognitive strategies, with guidance, to facilitate the production of an oral or written message. They may:	Students develop and use simple metacognitive strategies, with guidance, to facilitate the production of an oral or written message. They may:
• use checklists, in English, to verify the work • reflect on and articulate, in English, what they have learned and can demonstrate in French • articulate their understanding of the Knowledge of Language Concepts required for Grade 4 • rehearse or role-play language* • keep a learning log*.	• use checklists, in English, to verify the work • reflect on and articulate, in English, what they have learned and can demonstrate in French • articulate their understanding of the Knowledge of Language Concepts required for Grade 4 • rehearse or role-play language* • keep a learning log*.	• use checklists, in English, to verify the work • reflect on and articulate, in English, what they have learned and can demonstrate in French • articulate their understanding of the Knowledge of Language Concepts required for Grade 4 • rehearse or role-play language* • keep a learning log*.

* suggested learner outcomes additional to those found in the program of studies

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Grade Level
Communicative Functions (Targets)

Introduction

Communicative Functions (Targets) focus exclusively on the students' use of the French language. This section articulates what students are able to do in French at each grade level.

French as a Second Language
Grades 4, 5, 6
Communicative Functions (Targets)

What is the Communicative Functions (Targets) Section?

The Communicative Functions (Targets) section articulates what students are able to do in French in each grade and focuses exclusively on the use of French.

In the Communicative Functions (Targets) section, there are five columns:

Fields/Subfields	Each field and subfield from the program of studies is represented. Teachers who want to teach other fields of experience that may be relevant to their students; e.g., my hobbies, TV viewing, music/art, current sporting events, can teach these optional fields whenever they choose.
Communication Functions (Targets)	Communicative Functions (Targets) are communicative goals or intents for students to achieve. These targets are in context of appropriate fields and subfields of experience.
Illustrative Examples	Illustrative Examples demonstrate how teachers can help students achieve the Communicative Functions (Targets). Teachers can choose any of the examples presented, depending on their specific teaching context. Teachers should also feel free to use examples other than those provided.
Culture	Outcomes from the General Outcome of Culture that apply directly to the Communicative Functions (Targets) are presented. Outcomes that do not apply to a communicative situation will be taught at another time.
Language Learning Strategies	Specific strategies have not been aligned to any particular Communicative Function (Target) as strategies can be taught and practised at any time, depending on the teacher's instructional goal(s).

Although the majority of the outcomes from the FSL Program of Studies are represented in the Communicative Functions (Targets) section, not all specific outcomes are present. Only those outcomes that fulfill communicative intents in French have been included.

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How Is the Communicative Functions (Targets) Section Used?

The Communicative Functions (Targets) section is used by teachers:

- to gain a deeper understanding of what students should be able to do in French in grades 4, 5 and 6

- as a reference, when using the Planning for Communication section or when creating their own lesson, unit and/or year plan.

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Grade Level
Communicative Functions (Targets)

Grade 4

Communicative Functions (Targets) focus exclusively on the students' use of the French language. This section articulates what students are able to do in French at each grade level.

Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
My Classroom • classroom interactions • people in the classroom • school and classroom supplies • classroom furniture • shapes	**4.1 Exchange greetings and farewells.** ▪ classroom interactions ▪ greetings ▪ leave-taking expressions	▪ *Bonjour, madame.* *Salut, Peter!* ▪ *Au revoir, madame.* *Salut Peter!* *À demain!* *À bientôt!* *Bonne fin de semaine!*	▪ Use *Bonjour* and *Salut* to greet someone and *Au revoir* or *Salut* to express farewell.	Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.
	4.2 Address a new acquaintance and introduce themselves. ▪ classroom interactions ▪ making introductions ▪ greetings	▪ *Bonjour./Salut. Je suis _____./Je m'appelle _____./Mon nom est _____.*		
	4.3 Exchange some basic information about themselves. ▪ making introductions	▪ *Comment t'appelles-tu?/Tu t'appelles comment?/Et ton nom?/C'est quoi ton nom?* *Je m'appelle _____.* *Mon nom est _____.* *Je suis _____.* ▪ *Je te/vous présente _____. Il/Elle s'appelle _____.* *Ex. : Voici mon amie Rachelle.*	▪ State that *tu* and *vous* are used to address people in specific social situations; e.g., *tu* for addressing students and *vous* for addressing the teacher.	
	2.3 Ask about and express basic emotions and feelings. ▪ selected questions and expressions related to state of being	▪ *Comment ça va?/Comment vas-tu?* *Ça va (très) bien.* *Pas mal.* *Ça va (très) mal.* *Comme-ci, comme-ça. Et toi?*		
	3.2 Give and respond to simple oral instructions or commands. ▪ classroom routines and interactions	▪ Students respond to: ❑ *Levez-vous, s'il vous plaît!* ❑ *Asseyez-vous, s'il vous plaît!* ❑ *Sortez _____.* ▪ *un papier* ▪ *un crayon* ▪ *votre livre d'études sociales, etc.* ❑ *Observe bien.* ❑ *Répète après moi.*		

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *Passe-moi _____.* ▪ *un papier* ▪ *un crayon* ▪ *ton livre d'études sociales* ❑ *Donne-moi _____.* ▪ *un papier* ▪ *un crayon* ▪ *ton livre d'études sociales* ❑ *Pose ton _____.* ▪ *papier* ▪ *crayon* ▪ *livre d'études sociales*		
	3.3 Ask for permission. ▪ classroom routines and interactions ▪ expressions of politeness	▪ *Est-ce que je peux _____, s'il vous plaît?* ❑ *aller aux toilettes* ❑ *boire de l'eau* ❑ *tailler mon crayon* ❑ *emprunter _____* ▪ *ton stylo* ▪ *ton crayon* ▪ *ton livre* *Oui, tu peux _____* ❑ *aller aux toilettes.* ❑ *boire de l'eau.* ❑ *tailler ton crayon.* ❑ *emprunter…* ▪ *mon stylo* ▪ *mon crayon* ▪ *mon livre* *Non, tu ne peux pas _____* ❑ *aller aux toilettes.* ❑ *boire de l'eau.* ❑ *tailler ton crayon.* ❑ *emprunter…* ▪ *mon stylo* ▪ *mon crayon* ▪ *mon livre* ▪ *Merci!* *Merci beaucoup.* ▪ *Bienvenue.* *De rien.*		

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	1.1 Share basic information. ▪ the date; i.e., days of the week ▪ written number words 0 – 31 ▪ months of the year ▪ seasons ▪ statutory holidays in Canada	▪ *Quelle est la date aujourd'hui?* *Ex. : Aujourd'hui, c'est le lundi 4 octobre 2006.* *Aujourd'hui, c'est le premier novembre 2006.* ▪ *C'est quel jour aujourd'hui?/Quel jour est-ce?* *C'est _____ aujourd'hui.* ❑ *lundi* ❑ *mardi* ❑ *mercredi* ❑ *jeudi* ❑ *vendredi* ❑ *samedi* ❑ *dimanche* ▪ *C'est quel mois?/Quel mois est-ce?* *C'est le mois de _____.* ❑ *janvier* ❑ *février* ❑ *mars* ❑ *avril* ❑ *mai* ❑ *juin* ❑ *juillet* ❑ *août* ❑ *septembre* ❑ *octobre* ❑ *novembre* ❑ *décembre* ▪ *Quelle saison est-ce?* *C'est _____.* ❑ *l'été* ❑ *l'automne* ❑ *l'hiver* ❑ *le printemps* ▪ *Il y a un jour férié qui approche, c'est _____.* ❑ *le 11 novembre – le jour du Souvenir* ❑ *le 25 décembre – Noël* ❑ *le 26 décembre – le lendemain de Noël* ❑ *le 1er janvier – le jour de l'An* ❑ *le Vendredi saint* ❑ *le lundi de Pâques* ❑ *le 1er juillet – la fête du Canada*	▪ Demonstrate cultural awareness of the date, days of the week and months of the year. ▪ Demonstrate awareness that the first day of the month is written using the ordinal number, *premier*. ▪ Demonstrate awareness of the abbreviation for *premier* (*1er*). ▪ Identify, in English, the fact that calendars in France typically display Monday as the first day of the week.	

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	6.3 Use the language for personal enjoyment. ▪ "Happy Birthday" ▪ French songs, nursery rhymes or counting rhymes	▪ *Bonne fête à toi./Joyeux anniversaire.* ▪ *C'est quand ton anniversaire/ta fête?* *Ma fête/Mon anniversaire est en _____.* ❑ *janvier* ❑ *février* ❑ *mars* ❑ *avril* ❑ *mai* ❑ *juin* ❑ *juillet* ❑ *août* ❑ *septembre* ❑ *octobre* ❑ *novembre* ❑ *décembre* ▪ *Mon anniversaire est le _____. Ex. :* ❑ *8 décembre* ❑ *3 janvier, etc.* *Ma fête est le _____. Ex. :* ❑ *8 décembre* ❑ *3 janvier*	▪ Recognize that the song, "Happy Birthday", varies from culture to culture.	
	1.1 Share basic information. ▪ weather expressions ▪ seasonal weather ▪ expressions of temperature	▪ *Quel temps fait-il?* *Quel temps fait-il, en été? en automne? en hiver? au printemps?* *En été, _____.* ❑ *il fait (il y a du) soleil.* ❑ *c'est nuageux.* ❑ *il fait mauvais.* ❑ *il fait beau.* ❑ *il pleut.* ❑ *il fait froid.* ❑ *il fait chaud.* ❑ *il fait frais.* ❑ *il vente.* *En automne, _____.* ❑ *il fait (il y a du) soleil.* ❑ *c'est nuageux.* ❑ *il fait mauvais.*		

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *il fait beau.* ❑ *il pleut.* ❑ *il neige.* ❑ *il fait froid.* ❑ *il fait chaud.* ❑ *il fait frais.* ❑ *il vente.* *En hiver, _____.* ❑ *il fait (il y a du) soleil.* ❑ *c'est nuageux.* ❑ *il fait mauvais.* ❑ *il fait beau.* ❑ *il neige.* ❑ *il fait froid.* ❑ *il vente.* *Au printemps, _____.* ❑ *il fait (il y a du) soleil.* ❑ *c'est nuageux.* ❑ *il fait mauvais.* ❑ *il fait beau.* ❑ *il pleut.* ❑ *il neige.* ❑ *il fait froid.* ❑ *il fait frais.* ❑ *il vente.*		
	1.2 Identify concrete people, places and things. ▪ school and classroom supplies ▪ classroom furniture ▪ numbers 0 – 69 ▪ written number words 0 – 31 ▪ colours	▪ *Quelle est la température?* *Ex. : La température est de 22 °C./Il fait – 10 °C* ▪ *Qu'est-ce qu'il y a dans ton sac à dos?* *Ex. : Il y a trois livres.* *Il y a cinq stylos, deux livres et une gomme à effacer.* ▪ *Qu'est-ce qu'il y a dans ton pupitre?* *Ex. : Il y a des crayons de couleur.* *Il y a trois livres.* *Il y a cinq stylos, deux livres et une gomme à effacer.* *J'ai un cartable rouge, trois stylos bleus et vingt-quatre crayons de couleur.*	▪ Demonstrate awareness of measurement of temperature in degrees Celsius.	

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		▪ *Qu'est-ce qu'il y a dans ta trousse de crayons?* *Ex. : Il y a dix crayons de cire, une règle et cinq stylos.* ▪ *Qu'est-ce que c'est?* *Ex. : C'est un pupitre.* *C'est un crayon rouge.* ▪ *À qui appartient le stylo?* *Ex. : C'est le stylo de Dawn.* ▪ *C'est ton livre?* *Oui, c'est mon livre.* *Non, ce n'est pas mon livre. C'est le livre de Joe.*		
	1.1 Share basic information. ▪ school and classroom supplies ▪ classroom furniture ▪ numbers 0 – 69 ▪ written number words 0 – 31 ▪ shapes ▪ colours	*Ex. : J'ai un bâton de colle, trois chemises et des ciseaux.* *Ex. : De quelle forme est ta gomme à effacer?* *Elle a la forme d'un rectangle.* *Ex. : De quelle forme est l'horloge?* *Elle a la forme d'un cercle.* *Ex. : De quelle couleur est ton stylo?* *Il est bleu/Bleu.*		
	3.1 Indicate basic needs and wants. ▪ classroom routines and interactions ▪ school and classroom supplies ▪ classroom furniture	▪ *J'ai perdu mon crayon. Est-ce que tu as un crayon?* ▪ *Je ne comprends pas. Répétez, s'il vous plaît.*		
	1.2 Identify concrete people, places and things. ▪ people in the classroom	▪ *Voici/Voilà mon ami(e). Il/Elle s'appelle…* *Voici/Voilà mon enseignant(e)/professeur(e). Il/Elle s'appelle…* *Je te présente Mme Leblanc, notre enseignante.*		

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		▪ *Qui est-ce?* *C'est le directeur/la directrice.* *C'est le directeur adjoint/la directrice adjointe.*		
	3.2 Give and respond to simple oral instructions or commands. ▪ classroom routines and interactions	▪ *Regarde.* ▪ *Écoute.* ▪ *Répétez, s'il vous plaît.* ▪ *J'ai fini/Je n'ai pas fini.* ▪ *Que veut dire…?* ▪ *Je ne sais pas./Je ne comprends pas./Pardon?* ▪ *Je comprends.* ▪ *Sors ton crayon rouge.* ▪ *Range ton cahier.* ▪ *Ferme la porte.* ▪ *Efface le tableau.* ▪ *Je n'ai pas de _____.* ❑ *livre* ❑ *crayon* ❑ *cahier*		
	1.1 Share basic information. ▪ my age ▪ my birthday	▪ *J'ai dix ans.* ▪ *C'est quand ton anniversaire/ta fête?* *Mon anniversaire est le _____. Ex. :* ❑ *8 décembre* ❑ *3 janvier, etc.* *Ma fête est le _____. Ex. :* ❑ *8 décembre* ❑ *3 janvier*	▪ Recognize that the song "Happy Birthday", varies from culture to culture.	
	5.1 Investigate the immediate environment. ▪ school and classroom supplies ▪ classroom furniture ▪ French used in the immediate environment	▪ *Il y a du français _____.* ❑ *sur l'affiche* ❑ *dans le dictionnaire* ❑ *sur le disque compact* ❑ *sur le tableau* ❑ *sur la barre granola* ▪ *Qu'est-ce que c'est?* *Ex. : C'est un globe.* *C'est de la craie.*	▪ Identify examples of French used in the immediate environment.	

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	3.6 Manage turn taking. ▪ numbers 0 – 69 ▪ the ordinal number, *premier*	▪ *Je suis premier (1er)/première (1re) en ligne.*	▪ Demonstrate awareness of the abbreviation for *premier*, i.e., *1er.*	
	3.7 Encourage other group members to act appropriately. ▪ politeness ▪ approval and praise	▪ *C'est correct.* *Très bien!* *Bel effort!* *Fantastique!* *Super!*		
	5.4 Experience problem-solving situations in the classroom. ▪ school and classroom supplies ▪ arithmetic operations	*Ex. : Est-ce que je peux emprunter un crayon? J'ai perdu mon crayon.* ▪ *Que veut dire _____?* *Ex. : Combien font 12 plus 5? 17* *Deux fois deux font quatre. (2 x 2 = 4)* *Quarante moins quinze font 25 (40 – 15 = 25)* *Vingt divisé par 5 égale 4 (20 ÷ 5 = 4)*		
	5.3 Organize items in different ways. ▪ numbers 0 – 69 ▪ written numbers 0 – 31 ▪ shapes ▪ colours	*Ex. : La gomme à effacer a la forme d'un rectangle.* *L'horloge a la forme d'un cercle.* *Ex. : Un crayon est petit.* *Une gomme à effacer est petite.* *Le bac de recyclage est moyen.* *L'horloge est moyenne.* *L'écran est grand.* *La fenêtre est grande.* *Ex. : Il y a trois crayons rouges, six crayons bleus et dix crayons jaunes.*		

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
Who Am I? • my age/my birthday • my physical traits • my personality traits • my likes and dislikes	**4.3 Exchange some basic information about themselves.** ▪ making introductions ▪ my age ▪ my birthday	▪ *Comment t'appelles-tu?* *Tu t'appelles comment?* *Et ton nom?* *C'est quoi ton nom?* ▪ *Je m'appelle _____.* *Mon nom est _____.* *Je suis _____.* ▪ *Je te/vous présente _____.* ▪ *Quel âge as-tu?/a-t-il?/a-t-elle?* *Ex. : J'ai neuf ans.* *Tu as neuf ans?* *Ex. : Non, j'ai dix ans.* ▪ *J'ai/Il a/Elle a _____.* ❑ *dix ans* ❑ *neuf ans* ▪ *C'est quand ton anniversaire/ta fête?* *C'est le _____. (Ex. : 8 décembre)* *Mon anniversaire est le _____.* *Ma fête est le _____.*	▪ State that *tu* and *vous* are used to address people in specific social situations; e.g., *tu* for addressing students and *vous* for addressing the teacher. ▪ Recognize that the song, "Happy Birthday", varies from culture to culture.	
	1.2 Identify concrete people, places and things. ▪ parts of the body	▪ *Qu'est-ce que c'est?* *C'est _____.* ❑ *un nez* ❑ *des cheveux* ❑ *une bouche* ❑ *des oreilles/une oreille* ❑ *une tête* ❑ *une main/des mains* ❑ *un pied/des pieds* ❑ *un genou/des genoux*		
	5.2 Gather simple information. ▪ my physical traits ▪ my personality traits	▪ *Quels sont les traits physiques?* ❑ *beau/belle* ❑ *grand(e)* ❑ *fort(e)* ❑ *jeune* ❑ *joli(e)*		

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *petit(e)* ▪ *Quels sont les traits de personnalité?* ❑ *brave* ❑ *calme* ❑ *comique* ❑ *content(e)* ❑ *drôle* ❑ *intelligent(e)* ❑ *sportif/sportive* ❑ *sympathique* ❑ *poli(e)* ❑ *honnête*		
	1.1 Share basic information. ▪ parts of the body ▪ my physical traits ▪ my personality traits ▪ units of measurement ▪ numbers 0 – 69	▪ *Je suis _____.* ❑ *un garçon* ❑ *une fille* ▪ *Comment es-tu?* *J'ai les yeux _____.* ❑ *bleus* ❑ *bruns* ❑ *noirs* ❑ *verts* ❑ *noisette* ▪ *J'ai les cheveux _____.* ❑ *bruns* ❑ *blonds* ❑ *noirs* ❑ *roux* *Ex. : J'ai les yeux bleus et les cheveux bruns.* *J'ai les yeux bruns et les cheveux roux.* ▪ *Je suis _____.* ❑ *beau/belle* ❑ *grand(e)* ❑ *fort(e)* ❑ *jeune* ❑ *joli(e)* ❑ *petit(e)*		

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		▪ *Je mesure _____ cm.* ▪ *Je suis _____.* ❑ *calme* ❑ *comique* ❑ *sportif/sportive* ❑ *sympathique* ❑ *intelligent(e)* ❑ *brave* ❑ *honnête* ❑ *gentil(le)* ❑ *content(e)* ❑ *poli(e)* *Ex. : Je suis gentille, honnête et sympathique.*	▪ Demonstrate awareness of metric measurements.	
	2.1 Express simple preferences. ▪ my likes and dislikes ▪ colours	▪ *Quelle(s) couleur(s) aimes-tu?* *Ex. : J'aime le rouge et le noir.* *J'adore le bleu.* ▪ *Quelles sont tes couleurs préférées?* *Ex. : L'orange et le jaune.* *Mes couleurs préférées sont le violet et le rose.* ▪ *Quelle(s) couleur(s) est-ce que tu n'aimes pas?* *Ex. : Le vert et le gris.* *Je déteste le vert et le gris.*		
	5.2 Gather simple information. ▪ Who am I?	▪ *Quels sont les passe-temps?* ❑ *écouter de la musique* ❑ *danser* ❑ *dessiner* ❑ *faire de la bicyclette* ❑ *faire du ski (alpin/de fond)* ❑ *jouer avec mes amis/amies* ❑ *jouer au football/au hockey/au soccer* ❑ *jouer à des jeux vidéo* ❑ *lire* ❑ *regarder la télévision ou des films* ❑ *patiner*		

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	2.1 Express simple preferences. ▪ my likes and dislikes	▪ *Quels sont tes passe-temps préférés? J'aime/Je n'aime pas/J'adore/Je déteste _____.* ❑ *danser* ❑ *lire* ❑ *patiner.* ▪ *Est-ce que tu aimes _____? Oui, j'aime/Non, je n'aime pas/J'adore/Je déteste _____.* ❑ *écouter de la musique* ❑ *faire de la bicyclette* ❑ *jouer avec mes amis/amies* ❑ *regarder la télévision ou des films*		
	2.2 Express a personal response. ▪ my likes and dislikes	▪ *Qu'est-ce que tu aimes faire?/Qu'est-ce que tu n'aimes pas faire? J'aime/Je n'aime pas/J'adore/Je déteste _____.* ❑ *faire du ski (alpin/de fond)* ❑ *jouer au football/au hockey/au soccer* ❑ *jouer à des jeux vidéo*		
	1.1 Share basic information. ▪ parts of the body ▪ my physical traits ▪ my personality traits ▪ my likes and dislikes ▪ units of measurement	▪ *Qui est-ce? Il/Elle est _____.* ❑ *un garçon* ❑ *une fille* ▪ *Comment est-il?/est-elle? Il/Elle a les yeux _____.* ❑ *bleus* ❑ *bruns* ❑ *noirs* ❑ *verts* ❑ *noisette* *Il/Elle a les cheveux _____.* ❑ *bruns* ❑ *blonds* ❑ *noirs* ❑ *roux*		

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		Ex. : Hannah/Il/Elle a les yeux bleus et les cheveux bruns. *Hannah/Il/Elle a les yeux bruns et les cheveux roux.* ▪ *Il/Elle est _____.* ❑ *beau/belle* ❑ *grand(e)* ❑ *fort(e)* ❑ *jeune* ❑ *joli(e)* ❑ *petit(e)* ▪ *Il/Elle mesure _____ cm.* ▪ *Il/Elle est _____.* ❑ *calme* ❑ *comique* ❑ *sportif/sportive* ❑ *sympathique* ❑ *intelligent(e)* ❑ *brave* ❑ *honnête* ❑ *gentil(le)* ❑ *content(e)* ❑ *poli(e)* *Ex. : Il/Elle est gentil/gentille, honnête et sympathique.* ▪ *Qu'est-ce qu'il/elle aime faire?* *Il/Elle aime/n'aime pas/adore/déteste _____.* ❑ *écouter de la musique* ❑ *danser* ❑ *dessiner* ❑ *faire de la bicyclette* ❑ *faire du ski (alpin/de fond)* ❑ *jouer avec ses amis/amies* ❑ *jouer au football/au hockey/au soccer* ❑ *jouer à des jeux vidéo* ❑ *lire* ❑ *regarder la télévision ou des films* ❑ *patiner*	▪ Demonstrate awareness of metric measurements.	

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		▪ *Est-ce qu'il/elle aime _____?* *Oui, il/elle aime _____.* *Non, il/elle n'aime pas _____.* *Il/Elle adore _____.* *Il/Elle déteste _____.* ❑ *lire* ❑ *regarder la télévision ou des films* ❑ *patiner*		
My Immediate Family • my immediate family members • their age/birthday • their physical traits • their personality traits • their likes and dislikes • family pets	**1.2 Identify concrete people, places and things.** ▪ my immediate family members	▪ *Qui sont les membres de la famille immédiate?* *Des parents* ❑ *une mère* ❑ *une maman* ❑ *une belle-mère* ❑ *un père* ❑ *un papa* ❑ *un beau-père* *Des enfants* ❑ *une fille* ❑ *une belle-fille* ❑ *une sœur* ❑ *une belle-sœur* ❑ *une demi-sœur* ❑ *un fils* ❑ *un beau-fils* ❑ *un frère* ❑ *un beau-frère* ❑ *un demi-frère* ❑ *des jumeaux* ❑ *des jumelles* *Des grands-parents* ❑ *une grand-mère* ❑ *un grand-père* *La parenté* ❑ *une tante* ❑ *un oncle* ❑ *un(e) cousin(e)*		Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	4.3 Exchange some basic information about themselves. ▪ my immediate family members ▪ names of numbers 0 – 69 ▪ written numbers 0 – 31	▪ *Il y a combien de personnes dans ta famille?* *Dans ma famille, il y a _____ personnes.* *Ex. : trois/cinq/deux* *J'ai _____ dans ma famille.* *Ex. : une sœur et trois frères* ▪ *Et toi?/Et dans ta famille?* *Toi? Qui est dans ta famille?* ▪ *Qui sont les personnes dans ta famille?* *Il y a _____ dans ma famille.* *Ex. : ma sœur, mon frère et mes parents* *Il y a combien de personnes dans ta famille?* *J'ai _____ dans ma famille.* *Ex. : une sœur et trois frères* ▪ *As-tu un frère ou une sœur dans ta famille?* *Ex. : Oui, j'ai une sœur et deux frères.* *Non, je n'ai pas de frère, ni de sœur.*		
	1.1 Share basic information. ▪ my immediate family members ▪ their age/birthday ▪ their physical traits ▪ their personality traits ▪ names of numbers 0 – 69 ▪ written numbers 0 – 31	▪ *Quels sont leurs noms?* *Comment s'appelle ton frère/ta sœur?* *Ex. : Ça, c'est Richard, mon frère.* *Voici ma sœur, Michelle.* *Ma sœur s'appelle Denise.* *Mon frère s'appelle Maurice.* ▪ *Quel âge a ton frère?* *Ex. : Il a 15 ans.* ▪ *C'est quand son anniversaire?* *C'est quand sa fête?* *Ex. : C'est le 18 mars.* ▪ *Comment est _____?* *Ex. : ton frère, ta sœur, ta tante, ton cousin* *Il/Elle/Ma cousine, Nicole a les yeux _____.* ❑ *bleus* ❑ *bruns* ❑ *noirs* ❑ *verts*		

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *noisette* *Il/Elle/Mon frère, Georges, a les cheveux. _____.* ❑ *bruns* ❑ *blonds* ❑ *noirs* ❑ *roux* *Ex. : Il/Elle a les yeux bleus et les cheveux bruns.* *Il/Elle a les yeux bruns et les cheveux roux.* ▪ *Comment est _____?* *Ex. : ton frère, ta sœur, ta tante, ton cousin* *Il/Elle/Ma cousine, Pauline, est _____.* ❑ *beau/belle* ❑ *grand(e)* ❑ *fort(e)* ❑ *jeune* ❑ *joli(e)* ❑ *petit(e)* ▪ *Il/Elle mesure _____ cm.* ▪ *Comment sont _____?* *Ex. : tes frères, tes sœurs, tes cousin(e)s* *Mes cousin(e)s/Ils/Elles sont _____.* ❑ *beaux/belles* ❑ *grand(e)s, etc.* ▪ *Comment est _____?* *Ex. : ton frère, ta sœur, ta tante, ton cousin* *Il/Elle/Ma sœur, Élise, est _____.* ❑ *calme* ❑ *comique* ❑ *sportif/sportive* ❑ *sympathique* ❑ *intelligent(e)* ❑ *brave* ❑ *honnête*	▪ Demonstrate awareness of metric measurements	

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *gentil(le)* ❑ *content(e)* ❑ *poli(e)* *Ex. : Élise/Il/Elle est gentil(le), honnête et sympathique.* *Mes sœurs/Ils/Elles sont _____.* ❑ *calmes* ❑ *comiques* ❑ *sportifs/sportives* ❑ *sympathiques* ❑ *intelligents/intelligentes* ❑ *braves* ❑ *honnêtes* ❑ *gentils/gentilles* ❑ *contents/contentes* ❑ *polis/polies* *Ex. : Mes sœurs/Ils/Elles sont gentil(le)s, honnêtes et sympathiques.* *Ex. : Quelles sont les couleurs préférées de ta sœur?* *Elle aime le brun et le blanc.* ▪ *Qu'est-ce qu'il/elle aime faire?* *Il/Elle aime/n'aime pas/adore/déteste _____.* ❑ *écouter de la musique* ❑ *faire de la bicyclette* ❑ *jouer avec ses amis/amies* ▪ *Est-ce qu'il/elle aime _____?* *Oui, il/elle aime _____.* *Non, il/elle n'aime pas _____.* *Il/Elle adore/déteste _____.* ❑ *dessiner* ❑ *faire de la bicyclette* ❑ *jouer à des jeux vidéo* ❑ *lire* ▪ *Quels sont les passe-temps de ta mère?* *Ex. : Elle joue* au soccer. *Elle joue du piano.* *Elle écoute de la musique.*		

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	1.2 Identify concrete people, places and things. ▪ family pets	▪ *Quels sont les animaux de compagnie?* *Il y a _____.* ❑ *le canari* ❑ *le chat (la chatte/le chaton)* ❑ *le cheval* ❑ *le chien (la chienne/le chiot)* ❑ *le cochon d'Inde* ❑ *le gecko* ❑ *la gerbille* ❑ *la grenouille* ❑ *le hamster* ❑ *le hérisson* ❑ *le lapin* ❑ *le lézard* ❑ *le perroquet* ❑ *le poisson* ❑ *le poisson rouge* ❑ *l'oiseau* ❑ *le serpent* ❑ *la tortue*		
	1.1 Share basic information. ▪ family pets ▪ names of numbers 0 – 69 ▪ written numbers 0 – 31	▪ *As-tu un animal de compagnie?/Est-ce que tu as un animal de compagnie?* *Oui, j'ai _____.* ❑ *un gecko* ❑ *un hérisson* ❑ *un lapin* *Ex. : Non, mon frère est allergique aux animaux.* *Non, mes parents détestent les animaux.*		
	2.2 Express a personal response. ▪ family pets	▪ *Combien d'animaux de compagnie as-tu?* *J'ai _____.* *Ex. : deux chiens, un chat et un poisson* ▪ *Quel(s) sorte(s) d'animal (animaux) de compagnie as-tu?* *J'ai _____.* ❑ *un canari* ❑ *un chat (une chatte/un chaton)*		

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *une tortue* ▪ *Comment est-il?* *Ex. : Il est noir et blanc.* *Il est calme.* ▪ *Comment s'appelle-t-il?* *Ex. : Il s'appelle Buddy.* ▪ *Quel âge a _____?* ❑ *ton perroquet* ❑ *ton chien (ta chienne/ton chiot)* ❑ *ton cochon d'Inde* *Il a _____ an(s).* ❑ *un* ❑ *deux*		
	2.1 Express simple preferences. ▪ family pets	▪ *Est-ce que tu aimes _____?* ❑ *les chevaux* ❑ *les lézards* ❑ *les perroquets* ▪ *Oui, j'aime/j'adore _____.* *Non, je n'aime pas/Je déteste _____.* ❑ *les chevaux* ❑ *les lézards* ❑ *les perroquets* ▪ *Quel est ton animal de compagnie préféré?* *Je préfère/J'aime/J'adore _____.* ❑ *les oiseaux* ❑ *les serpents* ❑ *les tortues*		

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
Alberta Winter Celebrations • location and date • symbols and activities	**5.2 Gather simple information.** ▪ Alberta winter celebrations	▪ *Comment s'appelle la fête/l'évènement?* *Ex. : Elle/Il s'appelle La cabane à sucre.* ▪ *Où a lieu la fête/l'évènement?* *Ex. : Elle/Il a lieu à Grande Prairie.* ▪ *Quand a lieu la fête/l'évènement?* *Ex. : La date de la fête/l'évènement est le 3 mars.* *La fête/l'évènement a lieu au mois de mars.* ▪ *Quel est le symbole de la fête/l'évènement?* *Ex. : C'est un flocon de neige.* ▪ *Est-ce qu'il y a une mascotte?* *Non.* *Non, il n'y a pas de mascotte.* *Oui, c'est un bonhomme de neige.* *Il s'appelle M. Bonhomme.* ▪ *Qu'est-ce qu'il y a comme activités/évènements?* *Il y a _____.* ❑ *la danse* ❑ *la parade* ❑ *le maquillage pour les enfants* ❑ *la tire d'érable* ❑ *les promenades en calèches* ❑ *les courses de motoneiges* ❑ *le concours de sculptures sur glace* ❑ *le tournoi de hockey/de curling* ❑ *la cabane à sucre*	▪ Demonstrate awareness of: ❑ the date ❑ days of the week and months of the year.	Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
Four Holidays and Celebrations • greetings, symbols and colours associated with the four holidays and celebrations	**5.2 Gather simple information.** ▪ four holidays and celebrations	▪ *Comment s'appelle la fête/l'évènement?* *Ex. : Elle/Il s'appelle la Saint-Valentin.* ▪ *Quand a lieu la fête/l'évènement?* *Ex. : Elle/Il a lieu le 14 février.* *La date de la fête/l'évènement est le 14 février.* *La fête/l'évènement a lieu au mois de février.* ▪ *Quels sont les symboles associés à la fête/l'évènement?* *Ex. : Il y a les cœurs, le rouge et le blanc, etc.* ▪ *Quels sont les souhaits/vœux associés à la fête/à la célébration?* *Joyeux/Joyeuse _____.* *Bonne fête de la/des _____.*		Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.

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Grade 4				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
For all fields and subfields:	**3.5 Ask or offer to do something.** ▪ throughout all fields and subfields, where appropriate	▪ *Est-ce que je peux _____?* *Je peux _____.* *Je peux aider.*		Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.
	3.6 Manage turn taking. ▪ throughout all fields and subfields, where appropriate	▪ *C'est le tour à qui?* *C'est le tour à _____.* *C'est à mon/son/ton tour.* *Mon/son/ton tour.* *Je suis/Tu es/Il est/Elle est le premier/la première.*		
	3.7 Encourage other group members to act appropriately. ▪ throughout all fields and subfields, where appropriate	▪ *Bravo!* ▪ *Continue.* ▪ *C'est bien.* ▪ *Tranquillement.* ▪ *Écoutez!*		
	6.1 Use the language for fun. ▪ throughout all fields and subfields, where appropriate	▪ Learn simple riddles, songs and nursery rhymes. Play simple games, do action songs, dance and make simple crafts that relate to the field and subfield studied.		
	6.2 Use the language creatively. ▪ throughout all fields and subfields, where appropriate	▪ Participate in activities that play on the sounds and rhythms of the language, create a picture story with captions, alter the words to a familiar song or rhyme that relates to the field and subfields studied.		
	6.3 Use the language for personal enjoyment. ▪ throughout all fields and subfields, where appropriate	▪ Make a personal dictionary of favourite words with illustrations. Read or create simple books. Watch a video. Listen to favourite songs. Present writing or music to another class that relates to the field and subfields studied.		

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Grade Level
Communicative Functions (Targets)

Grade 5

Communicative Functions (Targets) focus exclusively on the students' use of the French language. This section articulates what students are able to do in French at each grade level.

Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
My Elementary School • classroom timetable • school personnel • areas inside and outside the school • healthy school snacks	**4.1 Initiate relationships.** ▪ Grade 4 vocabulary and language concepts **1.1 Ask for and provide information.** ▪ Grade 4 vocabulary and language concepts **1.2 Respond to simple, predictable questions.** ▪ Grade 4 vocabulary and language concepts **3.3 Seek, grant or withhold permission.** ▪ Grade 4 vocabulary and language concepts	▪ *Bonjour, M. Johnson/Mme Lise.* *Bonjour, madame/monsieur.* *Salut, Sarah!* ▪ *Au revoir, Jared.* *Salut!* *Bonne fin de semaine!* *Bonsoir.* *À bientôt!* *À lundi.* *À demain.* ▪ *Comment t'appelles-tu?/Tu t'appelles comment?/Et ton nom?/C'est quoi ton nom?* *Je m'appelle _____.* *Mon nom est _____.* *Je suis _____.* ▪ *Je te/vous présente _____. Il/Elle s'appelle _____.* *Ex. : Voici mon amie Rachelle.* ▪ *Comment ça va?/Ça va?/Comment vas-tu?/Comment allez-vous?* *Ça va (très) bien.* *Pas mal.* *Ça va (très) mal.* *Comme ci, comme ça.* *Et toi? Et vous?* ▪ *Quel âge as-tu?/a-t-il?/a-t-elle?* *J'ai/Il a/Elle a _____ ans. Et toi?* ❑ *neuf* ❑ *dix* ▪ *Est-ce que je peux _____, s'il vous plaît?* ❑ *aller aux toilettes?* ❑ *boire de l'eau?* ❑ *tailler mon crayon?* ❑ *emprunter _____?* ▪ *ton crayon (de couleur) rouge*	▪ Demonstrate awareness of the abbreviations for *Monsieur* (i.e*., M.),* *Madame* (i.e., *Mme*), *Mademoiselle* (i.e., *Mlle).*	Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		▪ *ta gomme à effacer* ▪ *ton livre* *Oui, tu peux _____.* ❑ *aller aux toilettes* ❑ *boire de l'eau* ❑ *tailler ton crayon* ❑ *emprunter…* ▪ *mon stylo* ▪ *mon feutre* ▪ *mon bâton de colle* *Non, tu ne peux pas _____.* ❑ *aller aux toilettes* ❑ *boire de l'eau* ❑ *tailler ton crayon* ❑ *emprunter…* ▪ *ma règle* ▪ *mon stylo* ▪ *mon livre*		
	3.2 Make and respond to a variety of simple requests. ▪ Grade 4 vocabulary and language concepts	❑ *Levez-vous, s'il vous plaît!* ❑ *Asseyez-vous, s'il vous plaît!* ❑ *Sortez _____.* ▪ *un papier* ▪ *un crayon* ▪ *votre livre* ❑ *Observe bien.* ❑ *Répète après moi.* ❑ *Passe-moi _____.* ▪ *une règle* ▪ *un crayon* ▪ *des ciseaux, un livre* ❑ *Donne-moi _____.* ▪ *un papier* ▪ *un crayon* ▪ *ton livre* ❑ *Pose ton _____.* ▪ *papier* ▪ *crayon* ▪ *livre*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	1.1 Ask for and provide information. ▪ Grade 4 vocabulary and language concepts	▪ *Quelle est la date aujourd'hui?* *Ex. : Aujourd'hui, c'est le lundi 4 octobre 2006.* *Aujourd'hui, c'est le premier novembre 2006.* ▪ *C'est quel jour aujourd'hui?/Quel jour est-ce?* *C'est _____ aujourd'hui.* ❑ *lundi* ❑ *mardi* ❑ *mercredi* ❑ *jeudi* ❑ *vendredi* ❑ *samedi* ❑ *dimanche* ▪ *C'est quel mois?/Quel mois est-ce?* *C'est le mois de _____.* ❑ *janvier* ❑ *février* ❑ *mars* ❑ *avril* ❑ *mai* ❑ *juin* ❑ *juillet* ❑ *août* ❑ *septembre* ❑ *octobre* ❑ *novembre* ❑ *décembre* ▪ *Quelle saison est-ce?* *C'est _____.* ❑ *l'été* ❑ *l'automne* ❑ *l'hiver* ❑ *le printemps* ▪ *Quel temps fait-il?* *Quel temps fait-il, en été? en automne? en hiver? au printemps?* *En été, _____.* ❑ *il fait (il y a du) soleil* ❑ *c'est nuageux* ❑ *il fait mauvais*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *il fait beau* ❑ *il pleut* ❑ *il fait froid* ❑ *il fait chaud* ❑ *il fait frais* ❑ *il vente* *En automne, _____.* ❑ *il fait (il y a du) soleil* ❑ *c'est nuageux* ❑ *il fait mauvais* ❑ *il fait beau* ❑ *il pleut* ❑ *il neige* ❑ *il fait froid* ❑ *il fait chaud* ❑ *il fait frais* ❑ *il vente* *En hiver, _____.* ❑ *il fait (il y a du) soleil* ❑ *c'est nuageux* ❑ *il fait mauvais* ❑ *il fait beau* ❑ *il neige* ❑ *il fait froid* ❑ *il vente* *Au printemps, _____.* ❑ *il fait (il y a du) soleil* ❑ *c'est nuageux* ❑ *il fait mauvais* ❑ *il fait beau* ❑ *il pleut* ❑ *il neige* ❑ *il fait froid* ❑ *il fait frais* ❑ *il vente* ▪ *Quelle est la température?* *Ex. : La température est de 22 °C.* *Il fait – 10 °C.*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	1.1 Ask for and provide information. ▪ time of day ▪ time, using 12-hour clock	▪ *Quelle heure est-il? Il est quelle heure?* *Ex. : Il est une heure./Il est 1 h.* *Il est deux heures./Il est 2 h.* *Il est midi.* *Il est minuit.* *Il est une heure cinq./Il est 1 h 05.* *Il est trois heures quinze./Il est trois heures et quart.* *Il est cinq heures trente./Il est cinq heures et demie.* *Il est sept heures trente-cinq.* *Il est huit heures moins vingt-cinq.* *Il est neuf heures quarante-cinq.* *Il est dix heures moins quart.*	▪ Demonstrate an awareness of the abbreviation for hour; (i.e, *h*).	
		▪ *Quelles sont les parties de la journée?/C'est quelle partie de la journée?* *Il y a/C'est _____.* ❑ *le matin* ❑ *midi (m)* ❑ *l'après-midi (m)* ❑ *le soir* ❑ *la nuit*	▪ Identify, with teacher assistance, that the terms a.m. and p.m. are not used in French to express before noon and after noon.	
		▪ *Quand?* *Aujourd'hui* *Demain* *Hier* *À la récréation* *À midi* *Avant l'école* *Après l'école*		
	1.3 Describe people, places and things. ▪ classroom timetable	▪ *Qu'est-ce que tu étudies à l'école?* *J'étudie _____.* ❑ *l'anglais* ❑ *les arts plastiques* ❑ *l'éducation physique (f)* ❑ *l'enseignement religieux (m)* ❑ *les études sociales (f)* ❑ *le français* ❑ *les mathématiques (f)* ❑ *la musique*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *la santé/l'hygiène* ❑ *les sciences (f)*		
	2.1 Identify favourite people, places or things. ▪ school subjects	▪ *Quelles sont tes matières préférées?* *Mes matières préférées sont _____.* *J'aime _____.* ❑ *l'anglais* ❑ *les arts plastiques* ❑ *l'éducation physique (f)* ❑ *l'enseignement religieux (m)* ❑ *les études sociales (f)* ❑ *le français* ❑ *les mathématiques (f)* ❑ *la musique* ❑ *la santé/l'hygiène* ❑ *les sciences (f)*		
	2.2 Express a personal response to a variety of situations. ▪ school subjects	*Ex. : Est-ce que tu aimes les études sociales?* *Oui./Oui, j'aime/j'adore les études sociales.* *Non./Non, je n'aime pas/je déteste les études sociales.* *Non, je préfère les sciences.*		
	5.3 Sequence items in different ways. ▪ classroom timetable	▪ *Quelle est ton horaire scolaire?* *Ex. : Lundi matin : _____.* ❑ *8 h 40 l'anglais* ❑ *9 h 45 l'éducation physique* ❑ *10 h 15 la récréation* ❑ *10 h 30*	▪ Demonstrate an awareness of the abbreviation for hour; i.e., *h.*	
		▪ *Voici un horaire scolaire typique en Alberta/en France :* *Ex. : Lundi matin : _____.* ❑ *8 h 40 l'anglais* ❑ *9 h 45 l'éducation physique* ❑ *10 h 15 la récréation* ❑ *10 h 30* *Lundi après-midi : _____.* ❑ *12 h 40 la santé* ❑ *13 h 30 le français* ❑ *14 h 15 la récréation* ❑ *14 h 30*	▪ Seek out information about Francophones from authentic sources.	

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	1.1 Ask for and provide information. ▪ classroom timetable	*Ex. : À quelle heure avez-vous votre cours de sciences le lundi?* *À neuf heures trente.* *Ex. : Quand as-tu ton cours de musique?* *Le matin.* *Le mercredi matin.* ▪ *À quelle heure est la récréation du matin?* *Ex. : À 10 h 15.* ▪ *C'est quand, la récréation de l'après-midi?* *Ex. : Après les sciences.* *À 14 h 15.* ▪ *À quelle heure est-ce que nous mangeons le dîner?* *Ex. : À midi.* ▪ *À quelle heure est-ce que l'école commence? finit?* *Ex. : À huit heures quarante.* *À quinze heures vingt-cinq.* *Ex. : Quelles matières avez-vous le lundi matin?* *Nous avons des cours d'anglais, d'éducation physique et de mathématiques.* *Ex. : As-tu un cours de santé le jeudi après-midi?* *Oui.* *Non, je n'ai pas de cours de santé. J'ai un cours de français.*	▪ Demonstrate an awareness of the abbreviation for hour; i.e., *h*.	
	1.1 Ask for and provide information. ▪ areas inside and outside the school	▪ *Quelles sont les places à l'intérieur et/ou à l'extérieur de l'école?* *Dans l'école, il y a _____.* ❑ *le bureau principal* ❑ *la bibliothèque* ❑ *la salle auxiliaire* ❑ *la cafétéria*	▪ Demonstrate awareness of the abbreviations for *Monsieur* (i.e., *M.*), *Madame* (i.e., *Mme) and Mademoiselle* (i.e., *Mlle)*	

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *la cuisine* ❑ *la cour de récréation* ❑ *le corridor* ❑ *l'entrée principale* ❑ *le gymnase* ❑ *l'infirmerie* ❑ *le laboratoire d'ordinateurs* ❑ *la salle de musique* ❑ *la salle de classe de… (M. Létourneau, Mme Tremblay, la première année, la deuxième année, etc.)* ❑ *le terrain de jeux* ▪ *Où est-ce que tu vas/il/elle va?* *Je vais _____.* *Il/Mme Élise/Elle va _____.* ❑ *au bureau principal* ❑ *à la salle auxiliaire* ❑ *au gymnase* ❑ *à la salle de classe de… (M. Létourneau, Mme Tremblay, la première année, la deuxième année, etc.)* ❑ *au terrain de jeux*	▪ Demonstrate awareness of the abbreviations for *Monsieur* (i.e., *M.*), *Madame* (i.e., *Mme) and Mademoiselle* (i.e., *Mlle)*	
	5.1 Investigate the immediate environment. ▪ areas inside and outside the school	*Ex. : Où est le gymnase? Où se trouve le gymnase?* *Il est _____ la classe de musique.* – *en face de* – *à côté de* – *près de* – *devant* *Ex. : Comment est-ce que je me rends au gymnase?* *Entre dans l'école, tourne à la salle de musique, continue tout droit et voilà le gymnase.*		
	1.1 Ask for and provide information. ▪ school personnel	▪ *Qui travaille à l'école? Qui fait partie du personnel de l'école?* *Le personnel de l'école, c'est _____.* ❑ *un enseignant/une enseignante/un professeur*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *un directeur/une directrice* ❑ *une secrétaire* ❑ *un/une concierge* ❑ *un/une aide-élève* ❑ *un/une bibliothécaire* *Ex. : Comment s'appelle l'enseignante de musique?* *Elle s'appelle Mme Vidal.* *Ex. : Qui est M. Deschamps?* *C'est/Il est l'enseignant de maternelle.*	▪ Demonstrate awareness of the abbreviations for *Monsieur* (i.e., *M.*), *Madame* (i.e., *Mme)* and *Mademoiselle* (i.e., *Mlle)*	
	1.3 Describe people, places and things. ▪ school personnel ▪ Grade 4 vocabulary and language concepts	*Ex. : Comment est le directeur/la directrice?* *Il/Elle a les yeux _____.* – *bleus* – *bruns* – *noirs* – *verts* – *noisette* *Il/Elle a les cheveux _____.* – *bruns* – *blonds* – *noirs* – *roux* *Il/Elle est _____.* – *beau/belle* – *grand(e)* – *fort(e)* – *jeune* – *joli(e)* – *petit(e)* *Il/Elle est _____.* – *calme* – *comique* – *sportif/sportive* – *sympathique* – *intelligent(e)* – *brave* – *honnête* – *gentil(le)*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		– *content(e)* – *poli(e)* *Ex. : La directrice/Elle est grande et sympathique.* *Ex. : Est-ce que le concierge est grand? Non, il est petit.* *Ex. : Où sont les toilettes des garçons? Elles sont à côté de la salle de musique.*		
	5.4 Define a problem and search for solutions. ▪ areas inside and outside the school ▪ school personnel ▪ arithmetic operations	▪ *Combien de salles de classe est-ce qu'il y a dans l'école?* *Il y a _____ salles de classe.* ❑ *une* ❑ *deux* ❑ *trois* ▪ *C'est à qui la salle de classe numéro trois?* *Ex. : C'est la salle de classe de Mme Jean.* ▪ *Qui travaille au bureau?* *Ex. : Mme Thompson travaille au bureau. Elle est secrétaire.* *Ex. : Combien font 12 plus 5? 17* *Deux fois deux font quatre (2 x 2 = 4).* *Quarante moins quinze font 25 (40 – 15 = 25).* *Vingt divisé par 5 égale 4 (20 ÷ 5 = 4).*	▪ Demonstrate awareness of the abbreviations for *Monsieur* (i.e., *M.*), *Madame* (i.e., *Mme)* and *Mademoiselle* (i.e., *Mlle)*	
	5.1 Investigate the immediate environment. ▪ areas inside and outside the school	▪ *Où trouve-t-on du français dans l'école?* *Il y a des livres français à la bibliothèque.* *Il y a des affiches en français dans les classes de Mme Tremblay et de M. Collins.* *Il y a du français dans le corridor.*	▪ Recognize elements of Francophone cultures in the school.	
	5.3 Sequence items in different ways. ▪ healthy school snacks	▪ *Quels sont les goûters nutritifs?* *Voici des goûters nutritifs :* *Les fruits frais* ❑ *la grappe de raisins*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	1.2 Respond to simple, predictable questions. ▪ healthy school snacks	❑ *la pomme* ❑ *la banane* ❑ *les fraises* *Les fruits secs* ❑ *les raisins secs* *Les légumes* ❑ *le céleri/du céleri* ❑ *la carotte/les carottes* ❑ *le (du) concombre* ❑ *la tomate* *Les produits laitiers* ❑ *le (du) lait* ❑ *le (du) fromage* ❑ *le (du) yogourt* *Les produits céréaliers* ❑ *le craquelin/les craquelins* ❑ *le sandwich à…* ❑ *du muesli* *Les protéines* ❑ *les arachides* ❑ *du beurre d'arachide* ❑ *les noix* *Ex. : Est-ce qu'une banane est un goûter nutritif?* *Oui. C'est nutritif.* *Ex. : Est-ce qu'une barre de chocolat est un goûter nutritif?* *Non. Ce n'est pas nutritif.* ▪ *Est-ce que tu as un goûter aujourd'hui?* *Oui, j'ai un goûter.* *Non, je n'ai pas de goûter.* ▪ *Est-ce que tu prends un goûter à la récréation?* *Oui, je prends _____.*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *une pomme* ❑ *du fromage* ❑ *du céleri* ❑ *des craquelins* *Non, je n'ai pas faim.* ▪ *Qu'est-ce que tu apportes comme goûter aujourd'hui?* *J'apporte _____.* ❑ *une pomme* ❑ *du fromage* ❑ *du céleri* ❑ *des craquelins* ▪ *Qu'est-ce que tu prends comme goûter aujourd'hui?* *Je prends/J'ai/Je mange/Je bois _____.* ❑ *une pomme* ❑ *du fromage* ❑ *du céleri* ❑ *des craquelins* ❑ *de l'eau* ▪ *Qui prépare ton goûter?* ❑ *moi* ❑ *maman* ❑ *papa* ❑ *mon frère* ❑ *ma sœur*		
	3.4 Indicate a choice from several options. ▪ healthy school snacks	*Ex. : Est-ce que tu préfères/apportes des légumes ou des produits céréaliers comme goûter?* *Je préfère/j'apporte des légumes.* *Ex. : Vas-tu/Veux-tu manger ta pomme ou ton sandwich à la récréation?* *Ex. : Je vais/je veux manger ma pomme à la récréation.*		
	2.1 Identify favourite people, places or things.	▪ *Quels sont tes goûters préférés?* *J'aime/J'adore _____.*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	▪ healthy school snacks	❑ *le lait* ❑ *le fromage* ❑ *le céleri* ❑ *les craquelins* *J'aime/J'adore manger _____.* ❑ *des raisins* ❑ *du fromage* ❑ *du yogourt* ❑ *des craquelins* *Mon goûter préféré est _____.* ❑ *le jus d'orange* ❑ *une grappe de raisins* ❑ *du fromage* ❑ *le beurre d'arachide* ❑ *des craquelins* *Mes goûters préférés sont _____.* ❑ *une pomme, du fromage et des craquelins* ❑ *du yogourt, du muesli et des raisins secs* ❑ *des noix et des fraises* *Je préfère _____.* ❑ *une pomme, du fromage et des craquelins* ❑ *du yogourt, du muesli et des raisins secs.* ❑ *des noix et des fraises*		
	5.5 Choose between alternative solutions. ▪ healthy school snacks	▪ *Ton ami(e) n'apporte pas un goûter nutritif. Qu'est-ce que tu peux suggérer à ton ami(e) comme goûter?* *Ex. : du fromage, une pomme*		
	3.1 Suggest a course of action and respond to a suggestion. ▪ healthy school snacks **4.2 Apologize and refuse politely.** ▪ Grade 4 vocabulary and language concepts	▪ *Veux-tu échanger nos goûters?* *Veux-tu échanger tes craquelins contre mes raisins?* *Oui, d'accord.* *Oui, s'il vous plaît.* *Non, merci.* *Désolé(e).*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	3.1 Suggest a course of action and respond to a suggestion. ▪ healthy school snacks	▪ *Comment est-ce qu'on peut trouver ce qu'un élève de la France mange/prend comme goûter?* *On peut _____.* *Rechercher dans Internet.* *Contacter un correspondant.* *Parler avec une personne qui vient de la France.* *Écouter la radio/la télévision*	▪ Identify a variety of ways to enhance contact, directly or indirectly, with people of Francophone origin. ▪ Seek out information about Francophones from authentic sources. ▪ Identify, with teacher assistance, what constitutes a snack for elementary students in France.	
	1.1 Ask for and provide information. ▪ healthy school snacks ▪ time of day ▪ time, using 12-hour clock ▪ areas inside and outside the school	▪ *Qu'est-ce qu'un élève en France/au Québec mange/prend comme goûter?* *Il mange _____.* ❑ *des raisins* ❑ *du fromage* ❑ *du yogourt* ❑ *des craquelins* *Il boit _____.* ❑ *du lait* ❑ *du jus d'orange/de pommes* ❑ *de l'eau* ❑ *des craquelins*		
		▪ *Où est-ce qu'un élève en France/au Québec mange/prend son goûter?* *Il mange/prend son goûter _____.* ❑ *à la maison* ❑ *à la caféteria* ❑ *dans la cuisine* ❑ *dans la cour de récréation* ❑ *dans le corridor* ❑ *dans la salle de classe*	▪ Identify, with teacher assistance, when and where elementary students in France typically eat snacks.	
		▪ *Quand est-ce qu'un élève en France/au Québec mange/prend son goûter?* *Ex. : Il mange/prend son goûter à 4 h 30.*	▪ Demonstrate an awareness of the abbreviation for hour; i.e., *h.* ▪ Identify, with teacher assistance, that the terms a.m. and p.m. are not used in French to express before noon and after noon.	

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
Our Friends – the Animals ▪ common farm animals ▪ common wild animals ▪ physical traits of animals ▪ animal habitats	**5.3 Sequence items in different ways.** ▪ categories of animals ▪ Grade 4 vocabulary and language concepts ▪ common farm animals ▪ common wild animals	*Les animaux de compagnie* ❑ *un canari* ❑ *un chat* ❑ *un cheval* ❑ *un chien* ❑ *un cochon d'inde* ❑ *un gecko* ❑ *une gerbille* ❑ *un hamster* ❑ *un hérisson* ❑ *un lapin* ❑ *un lézard* ❑ *un perroquet* ❑ *un poisson* ❑ *un poisson rouge* ❑ *un oiseau* *Les animaux de la ferme* ❑ *un âne* ❑ *un canard* ❑ *une chèvre* ❑ *un cochon* ❑ *un coq* ❑ *un cheval* ❑ *un dindon* ❑ *un mouton* ❑ *une oie* ❑ *une poule* ❑ *un taureau* ❑ *une vache* *Les animaux sauvages* ❑ *une autruche* ❑ *un cerf* ❑ *un chameau* ❑ *un écureuil* ❑ *un éléphant* ❑ *une girafe* ❑ *un gorille* ❑ *un hippopotame* ❑ *un kangourou* ❑ *un hibou* ❑ *un insecte (une abeille, une araignée, un moustique, un papillon)*		Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *un lézard* ❑ *un léopard* ❑ *un lion* ❑ *un lièvre* ❑ *un oiseau* ❑ *un ours* ❑ *un poisson* ❑ *un serpent* ❑ *un singe* ❑ *un tigre* ❑ *un zèbre*		
	1.2 Respond to simple, predictable questions. ▪ categories of animals ▪ Grade 4 vocabulary and language concepts ▪ common farm animals ▪ common wild animals	*Ex. : Est-ce qu'un chien est un animal de compagnie?* *Oui.* *Ex. : Qu'est-ce qu'un loup/un cerf/un hibou?* *C'est un animal sauvage.*		
	1.3 Describe people, places and things. ▪ adjectives related to size and colours of animals ▪ Grade 4 vocabulary and language concepts	▪ *Comment peut-on décrire les animaux?* *Un animal peut être _____.* ❑ *actif/active* ❑ *agile* ❑ *calme* ❑ *comique* ❑ *court(e)* ❑ *curieux/curieuse* ❑ *exotique* ❑ *féroce* ❑ *flexible* ❑ *formidable* ❑ *fort(e)* ❑ *grand(e)* ❑ *gentil(le)* ❑ *gros(se)* ❑ *intelligent(e)* ❑ *intéressant(e)* ❑ *lent(e)* ❑ *long(ue)* ❑ *mignon(ne)* ❑ *mystérieux/mystérieuse* ❑ *petit(e)* ❑ *rapide*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *sage* ❑ *silencieux/silencieuse* ❑ *timide*		
	2.1 Identify favourite people, places or things. ▪ common farm animals ▪ common wild animals ▪ categories of animals ▪ adjectives related to size and colours of animals ▪ Grade 4 vocabulary and language concepts	▪ *Quel est ton animal/animal sauvage/de compagnie/de la ferme préféré? Pourquoi?* *Ex. : J'aime l'éléphant. Il est sage.* *Je préfère le cochon parce qu'il est comique.* *Mon animal préféré, c'est la girafe parce qu'elle est grande et mystérieuse.*		
	2.2 Express a personal response to a variety of situations. ▪ common farm animals ▪ common wild animals ▪ adjectives related to size and colours of animals ▪ Grade 4 vocabulary and language concepts	*Ex. : Qu'est-ce que tu penses des ours/des éléphants/des léopards, etc.?* *J'aime/J'adore les ours.* *J'ai peur des ours. Ils sont féroces.* *Je n'aime pas/Je déteste les ours.*		
	1.1 Ask for and provide information. ▪ animal anatomy	▪ *Quelles sont les parties du corps d'un animal?* *Il y a _____.* ❑ *l'aile/les ailes* ❑ *le bec* ❑ *les bois (m)* ❑ *le cou* ❑ *la crinière* ❑ *le dos* ❑ *les écailles* ❑ *la griffe/les griffes* ❑ *la langue* ❑ *la moustache/les moustaches* ❑ *le museau* ❑ *l'oreille/les oreilles* ❑ *la patte/les pattes* ❑ *les plumes*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *la queue* ❑ *la tête* ❑ *le tronc* ❑ *les yeux*		
	1.3 Describe people, places and things. ▪ animal anatomy ▪ adjectives related to size and colours of animals	▪ *Quelles sont les principales parties du corps _____?* ❑ *de l'éléphant* ❑ *du lièvre* ❑ *du zèbre* *Les pattes, le tronc, la tête, la queue*		
	5.2 Make and talk about personal observations. ▪ common farm animals ▪ common wild animals ▪ animal anatomy ▪ adjectives related to size and colours of animals	▪ *De quelle couleur est _____?* ❑ *le renard* ❑ *le cochon d'Inde* ❑ *le cheval* *Il est brun.* *Elle est blanche avec des taches noires.* ▪ *Voici une image d'un animal. Qu'est-ce que tu observes?* *Ex. : C'est une chienne. Elle a une petite tête, de longues oreilles, quatre pattes, une petite queue et un pelage brun.*		
	1.1 Ask for and provide information ▪ animal habitats	▪ *Quels sont les habitats des animaux?/Où est-ce que les animaux habitent?* *Ils habitent _____.* ❑ *dans un arbre* ❑ *dans les bois (m)* ❑ *sur une branche* ❑ *dans le désert* ❑ *dans la forêt* ❑ *dans une forêt tropicale* ❑ *dans un lac* ❑ *dans un marécage* ❑ *dans les montagnes (f)* ❑ *dans un nid* ❑ *dans l'océan (m)* ❑ *dans les prairies (f)* ❑ *dans les prés (m)*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *dans la rivière* ❑ *dans la savane* ❑ *dans une tanière*		
	5.4 Define a problem and search for solutions. ▪ our friends – the animals	▪ *Qui suis-je?/Qu'est-ce que c'est?* *Il est brun avec des taches blanches. Il a quatre pattes, une longue queue et des yeux bleus. Il est petit et mignon, mais aussi féroce. Il habite dans la savane en Afrique avec sa famille.*		
	5.5 Choose between alternative solutions. ▪ our friends – the animals	*Est-ce que c'est un/une _____?* *Je pense que c'est un/une _____.* *Ex. : C'est un bébé lion.*		
Clothes ▪ seasonal clothes ▪ clothing preferences ▪ clothes for different occasions	**1.1 Ask for and provide information.** ▪ seasonal clothes ▪ clothes for different occasions	▪ *Quels sont les vêtements qu'on porte?* *Il y a _____.* ❑ *l'anorak* ❑ *la blouse* ❑ *le chandail* ❑ *les chaussettes (f)/les bas (m)* ❑ *la chemise* ❑ *le collant* ❑ *le costume/le complet* ❑ *l'imperméable* ❑ *le gilet* ❑ *le jean* ❑ *la jupe* ❑ *le kangourou/le pull à capuchon* ❑ *le maillot de bain/le costume de bain* ❑ *le manteau* ❑ *le pantalon* ❑ *la parka* ❑ *le pyjama* ❑ *la robe* ❑ *le sous-vêtement thermique léger* ❑ *le survêtement* ❑ *le tricot* ❑ *le t-shirt* ❑ *la veste*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *la veste molletonnée* ❑ *le veston* ▪ *Quels sont les accessoires?* *Il y a _____.* ❑ *les bottes (f)* ❑ *le chapeau* ❑ *la casquette* ❑ *les chaussures (f)/les souliers (m)* ❑ *les chaussures de sport (f)/les espadrilles (f)* ❑ *la ceinture* ❑ *la cravate* ❑ *les gants (m)* ❑ *le foulard* ❑ *les lunettes (f)* ❑ *les mitaines (f)* ❑ *le parapluie* ❑ *les pantoufles (f)* ❑ *le sac à dos* ❑ *le sac à main* ❑ *la tuque* ▪ *Quels sont les bijoux?* *Il y a _____.* ❑ *la bague* ❑ *les boucles d'oreilles (f)* ❑ *le bracelet* ❑ *le collier* ❑ *la montre*	▪ Identify, with teacher assistance, that clothing labels in Canada are available in at least two languages, i.e., French, English.	
	1.2 Respond to simple, predictable questions. ▪ seasonal clothes ▪ clothes for different occasions	▪ *Est-ce que tu portes/qu'il porte/qu'elle porte _____ aujourd'hui?* ❑ *un anorak* ❑ *une blouse* ❑ *un chandail* *Oui.* *Oui, je/il/elle porte _____.* ❑ *un anorak* ❑ *une blouse* ❑ *un chandail* *Non.*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		Non, je/il/elle ne porte pas _____. ❑ *un anorak* ❑ *une blouse* ❑ *un chandail*		
	1.3 Describe people, places and things. ▪ seasonal clothes ▪ clothes for different occasions	▪ *Qu'est-ce que tu portes/il porte/elle porte aujourd'hui?* *Je/il/elle porte _____.* ❑ *un anorak* ❑ *une blouse* ❑ *un chandail*		
	5.3 Sequence items in different ways. ▪ seasonal clothes	▪ *Qu'est-ce que tu portes en été/en automne/en hiver/au printemps?* *En été, je porte _____.* ❑ *un maillot de bain/un costume de bain* ❑ *un kangourou/un pull à capuchon* ❑ *un t-shirt* ❑ *un short* *En automne, je porte _____.* ❑ *une blouse* ❑ *un chandail* ❑ *des chaussettes (f)/des bas (m)* ❑ *une chemise* ❑ *un gilet* ❑ *un jean* ❑ *un manteau* ❑ *un pantalon* ❑ *un kangourou/un pull à capuchon* *En hiver, je porte _____.* ❑ *un anorak* ❑ *un parka* ❑ *un sous-vêtement thermique léger* ❑ *une veste molletonnée* ❑ *des bottes (f)* ❑ *des gants (m)* ❑ *un foulard* ❑ *des mitaines (f)* ❑ *des cache-oreilles (m)* ❑ *un pantalon de ski* ❑ *une tuque*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		Au printemps, je porte _____. ❑ *un imperméable* ❑ *un manteau* ❑ *des bottes de caoutchouc (f)/de pluie* ❑ *un parapluie*		
	3.4 Indicate a choice from several options. ▪ seasonal clothes	▪ *Il fait chaud/froid/frais. Il neige/pleut. Qu'est-ce que tu portes?* *Je porte _____.* *Ex. : Il fait froid. Je porte mon manteau et mes bottes.*		
	5.4 Define a problem and search for solutions. ▪ seasonal clothes	*Ex. : Je porte une casquette, un t-shirt blanc, un short noir et des sandales. C'est quelle saison?/Quelle saison est-ce? C'est l'été.*		
	5.5 Choose between alternative solutions. ▪ seasonal clothes	*Ex. : Tu es invité à une fête? Portes-tu ta robe ou tes shorts avec ta chemise rouge?*		
	1.3 Describe people, places and things. ▪ clothes for different occasions	▪ *De quelle couleur _____?* ❑ *est ta/sa blouse* ❑ *est ton/son chandail* ❑ *sont tes/ses chaussettes (f)/tes/ses bas (m)* ❑ *est ta/sa robe de Noël* ❑ *est ton/son collant* *Ex. : Mon chandail est jaune.* ▪ *Comment sont les vêtements?* *Les vêtements sont _____.* ❑ *à la mode* ❑ *beaux* ❑ *chauds* ❑ *chic* ❑ *confortables* ❑ *courts* ❑ *longs*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	2.1 Identify favourite people, places or things. ▪ clothing preferences	▪ *Qu'est-ce que tu aimes porter? Pourquoi?* *Ex. : J'aime porter des lunettes de soleil et un kangourou parce que c'est chic.* *J'aime porter une parka parce que ça me garde au chaud.*		
	5.2 Make and talk about personal observations. ▪ clothing for different occasions	▪ *Qu'est-ce que ton ami(e)/ton professeur/ta maman aime porter à l'école?/au travail?/les fins de semaine?/à l'église?/à une fête?/à Noël?/chez les grands-parents?/pour jouer au soccer?* *Ex. : Je/Il/Elle porte une blouse blanche, une courte jupe bleue avec un collant bleu.*		
	2.2 Express a personal response to a variety of situations. ▪ clothing for different occasions	▪ *C'est le concert du printemps à l'école. Ton ami(e) porte un jean et un chandail en molleton gris avec des sandales. Qu'est-ce que tu en penses? Pourquoi?* *Ex. : Je ne pense pas que c'est bien.* *Je n'aime pas ça. Ce n'est pas chic.*		
	5.6 Recognize differences of opinion. ▪ clothing for different occasions	▪ *Qu'est-ce que ton ami(e) pense?* *Ex. : Il/Elle pense que c'est bien.* *Il/Elle aime ça. C'est confortable.* ▪ *Ta famille visite tes grands-parents. Tu portes un short bleu, un t-shirt rouge et des chaussures de sport. Qu'est-ce que tu en penses? Pourquoi?* *Ex. : J'aime ça.* *Je suis content(e) parce qu'il fait chaud.* ▪ *Qu'est-ce que ta mère pense? Pourquoi?* *Ex. : Elle n'est pas contente. Elle veut une jupe, une blouse et des belles chaussures parce que c'est beau.*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
My Home ▪ types of dwellings ▪ rooms in my home ▪ structure of a room ▪ my room	**1.1 Ask for and provide information.** ▪ types of dwellings	▪ *Quels sont les types d'habitations?* *Il y a _____.* ❑ *l'appartement* ❑ *l'appartement en copropriété* ❑ *le duplex* ❑ *la maison* ❑ *la maison en rangée* ❑ *la maison mobile*		Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.
	5.2 Make and talk about personal observations. ▪ types of dwellings	▪ *Quels types d'habitations est-ce qu'il y a/y a-t-il dans ton quartier?* *Dans mon quartier, il y a _____.* ❑ *un appartement/des appartements* ❑ *un duplex/des duplex* ❑ *une maison mobile/des maisons mobiles*		
	1.2 Respond to simple, predictable questions. ▪ types of dwellings	▪ *Dans quel type d'habitations habites-tu/ton ami/ton amie/ta grand-mère?* *J'habite/Il/Elle habite dans _____.* ❑ *un appartement en copropriété* ❑ *une maison* ❑ *une maison en rangée*		
	5.4 Define a problem and search for solutions. ▪ types of dwellings	▪ *Dans quels types d'habitations habitent les familles, ex. : au Québec/au Maroc/en France?* *Au/En _____, les familles habitent dans des _____.*	▪ Seek out information about Francophones from authentic sources.	
	1.1 Ask for and provide information. ▪ rooms in my home	▪ *Quelles sont les pièces dans une maison?* *Il y a _____.* ❑ *la buanderie/la salle de lavage* ❑ *le bureau* ❑ *la cuisine* ❑ *l'entrée* ❑ *la salle à manger/la salle à dîner* ❑ *la salle de bains* ❑ *la salle de jeux* ❑ *la salle familiale* ❑ *le salon/la salle de séjour* ❑ *le sous-sol*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	1.3 Describe people, places and things. ▪ my home ▪ types of dwellings ▪ Grade 4 vocabulary and language concepts	▪ *Comment est-ce qu'on peut décrire une maison/un appartement/une pièce?* *Elle/Il est _____.* ❑ *beau/belle* ❑ *clair(e)* ❑ *confortable* ❑ *grand(e)* ❑ *joli(e)* ❑ *nouveau/nouvelle* ❑ *petit(e)* ❑ *moyen(ne)* ❑ *sombre* ❑ *de couleur beige*		
	1.1 Ask for and provide information. ▪ rooms in my home	▪ *Quelles sont les principales composantes d'une habitation?* *Il y a _____.* ❑ *les fenêtres* ❑ *les murs* ❑ *le toit* ❑ *la porte/les portes*		
	1.3 Describe people, places and things. ▪ my home	▪ *Décris-moi ta maison.* *Ex. : Ma maison est jolie. Elle a deux étages. Elle est jaune. Il y a deux fenêtres sur le devant de la maison et une porte.* ▪ *Combien de pièces est-ce qu'il y a dans ta maison?* *Il y a _____ pièces.* ❑ *deux* ❑ *trois* ❑ *quatre* ▪ *Quelles sont les pièces dans ta maison?* *Dans ma maison, il y a _____.* ❑ *la salle de bains* ❑ *la salle de jeux* ❑ *la salle familiale* ▪ *Il y a combien de chambres à coucher chez toi?*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		Ex. : Deux. Une pour moi et l'autre pour mes parents.		
	1.1 Ask for and provide information. ▪ structure of a room	▪ *Quelles sont les principales composantes d'une pièce?* *Il y a _____.* ❑ *la fenêtre* ❑ *le mur* ❑ *le plafond* ❑ *le plancher* ❑ *la porte*		
	5.3 Sequence items in different ways. ▪ objects and furnishings in a student's room	▪ *Qu'est-ce qui se trouve dans la chambre à coucher d'un élève/une élève?* *Sur le mur, il y a _____.* ❑ *une affiche* ❑ *une horloge* ❑ *une étagère (contre le mur)* *Sur le plancher, il y a _____.* ❑ *un tapis* *Au plafond, il y a _____.* ❑ *une affiche* *Sur la fenêtre, il y a _____.* ❑ *des rideaux (m)* ❑ *des stores (m)* *Sur la porte, il y a _____.* ❑ *une affiche* *Sur le lit, il y a _____.* ❑ *un animal en peluche* ❑ *une couverture* ❑ *un oreiller* *Sur le bureau, il y a _____.* ❑ *des bibelots* ❑ *un ordinateur* ❑ *une chaise (en face du bureau)* *Sur la table de nuit, il y a _____.* ❑ *une lampe* ❑ *un radio-réveil/un réveille-matin*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		Sur la commode, il y a _____. ❑ *un miroir* ❑ *une photo de _____* ❑ *une brosse à cheveux* *Dans la bibliothèque, il y a _____.* ❑ *un livre*		
	1.3 Describe people, places and things. ▪ objects and furnishings in a student's room ▪ my room	▪ *Décris-moi ta chambre à coucher.* *Ex. : Ma chambre à coucher est confortable. Il y a un lit simple, des animaux en peluche, un bureau et une chaise. À côté de mon lit, il y a une table de nuit. Sur le plancher, il y a un tapis rond. Il est vert. Les murs sont roses et les stores sont de couleur blanche.*		
	2.3 Identify emotions and feelings. ▪ my room	▪ *Est-ce que tu aimes ta chambre? Pourquoi?* *Ex. : J'aime/J'adore ma chambre. Elle est grande et belle.* *Je n'aime pas/Je déteste ma chambre. Je dois la partager avec ma sœur.*		
	3.5 Express a wish or a desire to do something. ▪ my room	▪ *Qu'est-ce que tu veux dans ta chambre à coucher?* *Dans ma chambre, je veux _____* ❑ *un cinéma à domicile. J'aime les films.* ❑ *un téléphone. Je parle beaucoup avec mes amis/amies.* ❑ *une grande/immense/énorme télévision. J'adore la télévision.* ❑ *un ordinateur. Je fais mes devoirs dans ma chambre.* ❑ *un système de jeux vidéo. Je suis un bon joueur.* ❑ *une chaîne stéréo. J'adore la musique.* ❑ *une piste de danse. J'étudie le ballet.* ❑ *une machine à bonbons. Je déteste les fruits et les légumes comme goûter.* ❑ *et autre*		

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
Le Festival du Voyageur • location and date • symbols and activities	**1.1 Ask for and provide information.** ▪ Le Festival du Voyageur	▪ *Où a lieu le festival?* *Il a lieu à Winnipeg au Manitoba.* ▪ *Quand a lieu le festival?* *Il a lieu du ___ au ___ février.* *La date du festival est du ___ au ___ février.* *Le festival a lieu au mois de février.* ▪ *Quels sont les symboles du festival?* *Les symboles sont le voyageur et la ceinture fléchée.* ▪ *Qu'est-ce qu'il y a comme activités/évènements?* *Il y a _____.* ❑ *des cérémonies d'ouvertures* ❑ *un parc du voyageur* ❑ *des sculptures sur glace* ❑ *des spectacles de musique et de danse* ❑ *un fort historique à visiter* ❑ *un magasin de bonbons* ❑ *le Concours de violon et de gigue* ❑ *le Bal du Gouverneur* ❑ *le Festin du Bourgeois (un souper-théâtre)* ❑ *une cabane à sucre* ❑ *du maquillage pour les enfants* ❑ *de la tire d'érable* ▪ *Qu'est-ce qu'on fait au festival?* *Ex. : On participe aux cérémonies.* *On visite le Fort Gibraltar.* *On regarde les sculptures sur glace.* *On achète des souvenirs.* *On mange de la tire d'érable.*	▪ Identify a variety of ways to enhance contact, directly or indirectly, with people of Francophone origin. ▪ Seek out information about Francophones from authentic sources.	Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
Four Holidays and Celebrations • greetings, symbols and colours associated with the four holidays and celebrations	**1.1 Ask for and provide information.** ▪ four holidays and celebrations	▪ *Comment s'appelle la fête/l'évènement?* *Ex. : Elle/Il s'appelle la fête des Rois.* ▪ *Quand a lieu la fête/l'évènement?* *Ex. : Elle/Il a lieu le 6 janvier.* *La date de la fête/l'évènement est le 6 janvier.* *La fête/l'évènement a lieu au mois de janvier.* ▪ *Quels sont les symboles associés à la fête/l'évènement?* *Ex. : Ce sont le roi, la reine* ▪ *Quels sont les souhaits/vœux associés à la fête/à la célébration?* *Joyeux/Joyeuse _____.* *Bonne fête de la/des _____.*		Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.

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Grade 5				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
For all fields and subfields	**3.5 Express a wish or a desire to do something.** ▪ throughout all fields and subfields, where appropriate	▪ *Est-ce que je peux _____?* *Je veux _____.*		Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.
	3.6 Ask for help or clarification of what is being said or done in the group. ▪ throughout all fields and subfields, where appropriate	▪ *Aidez-moi, s'il vous plaît?* ▪ *J'ai besoin d'aide, s'il vous plaît?* ▪ *Pardon?* ▪ *Répétez, s'il vous plaît?*		
	3.7 Suggest, initiate or direct action in group activities. ▪ throughout all fields and subfields, where appropriate	▪ *Est-ce que tu peux _____?* ▪ *C'est à mon/son/ton tour.* ▪ *Commence.* ▪ *Arrête.*		
	6.1 Use the language for fun. ▪ throughout all fields and subfields, where appropriate	▪ Learn simple riddles, songs and nursery rhymes. Play simple games, do action songs, dance and make simple crafts that relate to the field and subfield studied.		
	6.2 Use the language creatively. ▪ throughout all fields and subfields, where appropriate	▪ Participate in activities that play on the sounds and rhythms of the language, create a picture story with captions, alter the words to a familiar song or rhyme that relates to the field and subfields studied.		
	6.3 Use the language for personal enjoyment. ▪ throughout all fields and subfields, where appropriate	▪ Make a personal dictionary of favourite words with illustrations. Read or create simple books. Watch a video. Listen to favourite songs. Present writing or music to another class that relates to the field and subfields studied.		

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Grade Level
Communicative Functions (Targets)

Grade 6

Communicative Functions (Targets) focus exclusively on the students' use of the French language. This section articulates what students are able to do in French at each grade level.

Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
My Health and Well-being ▪ healthy eating ▪ expression of feelings and emotions ▪ feeling well/feeling ill ▪ seasonal sports and physical activities	**4.1 Talk about themselves and respond to the talk of others by showing attention and interest.** ▪ basic food items ▪ Grade 5 vocabulary and language concepts	▪ *Qu'est-ce que tu manges quand tu as faim?* Je mange _____. ❑ *une grappe de raisins* ❑ *une pomme* ❑ *une banane* ❑ *des fraises* ❑ *des raisins secs* ❑ *du céleri* ❑ *une carotte/des carottes* ❑ *un (du) concombre* ❑ *une tomate* ❑ *du fromage* ❑ *du yogourt* ❑ *un craquelin/des craquelins* ❑ *un sandwich à…* ❑ *des arachides (f)* ❑ *du beurre d'arachide* ❑ *des noix*		Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.
	2.1 Inquire about and express likes and dislikes. ▪ basic food items ▪ nutritious foods ▪ expression of feelings and emotions ▪ Grade 5 vocabulary and language concepts	▪ *Quelle est ta nourriture préférée?/Quelle nourriture est-ce que tu préfères?* *Moi, je préfère/J'aime/J'adore _____.* ❑ *les fruits* ❑ *les friandises* ❑ *le lait* ❑ *le fromage* ❑ *le céleri* ❑ *les craquelins* ▪ *Quel est ton fruit préféré?/Quels sont tes fruits préférés?* *Mon fruit préféré est _____./Mes fruits préférés sont _____.* ❑ *l'abricot/les abricots* ❑ *l'avocat/les avocats* ❑ *le cantaloup/les cantaloups* ❑ *la cerise/les cerises* ❑ *le kiwi/les kiwis* ❑ *la mangue/les mangues* ❑ *le melon d'eau/les melons d'eau* ❑ *la papaye/les papayes* ❑ *la pêche/les pêches* ❑ *la poire/les poires*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		▪ *Quels sont tes légumes préférés?* *Mes légumes préférés sont _____.* ❑ *les betteraves* ❑ *les champignons* ❑ *les choux* ❑ *les choux-fleurs* ❑ *les haricots verts/jaunes* ❑ *la laitue* ❑ *le maïs* ❑ *les oignons* ❑ *les petits pois* ❑ *les pommes de terre/les patates* ▪ *Moi, je déteste/n'aime pas _____.* ❑ *les fruits* ❑ *les légumes* ❑ *les abricots* ❑ *les avocats* ❑ *les choux-fleurs* ❑ *les haricots verts/jaunes* ▪ *Quelle nourriture est-ce qu'il/elle préfère?* *Il/Elle préfère/aime _____.* ❑ *les fruits* ❑ *les friandises* ❑ *le fromage* *Il/Elle déteste/n'aime pas _____.* ❑ *les légumes* ❑ *le jus d'orange* ❑ *les craquelins*		
	5.4 Compose questions to guide research. ▪ healthy eating ▪ basic food items ▪ expression of feelings and emotions ▪ Grade 5 vocabulary and language concepts	▪ *Quelle est la nourriture préférée de la classe?* *Ex. : La majorité de la classe préfère la pizza.* ▪ *Quelle est la nourriture la moins populaire?* *Ex. : La nourriture la moins populaire est le chou./Ils aiment moins le chou. Ils détestent le chou.* ▪ *Combien préfère _____?* ❑ *les oignons* ❑ *les légumes* ❑ *le fromage*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	5.8 Express their views on a variety of topics within their direct experience. ▪ healthy eating ▪ basic food items ▪ nutritious foods ▪ expression of feelings and emotions ▪ Grade 5 vocabulary and language concepts	❑ *le beurre d'arachide, etc.* *Ex. : Dix personnes aiment le fromage.* ▪ *J'aime/je préfère manger _____.* *Je n'aime pas/déteste manger _____.* ❑ *des fruits* ❑ *des friandises* ❑ *du fromage* ❑ *du beurre d'arachide* ▪ *Est-ce que _____ sont nutritifs/nutritives?/Est-ce que c'est nutritif?* ❑ *les fruits* ❑ *les légumes* ❑ *les friandises (f)* *Oui, c'est nutritif/Oui, _____ sont nutritifs.* ❑ *les fruits* ❑ *les légumes* ❑ *les jus* *Non, ce n'est pas nutritif!/Non, _____ ce n'est pas nutritif!* ❑ *un bonbon* ❑ *une boisson gazeuse* ❑ *le chocolat* ❑ *de la gomme à mâcher* ❑ *le maïs soufflé au beurre* ▪ *Manger _____, c'est nutritif.* ❑ *un abricot/des abricots* ❑ *un cantaloup/des cantaloups* ❑ *une cerise/des cerises* ❑ *un melon d'eau/des melons d'eau* ❑ *des haricots verts/jaunes* ❑ *des pommes de terre/des patates* ▪ *Manger _____, ce n'est pas nutritif.* ❑ *un bonbon* ❑ *du chocolat* ❑ *des croustilles* ❑ *de la gomme à mâcher* ❑ *du maïs soufflé au beurre*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		▪ *Des exemples d'aliments nutritifs sont _____.* ❑ *les fruits* ❑ *les légumes* ❑ *l'avocat/les avocats* ❑ *du yogourt* ❑ *du fromage*		
	5.9 Gather opinions on a topic within their experience. ▪ basic food items ▪ nutritious foods ▪ expression of feelings and emotions	Tes camarades de classe ont une opinion aussi. Demande-leur : ▪ *Est-ce que tu penses que _____ c'est nutritif/nutritive?* ❑ *une pomme* ❑ *la laitue* ❑ *un biscuit*		
	5.6 Record observations. ▪ healthy eating ▪ basic food items ▪ nutritious foods	*Oui, c'est nutritif/Non, ce n'est pas nutritif!* *Est-ce que tu penses que _____ sont nutritifs/nutritives?* ❑ *les fruits* ❑ *les légumes* ❑ *les friandises* *Oui, c'est nutritif./Non, ce n'est pas nutritif!* ▪ *_____, est-ce que c'est nutritif?* ❑ *Le cantaloup* ❑ *Le jus d'orange* ❑ *Un bonbon* ❑ *Un chocolat* *Oui, _____ c'est nutritif./Oui, c'est nutritif./ Non, _____ n'est pas nutritif/Non, ce n'est pas nutritif.* ❑ *le cantaloup* ❑ *le jus d'orange* ❑ *un bonbon* ❑ *un chocolat* ▪ *Manger _____, c'est nutritif.* ❑ *un cantaloup/des cantaloups* ❑ *un melon d'eau/des melons d'eau* ❑ *des champignons*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	4.1 Talk about themselves and respond to the talk of others by showing attention and interest. ▪ meal and meal times ▪ expression of feelings and emotions	❑ *des petits pois* ▪ *Manger _____, ce n'est pas nutritif.* ❑ *un bonbon* ❑ *du chocolat* ❑ *des croustilles* ▪ *Est-ce que tu manges beaucoup de/assez de/trop de _____?* ❑ *fruits* ❑ *pommes* ❑ *légumes* ❑ *betteraves* ❑ *friandises* ❑ *biscuits* *Oui, j'adore les _____.* ❑ *fruits* ❑ *pommes* ❑ *légumes* ❑ *betteraves* ❑ *friandises* ❑ *biscuits* *Oui, je mange beaucoup de/assez de/trop de _____.* ❑ *fruits* ❑ *pommes* ❑ *légumes* ❑ *betteraves* ❑ *friandises* ❑ *biscuits* *Non, je mange peu de/moins de _____.* ❑ *fruits* ❑ *pommes* ❑ *légumes* ❑ *betteraves* ❑ *friandises* ❑ *biscuits*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		▪ *Quand tu as faim, qu'est-ce que tu manges? Pourquoi?* *Ex. : Quand j'ai faim, je mange une carotte parce que c'est nutritif.* ▪ *Quand tu as soif, qu'est-ce que tu bois? Pourquoi?* *Ex. : Quand j'ai soif, je bois de l'eau parce que c'est bon.* ▪ *C'est super!* *C'est fantastique!* *Bravo!*		
	5.2 Discuss relationships and patterns. ▪ the food groups ▪ nutritious foods	▪ *Au Canada, les groupes alimentaires sont :* ❑ *les produits céréaliers* ❑ *les produits laitiers* ❑ *les légumes et les fruits* ❑ *les viandes et substituts* ▪ *En France, les groupes alimentaires sont :* ❑ *le groupe marron (les pains, les céréales, les pommes de terre et les légumes secs)* ❑ *le groupe vert (les légumes et les fruits)* ❑ *le groupe rouge (les viandes, les poissons et les œufs)* ❑ *le groupe bleu (les produits laitiers)* ❑ *le groupe jaune (les matières grasses)* ❑ *le groupe rose (les produits sucrés et leurs dérivés)* *Ex. : La banane est dans quel groupe alimentaire?* *Au Canada, la banane est dans le groupe « légumes et fruits ». En France, la banane est dans le groupe vert.* ▪ *Au Canada, il y a quatre groupes alimentaires et en France il y a six groupes alimentaires.*	▪ Identify, with teacher's assistance, the difference in the number of food groups in Canada (i.e., four) and in France (i.e., six).	

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	5.1 Explore alternative classification systems and criteria for categories. ▪ the food groups ▪ nutritious foods	▪ *C'est dans quel groupe?* *C'est dans le groupe alimentaire _____.* ❑ *des produits céréaliers* ❑ *des produits laitiers* ❑ *des légumes et des fruits* ❑ *des viandes et substituts* *C'est dans le groupe _____.* ❑ *marron* ❑ *vert* ❑ *rouge* ❑ *bleu* ❑ *jaune* ❑ *rose*		
	5.1 Explore alternative classification systems and criteria for categories. ▪ meal and meal times	▪ *En France, les repas sont le petit-déjeuner, le déjeuner et le dîner.* ▪ *Au Québec et dans plusieurs communautés francophones au Canada, les repas sont le déjeuner, le dîner et le souper.*	▪ Identify, with teacher's assistance, the difference between the names and times of meals in Québec and in France.	
	4.1 Talk about themselves and respond to the talk of others by showing attention and interest. ▪ meal and meal times ▪ expression of feelings and emotions ▪ Grade 5 vocabulary and language concepts	▪ *À quelle heure est-ce que tu prends _____ chez toi?* ❑ *le déjeuner* ❑ *le dîner* ❑ *le souper* *Ex. : À six heures trente./À six heures et demi.* ▪ *Qu'est-ce que tu manges pour_____?* ❑ *le déjeuner* ❑ *le dîner* ❑ *le souper* *Ex. : Pour le déjeuner, je mange des céréales chaudes et du jus d'orange.* *Des céréales chaudes et du jus d'orange.* ▪ *Moi aussi./Pas moi.*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	3.3 Make an offer and an invitation and respond to offers and invitations made by others. ▪ healthy eating ▪ meals and meal times	▪ *Veux-tu venir manger _____ chez moi/au restaurant?* ❑ *le déjeuner* ❑ *le dîner* ❑ *le souper* *Oui, merci, je veux bien venir manger _____ chez toi/au restaurant.* ❑ *le déjeuner* ❑ *le dîner* ❑ *le souper* *Non, merci, je ne peux pas venir manger _____ chez toi/au restaurant.* ❑ *le déjeuner* ❑ *le dîner* ❑ *le souper* *Je dois demander la permission pour venir manger _____ chez toi/au restaurant.* ❑ *le déjeuner* ❑ *le dîner* ❑ *le souper*		
	4.1 Talk about themselves and respond to the talk of others by showing attention and interest. ▪ seasonal sports and physical activities ▪ expression of feelings and emotions	▪ *Quel est ton sport préféré?* *Je préfère/J'aime _____.* ❑ *le badminton* ❑ *le baseball* ❑ *le basket-ball* ❑ *le cyclisme* ❑ *le ballon chasseur (dodgeball)* ❑ *l'équitation* ❑ *le football* ❑ *le golf* ❑ *la gymnastique* ❑ *le hockey* ❑ *le karaté* ❑ *la natation* ❑ *le patin à roues alignées* ❑ *le patinage* ❑ *la planche à neige* ❑ *la planche à roulettes* ❑ *le soccer*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *le volley-ball* ❑ *le ski alpin* ❑ *le ski de fond* ▪ *Quelle est ton activité physique préférée?/ Quelles activités physiques est-ce que tu aimes faire?* *J'aime _____.* ❑ *les billes* ❑ *le cache-cache* ❑ *le chat perché* ❑ *le cheval* ❑ *la danse* ❑ *la marelle* ❑ *la pêche* ❑ *le saut à la corde* ▪ *Quels sports est-ce que tu pratiques?* *Je pratique _____.* ❑ *le badminton* ❑ *le football* ❑ *le golf* ❑ *le ski alpin*		
	2.1 Inquire about and express likes and dislikes. ▪ seasonal sports and physical activities	▪ *Quels sports est-ce que ton ami/amie pratique?* *Il/Elle fait du _____.* ❑ *patin à roues alignées* ❑ *karaté* ❑ *patinage, etc.* *Il/Elle fait de _____.* ❑ *l'équitation* ❑ *la natation* ❑ *la planche à neige* *Il/Elle joue au _____.* ❑ *ballon chasseur (dodgeball)* ❑ *football* ❑ *golf* ❑ *soccer*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	5.1 Explore alternative classification systems and criteria for categories. ▪ seasonal sports and physical activities	▪ *Quels sports est-ce qu'on pratique en hiver? au printemps? en été? en automne?/Quels sports pratiques-tu en hiver? au printemps? en été? en automne?* *On fait du _____./Je fais du _____.* ❑ *cyclisme* ❑ *karaté* ❑ *patin à roues alignées* ❑ *patinage* ❑ *ski alpin* ❑ *ski de fond* *On fait de _____./Je fais de _____.* ❑ *l'équitation* ❑ *la gymnastique* ❑ *la natation* ❑ *la planche à neige* ❑ *la planche à roulettes* *On joue au _____./Je joue au _____.* ❑ *badminton* ❑ *baseball* ❑ *basket-ball* ❑ *ballon chasseur (dodgeball)* ❑ *football* ❑ *golf* ❑ *soccer*		
	5.3 Compare and contrast items in simple ways. ▪ seasonal sports and physical activities	▪ *Est-ce que tu pratiques ce sport _____?* ❑ *seul* ❑ *avec des amis* ❑ *avec une équipe* ❑ *avec ta famille* *Ex. : Oui, je pratique ce sport avec des amis.* *Non, je ne pratique pas ce sport avec une équipe.* ▪ *Est-ce que tu pratiques cette activité physique/ce sport _____?* ❑ *seul* ❑ *avec des amis*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *avec une équipe* ❑ *avec ta famille* *Ex. : Oui, je pratique cette activité seul.* *Non, je ne pratique pas cette activité avec ma famille.*		
	2.1 Inquire about and express likes and dislikes. ▪ seasonal sports and physical activities ▪ expression of feelings and emotions	▪ *Quelles activités physiques/sports est-ce que tu n'aimes pas faire?* *Je n'aime pas/J'aime moins/Je déteste faire du _____* ❑ *cyclisme* ❑ *karaté* ❑ *patin à roues alignées* ❑ *patinage* ❑ *ski alpin* ❑ *ski de fond* *Je n'aime pas/J'aime moins/Je déteste faire de _____.* ❑ *l'équitation* ❑ *la gymnastique* ❑ *la natation* ❑ *la planche à neige* ❑ *la planche à roulettes* *Je n'aime pas/J'aime moins/Je déteste jouer au _____.* ❑ *badminton* ❑ *baseball* ❑ *basket-ball* ❑ *ballon chasseur (dodgeball)* ❑ *football* ❑ *golf* ❑ *soccer*		
	5.4 Compose questions to guide research. ▪ seasonal sports and physical activities ▪ expression of feelings and emotions	▪ *Quelles/Quels sont les activités physiques/sports préférés de la classe?* *Ex. : La majorité de la classe préfère jouer à cache-cache.*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	5.6 Record observations. ▪ seasonal sports and physical activities ▪ expression of feelings and emotions	▪ *Quelles sont les activités physiques/les sports les moins populaires?* *Ex. : Les sports moins populaires sont le karaté./Ils aiment moins le karaté.* ▪ *Combien d'élèves/de garçons/de filles préfèrent _____?* ❑ *les billes* ❑ *le saut à la corde* ❑ *le ballon chasseur (dodgeball)* ❑ *le hockey* ❑ *le ski de fond* *Ex. : Douze personnes aiment le hockey. Trois personnes n'aiment pas/détestent le soccer.* ▪ *Est-ce que tu préfères les activités d'été ou d'hiver? Pourquoi?* *Ex. : Je préfère/J'aime les activités d'été parce qu'il fait chaud dehors.*		
	2.2 Inquire about, record and share personal experiences that involve an emotion or feeling. ▪ seasonal sports and physical activities ▪ expressions of feelings and emotions	▪ *Quelles activités physiques/sports pratiques-tu en été/en automne/en hiver/au printemps?* *En été/En automne/En hiver/Au printemps, je fais du _____.* ❑ *cyclisme* ❑ *karaté* ❑ *patin à roues alignées* ❑ *patinage* ❑ *ski alpin* ❑ *ski de fond* ❑ *cheval* *En été/En automne/En hiver/Au printemps, je fais de _____.* ❑ *l'équitation* ❑ *la gymnastique* ❑ *la natation* ❑ *la planche à neige* ❑ *la planche à roulettes*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	5.9 Gather opinions on a topic within their direct experience. ▪ seasonal sports and physical activities	*En été/En automne/En hiver/Au printemps, je joue _____.* ❑ *aux billes* ❑ *à cache-cache* ❑ *au chat perché* ❑ *au badminton* ❑ *au baseball* ❑ *au basket-ball* ❑ *au ballon chasseur (dodgeball)* ❑ *au football* ❑ *au golf* ❑ *au soccer* *Pourquoi?* *Ex. : Je suis heureux/heureuse quand je joue aux billes.* ▪ *À ton avis, quelles activités physiques sont les meilleures pour la santé? Pourquoi?* *Ex. : Je pense que sauter à la corde est la meilleure activité parce que j'aime sauter.* ▪ *À ton avis, quels sports sont les meilleurs pour la santé? Pourquoi?* *Ex. : Je pense que le soccer est le meilleur sport parce que j'aime courir.* ▪ *Est-ce que tu joues au _____?* ❑ *basket-ball* ❑ *soccer* *Ex. : Oui, c'est un sport _____!* ❑ *fantastique* ❑ *excitant* ❑ *formidable* ❑ *intéressant* ❑ *sensass* *Non, c'est un sport _____!* ❑ *ennuyeux* ❑ *absurde* ❑ *ridicule* ❑ *violent*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	3.3 Make an offer and an invitation and respond to offers and invitations made by others. ▪ seasonal sports and physical activities ▪ feeling well/feeling ill ▪ expressions of physical state ▪ expressions of health	▪ *Est-ce que tu veux jouer _____ avec nous?* ❑ *à cache-cache* ❑ *au ballon chasseur (dodgeball)* ❑ *au soccer* *Oui, merci, je veux jouer _____.* ❑ *aux billes* ❑ *au badminton* ❑ *au football* *Non/Désolé(e), j'ai mal _____* ❑ *au pied (m)* ❑ *à l'estomac* ❑ *au dos (m)* ❑ *à un genou/au genou gauche/aux genoux* ❑ *à la gorge* ❑ *aux dents (m)* ❑ *à une oreille* ❑ *à mon bras gauche/à mon bras droite/aux bras* *Non/Désolé(e), j'ai des allergies./j'ai la grippe./je suis enrhumé(e)./j'ai chaud.* ▪ *Comment ca va aujourd'hui?* *Ex. : J'ai chaud./J'ai froid./J'ai soif./J'ai faim.*		
	3.4 Inquire about and express ability and inability to do something. ▪ seasonal sports and physical activities ▪ grades 4 and 5 vocabulary and language concepts	▪ *Est-ce que tu peux jouer/Est-ce que tu joues bien/Est-ce que tu sais comment jouer ____?* ❑ *aux billes* ❑ *au golf* ❑ *au soccer* *Oui, je peux jouer/je joue bien/je sais jouer _____.* ❑ *à chat perché* ❑ *au ballon chasseur (dodgeball)* *Non, je ne peux pas jouer/je ne joue pas bien/je ne sais pas comment jouer _____.* ❑ *aux billes* ❑ *au baseball* ❑ *au basket-ball*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	3.5 Encourage other group members to participate. ▪ seasonal sports and physical activities	▪ *Est-ce que tu veux jouer _____ avec nous?* ❑ *à cache-cache* ❑ *au ballon chasseur (dodgeball)* *Ex. : Nicole, viens jouer avec nous!* *Ex. : Nicole, viens jouer _____.* ❑ *à cache-cache* ❑ *au football* ❑ *au golf* *Ex. : Nicole, viens faire _____.* ❑ *de la bicyclette* ❑ *du camping* ❑ *de la planche à roulettes* ❑ *du cheval*		
My neighbourhood ▪ neighborhood buildings ▪ people in my neighbourhood ▪ neighbourhood plan ▪ neighbourhood transport	**1.1 Describe people, places, things and series or sequence of events or actions.** ▪ my neighbourhood ▪ neighbourhood buildings ▪ people in my neighbourhood ▪ cardinal and intermediate points	▪ *Où habites-tu?* *Ex. : J'habite à Rocky Mountain House.* ▪ *Où est ta ville/ta petite ville/ton village dans la province?* *Ma ville/Ma petite ville/Mon village/Il/Elle est _____ de la province.* ❑ *au nord* ❑ *au sud* ❑ *à l'est* ❑ *à l'ouest* ❑ *au nord-ouest* ❑ *au nord-est* ❑ *au sud-ouest* ❑ *au sud-est* ▪ *Où est ton voisinage dans ta ville/ta petite ville/ton village?* *Mon voisinage est _____ de la ville/de la petite ville/du village.* ❑ *au nord* ❑ *au sud* ❑ *à l'est*	▪ Demonstrate awareness of the abbreviations for the cardinal and intermediate points.	Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		▪ *Quelle est ton adresse?* *Ex. : J'habite au 11050, avenue MacKenzie.* ▪ *Qu'est-ce qu'il y a dans un voisinage?* *Il y a des bâtiments et des personnes.* ▪ *Quels sont les bâtiments dans ton voisinage?* *Il y a _____.* ❑ *un aréna* ❑ *une banque* ❑ *une bibliothèque* ❑ *un bureau de poste* ❑ *un café* ❑ *un centre de loisirs/un centre récréatif* ❑ *un centre commercial* ❑ *une clinique médicale* ❑ *un club vidéo* ❑ *un dépanneur* ❑ *une école* ❑ *une église* ❑ *un foyer pour les personnes âgées* ❑ *un garage* ❑ *une garderie* ❑ *un hôpital* ❑ *un jardin zoologique/un zoo* ❑ *un magasin de…* ❑ *un musée* ❑ *une patinoire* ❑ *une piscine* ❑ *une pharmacie* ❑ *un poste de pompiers* ❑ *un restaurant* ❑ *un restaurant à service rapide* ❑ *un terrain de jeux* ❑ *un stade* ❑ *une station-service* ❑ *un supermarché* ▪ *Voici/Voilà _____.* ❑ *l'hôpital* ❑ *le magasin de…* ❑ *le restaurant à service rapide* ❑ *le supermarché*	▪ Demonstrate awareness of the abbreviations for *boulevard (i.e., boul.)* and *avenue (i.e., av.).* ▪ Identify, with teacher's assistance, examples of French language names on signs, in directories, in newspapers in the students neighbourhood or in the school neighbourhood. ▪ Recognize elements of Francophone cultures in the community.	

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		▪ *Je vais/Il ou Elle va _____.* ❑ *à la boutique vidéo* ❑ *à la piscine* ❑ *à la station-service* ▪ *Quels services sont offerts dans ton voisinage?* *Il y a les services _____.* ❑ *médicaux* ❑ *dentaires* ❑ *de fleuristes* ❑ *de coiffeurs* ❑ *de supermarchés* ❑ *de laveries* ❑ *de commerces* ❑ *de transport* ❑ *de photographes* ❑ *de bibliothèque* ❑ *de recyclage* ▪ *Qui sont les personnes au service de ton voisinage?* *Il y a _____.* ❑ *l'agent(e) de police* ❑ *l'avocat(e)* ❑ *le charpentier/la charpentière* ❑ *le chauffeur/la chauffeuse d'autobus* ❑ *le chauffeur/la chauffeuse de taxi* ❑ *le coiffeur/la coiffeuse* ❑ *le conseiller/la conseillère de la ville* ❑ *le/la dentiste* ❑ *l'électricien/l'électricienne* ❑ *le facteur/la factrice* ❑ *l'infirmier/l'infirmière* ❑ *le maire/la mairesse* ❑ *le médecin/la médecin* ❑ *le pompier/la pompière* ❑ *le serveur/la serveuse* ❑ *le vendeur/la vendeuse* ❑ *le/la vétérinaire*	▪ Recognize elements of Francophone cultures in the community.	

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	5.2 Discuss relationships and patterns. ▪ my neighbourhood ▪ neighbourhood buildings ▪ people in my neighbourhood	▪ *Que fait _____?/Quel est son rôle?* ❑ *un(e) agent(e) de police* ❑ *un(e) fleuriste* ❑ *un serveur* ❑ *un facteur/une factrice* ❑ *un vendeur/une vendeuse* ❑ *un(e) dentiste* *Ex. : Le policier dirige la circulation.* *La fleuriste livre des fleurs.* *Le serveur sert les personnes.* *Mme Smith est la factrice. Elle livre le courrier.* *M. Renard est le vendeur. Il vend les vêtements.* *D. Deblois est la dentiste. Elle prend soin de nos dents.* ▪ *Dans mon voisinage, il y a des personnes qui offrent des services essentiels. Il y a _____.* ❑ *un(e) agent(e) de police* ❑ *un(e) avocat(e)* ❑ *un médecin/une médecin* ❑ *un pompier/une pompière* ▪ *Dans quels bâtiments travaille _____?* ❑ *l'avocat(e)* ❑ *le maire/la mairesse* ❑ *le médecin/la médecin* ❑ *le/la vétérinaire* *Ex. : Le médecin travaille dans l'hôpital.*		
	5.8 Express their views on a variety of topics within their direct experience. ▪ my neighbourhood ▪ neighbourhood buildings ▪ people in my neighbourhood	▪ *Quelles sont les activités offertes dans ton voisinage?* *On peut faire du _____.* ❑ *cyclisme* ❑ *yoga* ❑ *karaté* ❑ *patin à roues alignées* ❑ *patinage* ❑ *ski alpin* ❑ *ski de fond*		

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Grade 6				
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		On peut faire de _____. ❑ *l'équitation* ❑ *la gymnastique* ❑ *la natation* ❑ *la planche à neige* ❑ *la planche à roulettes* *On peut jouer au _____.* ❑ *badminton* ❑ *baseball* ❑ *basket-ball* ❑ *ballon chasseur (dodgeball)* ❑ *football* ❑ *golf* ❑ *soccer* *On peut _____.* ❑ *aller à la bibliothèque* ❑ *faire une randonnée à pied*		
	4.1 Talk about themselves and respond to the talk of others by showing attention and interest. ▪ my neighbourhood ▪ people in my neighbourhood	▪ Est-ce que tu participes à des activités dans ton voisinage? *Ex. : Oui, je fais du yoga.* *Non.* ▪ *Avec qui est-ce que tu fais des activités dans ton voisinage?* *Je fais/joue au _____ seul/avec des amis/avec une équipe/avec ma famille.* ❑ *ballon chasseur (dodgeball)* ❑ *football* ❑ *golf* ❑ *soccer*		
	1.1 Describe people, places, things and series or sequence of events or actions. ▪ people in my neighbourhood ▪ neighbourhood transportation	▪ *Quels sont les moyens de transport dans un voisinage?* *Il y a _____.* ❑ *l'auto/la voiture* ❑ *la marche* ❑ *la bicyclette* ❑ *le camion* ❑ *l'autobus* ❑ *le métro*		

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Grade 6				
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		❑ *la moto* ❑ *la motoneige* ❑ *le scooter* ❑ *le taxi* ▪ *Comment te rends-tu à l'école?* *Ex. : Je prends l'autobus.* *Je vais à pied.* *Je prends ma bicyclette.* *Ma mère me conduit en auto.* *Mon père me conduit en taxi.* ▪ *Comment est-ce que tes amies se rendent à l'école?* *Ex. : En autobus.* *À pied.* *En motoneige.* *En auto.* *En taxi.* ▪ *Comment est-ce que tes parents se rendent au travail?* *Ex. : En autobus.* *À pied.* *En métro.* *En auto.* *En taxi*		
	5.8 Express their views on a variety of topics within their direct experience. ▪ my neighbourhood ▪ neighbourhood buildings ▪ people in my neighbourhood	▪ *Qu'est-ce que tu penses des services de ton voisinage?/Quels sont les avantages/ désavantages des services offerts dans ton voisinage?* *Ex. : Il y a plusieurs services dans mon voisinage.* *Il y a des services médicaux/services dentaires/services de bibliothèques, etc.* *Il manque des services dans mon voisinage.* *Nous n'avons pas de services médicaux/ services dentaires/ services de bibliothèques.* ▪ *Quels sont les avantages/désavantages de ton voisinage?*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		Ex. : Mon voisinage est petit/grand.		
	5.3 Compare and contrast items in simple ways. ▪ my neighbourhood ▪ people in their neighbourhood	*Ex. : Par rapport à ton voisinage, comment est le voisinage de ta grand-maman? Ma grand-maman habite à St. Albert. Dans son voisinage, il y a un aréna, un cinéma et un endroit pour faire de la planche à roulettes. Dans mon voisinage, il y a aussi un aréna et un cinéma, mais il n'y a pas d'endroit pour faire de la planche à roulettes.* *Ex. : Quels services sont offerts dans ton voisinage et qui sont aussi offerts à Lacombe? Les services médicaux, les services dentaires, la bibliothèque, etc. sont dans mon voisinage et sont aussi offerts à Lacombe.*		
	3.2 Give and follow a simple sequence of instructions. ▪ my neighbourhood ▪ neighbourhood buildings ▪ neighbourhood	▪ *Voici une carte de notre voisinage. Avec ton doigt, montre-moi où est ta rue?* ▪ *Par rapport à ta maison, où se trouve l'école?* *Ex. : Dans le nord-est.* *Au nord de ma maison.* *Loin de ma maison.* *Près de ma maison* *Ex. : Est-ce que tu peux aider Marcel à trouver le chemin pour aller à l'école? Commence à ta maison. Tourne à droite et continue sur l'avenue Marie. Tourne à gauche sur la rue Hébert et va tout droit. Arrête devant l'école.* ▪ *Comment est-ce qu'on se rend _____?* ❑ *à l'aréna* ❑ *au centre sportif* ❑ *à la boutique vidéo* ❑ *au poste de pompiers* ❑ *au supermarché* ❑ *à l'hôpital* ❑ *au centre commercial*		

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		❑ *à la patinoire* ❑ *à la piscine* ❑ *au poste de police* ❑ *au restaurant* ❑ *au restaurant à service rapide* ❑ *au terrain de sport* ❑ *à la station-service* *Ex. : Commence au poste de police à la rue Giroux. Tourne à gauche à la rue Gaspé. Arrête à l'avenue Levasseur. Tourne à droite et voilà, c'est le supermarché.* *Ex. : Voici une carte de votre voisinage. Avec votre doigt, tournez à droite sur la rue Bellevue. Allez tout droit jusqu'à l'avenue Lambert. Tournez à gauche et allez tout droit. Où êtes-vous? Maintenant, tracez le chemin avec un crayon rouge.*		
	4.1 Talk about themselves, and respond to the talk of others by showing attention and interest. ▪ my neighbourhood	*Ex. : Aujourd'hui je vais/dois aller à la boulangerie, à l'épicerie et chez le nettoyeur. Et toi, quelles courses as-tu à faire?/Qu'est-ce que tu vas/dois faire? Je vais au supermarché pour acheter du lait.*		
	3.3 Make an offer and an invitation and respond to offers and invitations made by others. ▪ my neighbourhood ▪ Alberta – communities and their festivals	*Ex. : Bienvenue dans mon voisinage de la Mission. Il y a une grande variété de services et d'activités. Il y a les services médicaux, dentaires et de supermarché. Il y a aussi une piscine, un centre commercial, etc. Nous célébrons aussi le festival de Folk Days. On vous invite à y participer!*		
	5.7 Understand and use the steps in the problem-solving process. ▪ neighbourhood plan ▪ abbreviations for *rue*	*Ex. : Est-ce que tu peux aider Marcel à trouver le chemin pour aller à l'école? Commence à sa maison. Tourne à droite et continue sur l'avenue Marie. Tourne à gauche sur la rue Hébert et va*	▪ Demonstrate an awareness of the abbreviations for *boulevard* (i.e., *boul*) and *avenue* (i.e., *av.*)	

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	and *avenue*	*tout droit. Arrête devant l'école.* *Ex. : Donner la direction qu'il faut suivre pour trouver un service ou un centre d'activités.* *Commence au poste de police de la rue Giroux. Tourne à gauche à la rue Mission. Arrête à l'avenue Levasseur. Tourne à droite et voilà, c'est le supermarché.* *Ex. : Émilie a un problème aujourd'hui. Il y a des travaux sur sa route, alors elle doit prendre un chemin différent pour aller au centre commercial. Sur la carte de notre voisinage, trouve la maison d'Émilie. Maintenant choisis un chemin différent pour Émilie. Quel chemin peut-elle prendre?* *Elle peut commencer sur l'avenue Grandin et continuer tout droit jusqu'à la rue Gauthier. Elle tourne à droite à la rue Dubuc et voilà le centre commercial.*		
Alberta – My Province ▪ location ▪ landscapes ▪ common wild animals ▪ communities and their festivals ▪ its riches	**5.4 Compose questions to guide research.** ▪ Alberta – location ▪ Alberta – communities and their festivals	▪ *Où se trouve l'Alberta?* ▪ *Quelle est la capitale de l'Alberta? Où se trouve-t-elle?* ▪ *Quelles sont des villes importantes en Alberta? Où se trouvent-elles?* ▪ *Quelles sont des communautés francophones en Alberta? Où se trouvent-elles?* ▪ *Quels sont les festivals en Alberta?*	▪ Recognize that subject area content can be learned in French.	Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.
	5.5 Identify sources of information. ▪ Alberta – location ▪ Alberta – communities and their festivals	▪ *Où peut-on trouver des informations sur l'emplacement géographique de l'Alberta?/des communautés albertaines et leurs festivals?* *Les informations se trouvent _____.* ❑ *sur une carte*	▪ Recognize that searches can be done on the Internet, using French language search engines.	

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		❑ *dans un atlas* ❑ *dans une encyclopédie* ❑ *dans Internet* ❑ *à l'Association canadienne-française de l'Alberta*		
	1.1 Describe people, places, things and series or sequence of events or actions. ▪ Alberta – location ▪ Alberta – communities and their festivals ▪ cardinal and intermediate points	▪ *Où est l'Alberta?* *Ex. : L'Alberta est une province qui se trouve dans l'ouest du Canada.* *Elle est à l'est de la Colombie-Britannique.* *Elle est à l'ouest de la Saskatchewan.* *Elle est au nord des États-Unis.* *Elle est au sud des Territoires du Nord-Ouest.* ▪ *Quelle est la capitale de l'Alberta?* *Edmonton est la capitale de l'Alberta. Elle se trouve au centre de la province.* ▪ *Quelles sont des villes importantes en Alberta? Où se trouvent-elles?* *Ex. : Fort McMurray se trouve dans le nord-est de la province.* *Calgary est dans le sud de l'Alberta.* *Banff se trouve à l'ouest de Calgary.* ▪ *Quelles sont des communautés francophones en Alberta? Où se trouvent-elles?* *Ex. : Beaumont se trouve au sud d'Edmonton.* *Rivière-la-Paix est un village francophone au nord-ouest de l'Alberta.* *Marie-Reine est un village francophone près de Rivière-la-Paix.* ▪ *Nommez quelques festivals en Alberta.* *Ex. : À Saint-Isidore, il y a le Carnaval d'hiver en février.* *À Killam, il y a le rodéo en juin.* *En août, il y a le festival du patrimoine à Edmonton.* ▪ *Quels sont les symboles et les activités*	▪ Demonstrate awareness of the abbreviations for the cardinal and intermediate points. ▪ Identify, with teacher's assistance, two predominantly Francophone communities in Alberta and their locations. ▪ Identify, with teacher's assistance, the names of two Francophone winter celebrations in Alberta/Canada.	

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		principales du festival? *Ex. : Cette année, le Carnaval d'hiver à Saint-Isidore a comme symbole un hibou en costume de bonhomme de neige. Au Carnaval, il y a des sculptures sur neige, des randonnées en traîneau, de la tire sur la neige, des spectacles et une foule d'autres activités à l'extérieur et à l'intérieur.*		
	3.2 Give and follow a simple sequence of instructions. ▪ Alberta – location ▪ cardinal and intermediate points	*Ex. : Sur la carte de l'Alberta, place ton doigt sur la ville de Medicine Hat. Va au nord jusqu'au village d'Oyen. Va à l'ouest, près de la Colombie-Britannique. Où es-tu?* *À Lac Louise.*	▪ Demonstrate awareness of the abbreviations for the cardinal and intermediate points.	
	4.1 Explore alternative classification systems and criteria for categories. ▪ Alberta – landscapes ▪ Alberta – its riches	▪ *Quels sont les paysages de l'Alberta?* *Il y a _____.* *Les zones géographiques* ❑ *le Bouclier canadien* ❑ *les contreforts* ❑ *la forêt boréale* ❑ *la forêt-parc* ❑ *les montagnes Rocheuses* ❑ *la prairie* *Le Relief* ❑ *une montagne* ❑ *une colline* ❑ *un hoodoo* ❑ *une forêt* ❑ *un pré* ❑ *une vallée* ❑ *un glacier* ❑ *une coulée* ❑ *un lac* ❑ *une rivière* ❑ *un ruisseau* *Les masses d'eau* ❑ *le lac Athabasca* ❑ *le lac Lesser Slave*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *la rivière Athabasca* ❑ *la rivière Battle* ❑ *la rivière Saskatchewan Nord* ❑ *la rivière Saskatchewan Sud* ❑ *la rivière de la Paix*		
	5.3 Compare and contrast items in simple ways. ▪ Alberta – landscapes ▪ cardinal and intermediate points	*Ex. : Au nord de l'Alberta, il y a beaucoup de forêts. Au sud de l'Alberta, il y a moins de forêts.* *Ex. : Dans ma communauté, il y a des montagnes. Dans la communauté de mon ami, il n'y a pas de montagnes. Il y a des prés.*	▪ Demonstrate awareness of the abbreviations for the cardinal and intermediate points.	
	4.1 Talk about themselves and respond to the talk of others by showing attention and interest. ▪ Alberta – landscapes ▪ Alberta – location ▪ expression of feelings and emotions ▪ cardinal and intermediate points	▪ *Moi, j'habite à _____.* ❑ *Calgary* ❑ *Saint-Paul* ❑ *Canmore* C'est une ville/un village _____ de l'Alberta. ❑ *au nord* ❑ *au sud* ❑ *à l'est* ❑ *à l'ouest* ❑ *au nord-ouest* ❑ *au nord-est* ❑ *au sud-ouest* ❑ *au sud-est* *C'est près _____.* ❑ *des montagnes Rocheuses* ❑ *de la rivière Saskatchewan Nord* *Il y a un/une/des _____.* *Je suis _____, d'habiter ici,* ❑ *content(e)* ❑ *heureux/heureuse* ❑ *triste* *parce que j'aime/j'adore/je n'aime pas/je déteste _____.* ❑ *les montagnes*	▪ Demonstrate awareness of the abbreviations for the cardinal and intermediate points.	

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Grade 6				
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		❑ *la rivière Battle* ❑ *les personnes* ❑ *les activités* ▪ *Et toi? Pourquoi?* *Ex. : Est-ce que tu préfères les montagnes ou les prairies?* *Je préfère les montagnes.* *Pourquoi?* *Ex. : J'aime faire du ski.* *Ex. : Est-ce que tu aimes les forêts?* *Non, je préfère les villes.* ▪ *Qu'est-ce que tu aimes visiter en Alberta?* *Ex. : J'aime aller au festival dans la communauté de mes grands-parents.* ▪ *Où est-ce que tu aimes faire du camping en Alberta?* *Ex. : À Drumheller.* *J'aime faire du camping près d'un lac.* *Je déteste faire du camping.*		
	2.1 Inquire about and express likes and dislikes. ▪ Alberta – landscapes ▪ expression of feelings and emotions			
	1.1 Describe people, places, things and series or sequence of events or actions. ▪ Alberta – common wild animals	▪ *Quels sont les animaux sauvages de l'Alberta?* *Il y a _____.* ❑ *l'antilope* ❑ *le bison* ❑ *le castor* ❑ *le chevreuil* ❑ *le chien-de-prairie* ❑ *le couguar* ❑ *le coyote* ❑ *l'écureuil* ❑ *le grizzly* ❑ *le lièvre* ❑ *le loup* ❑ *le lynx* ❑ *la mouffette* ❑ *l'orignal* ❑ *l'ours noir*		

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Grade 6				
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		❑ *le porc-épic* ❑ *le renard* ❑ *le wapiti* ▪ *Quels sont les oiseaux sauvages de l'Alberta?* *Il y a _____.* ❑ *la bernache du Canada* ❑ *le canard* ❑ *le corbeau* ❑ *le faucon* ❑ *le geai bleu* ❑ *le hibou* ❑ *le moineau* ❑ *l'oie (f)* ❑ *la pie* ❑ *le rouge-gorge*		
	5.2 Discuss relationships and patterns. ▪ Alberta – common wild animals ▪ Alberta – landscapes	*Ex. : Pourquoi est-ce que les loups habitent dans la forêt?* *Les loups habitent dans la forêt parce qu'ils mangent les orignaux qui habitent dans la forêt.* ▪ *Les chiens-de-prairie habitent les prairies. Les coyotes, les faucons et les renards habitent les prairies aussi parce qu'ils mangent les chiens-de-prairie.*		
	5.1 Explore alternative classification systems and criteria for categories. ▪ Alberta – its riches	▪ *Quelles sont les richesses de l'Alberta?* *Les ressources agricoles* ❑ *le bétail* ❑ *les céréales (f)* ❑ *l'industrie laitière (f)* ❑ *l'élevage (m)* *Les ressources pétrochimiques* ❑ *le gaz naturel* ❑ *le pétrole* ❑ *le charbon* *Les ressources minières* ❑ *le fer*		

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Grade 6				
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		❑ *les pierres précieuses* ❑ *le ciment* *Les ressources forestières* ❑ *les forêts* *Les ressources hydroélectriques* ❑ *les rivières* *D'autres ressources naturelles* ❑ *le paysage* ❑ *les animaux sauvages* ❑ *les vastes espaces* *Les ressources humaines* ❑ *une population instruite, travaillante*		
The Environment ▪ natural environment ▪ dangers to the environment ▪ endangered animals ▪ protectionof the environment	**5.9 Gather opinions on a topic within their direct experience.** ▪ Alberta – its riches	*Ex. : Selon toi, quelles sont les richesses les plus importantes en Alberta? Pourquoi? Selon moi, le paysage est le plus important.* *J'adore les montagnes Rocheuses.* *Les ressources pétrochimiques sont importantes parce que mes parents travaillent pour Suncor.*		Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.
	5.5 Identify sources of information. ▪ The Environment ▪ dangers to the environment	▪ *Comment est-ce qu'on peut s'informer sur l'environnement?* *On peut _____.* ❑ *faire de la recherche dans Internet.* ❑ *lire des textes sur l'environnement.* ❑ *analyser nos habitudes.* ❑ *étudier les dangers pour l'environnement*		
	1.1 Describe people, places, things and series or sequence of events or actions. ▪ natural environments and habitats ▪ dangers to the	▪ *Qu'est-ce qu'on trouve dans l'environnement?* *Il y a _____.* ❑ *l'air* ❑ *les animaux* ❑ *les personnes* ❑ *l'atmosphère* ❑ *le bois*		

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Grade 6				
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	environment ▪ endangered animals	❑ *l'eau* ❑ *des écosystèmes* ❑ *des étangs* ❑ *des forêts* ❑ *des forêts tropicales* ❑ *des habitats* ❑ *des océans* ❑ *des montagnes* ❑ *des prés* ❑ *des rivières* ❑ *de la terre*		
	5.8 Express their views on a variety of topics within their direct experience. ▪ natural environments and habitats ▪ dangers to the environment ▪ endangered animals ▪ protection of the environment	▪ *Quelles sont les menaces à l'environnement?/ Qu'est-ce qui peut faire du mal à l'environnement?* *Il y a _____.* ❑ *le bruit* ❑ *les déchets domestiques* ❑ *les déchets industriels* ❑ *les déchets toxiques* ❑ *les déchets de papier* ❑ *les dépotoirs* ❑ *la déforestation* ❑ *la destruction des habitats naturels* ❑ *l'effet de serre* ❑ *les émissions toxiques* ❑ *l'explosion démographique* ❑ *la fumée* ❑ *les ordures* ❑ *les pesticides* ❑ *le pétrole* ❑ *les pluies acides* ❑ *la pollution* ❑ *les polluants* ❑ *le réchauffement de la planète* ❑ *la surpêche* ▪ *Quels sont les animaux qui sont menacés d'extinction?* *Il y a _____.* ❑ *la baleine à bosse* ❑ *le bison d'Amérique* ❑ *le castor* ❑ *le chimpanzé*		

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		❑ *le couguar/le puma* ❑ *le crocodile* ❑ *le dauphin* ❑ *l'écureuil roux* ❑ *l'éléphant d'Asie* ❑ *le faucon pèlerin* ❑ *le gorille* ❑ *le guépard* ❑ *l'hyène* ❑ *le jaguar* ❑ *le koala* ❑ *le loup gris* ❑ *le lynx* ❑ *le macaque japonais* ❑ *le manchot empereur* ❑ *le mouflon des montagnes Rocheuses* ❑ *l'orang-outang* ❑ *l'ours polaire/blanc* ❑ *le panda* ❑ *le pélican blanc* ❑ *le renard roux* ❑ *le requin blanc* ❑ *le rhinocéros* ❑ *le tigre* ❑ *le zèbre* ▪ *Qu'est-ce qu'il faut faire pour protéger l'environnement?* *Il faut _____.* ❑ *respecter les habitats des animaux.* ❑ *conserver l'énergie.* ❑ *réutiliser les plastiques.* ❑ *recycler les journaux, le papier et les cannettes en aluminium.* ❑ *planter des arbres.* ❑ *pêcher moins de poissons.* ❑ *réduire les déchets toxiques.* ❑ *travailler ensemble pour protéger l'environnement.*		
	1.1 Describe people, places, things and series or sequence of events or actions.	▪ *Est-ce que vous connaissez des animaux menacés d'extinction au Canada?* *Ex. : Oui, le caribou de Peary.* *Non.*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
	▪ endangered animals	▪ *Quels sont les animaux qui sont menacés d'extinction au Canada?* *Il y a _____.* ❑ *le bison d'Amérique* ❑ *le faucon pèlerin* ❑ *le mouflon des montagnes Rocheuses* ❑ *l'ours polaire/blanc* ❑ *le saumon* ❑ *la morue* ❑ *l'escargot de Banff* ❑ *la chevêche des terriers* ❑ *la grue blanche* ❑ *le caribou de Peary* ❑ *le caribou de bois* ❑ *le cygne trompette*		
	5.4 Compose questions to guide research. ▪ endangered animals ▪ natural environments and habitats	▪ *Si on veut faire une recherche sur un animal menacé d'extinction, quelles questions est-ce qu'il faut poser?* *Ex. : Quel est le nom de l'animal menacé d'extinction?* *Quelle est la région où habite l'animal menacé d'extinction?* *Quel est l'habitat de l'animal menacé d'extinction?/Où est-ce qu'il habite?* *Quelle nourriture est-ce que l'animal mange?* *Pour quelles raisons est-il menacé?* *Comment est-ce qu'on peut aider/protéger cet animal menacé d'extinction?*		
	5.6 Record observations. ▪ endangered animals ▪ natural environments and habitats ▪ cardinal and intermediate points	▪ *Quel est le nom de l'animal menacé d'extinction?* *Le nom de l'animal menacé d'extinction est _____.* ❑ *la baleine à bosse* ❑ *le saumon* ❑ *le cygne trompette* ▪ *Quelle est la région où habite l'animal menacé d'extinction?*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		Ex. : L'ours polaire habite dans le grand Nord./dans l'Arctique. ▪ *Quel est l'habitat de l'animal menacé d'extinction?/Où est-ce qu'il habite?* *L'habitat est _____.* ❑ *la forêt* ❑ *la savane* ❑ *la mer* ❑ *la prairie* ❑ *les montagnes* ❑ *le pré* ▪ *Quelle nourriture est-ce que l'animal mange?* *Ex. : L'animal/Il mange du saumon.* ▪ *Pour quelles raisons est-il menacé?* *Ex. : Il est menacé à cause de _____.* ❑ *la déforestation* ❑ *la destruction des habitats naturels* ❑ *l'explosion démographique, etc.*		
	3.1 Encourage or discourage others from a course of action. ▪ endangered animals	▪ *Comment est-ce qu'on peut protéger/sauver cet animal menacé d'extinction?* *Ex. : On peut protéger/sauver cet animal menacé d'extinction en respectant son habitat naturel.*		
	1.1 Describe people, places, things and series or sequence of events or actions. ▪ protection of the environment	▪ *Où avez-vous déjà vu ce logo? (Montrez le logo de recyclage)* *Ex. : Ce logo/symbole de recyclage est sur les bacs de recyclage.* ▪ *Que veut dire ce symbole?* *Ex. : Il faut recycler.* *Quels sont les deux autres mots qu'on trouve avec le mot « recycler »?* *Réduire* *Réutiliser* ▪ *Qu'est-ce que « réduire » et « réutiliser » veulent dire?*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		Ex. : On utilise seulement ce qu'on a besoin./ On utilise quelque chose plusieurs fois.		
	4.1 Talk about themselves and respond to the talk of others by showing attention and interest. ▪ protection of the environment	▪ *Est-ce qu'on respecte le message « recycler, réduire et réutiliser » dans notre salle de classe?* *Ex. : Oui, on a un bac de recyclage.* *Oui, on a une boîte des « objets perdus » si tu as besoin d'un crayon.* *Non, il y a beaucoup de déchets dans la poubelle après le dîner.*		
	5.9 Gather opinions on a topic within their direct experience. ▪ protection of the environment	▪ *Sortez vos dîners. Classez les déchets. Dans mon sac à dîner, il y a _____.* ❑ *le plastique* ❑ *le papier* ❑ *le carton* ❑ *l'aluminium*		
	5.6 Record observations. ▪ protection of the environment ▪ quantity and intensity	▪ *Quel déchet, pensez-vous, qu'on trouve le plus souvent dans nos sacs à dîner?* *Ex. : C'est le _____.* ❑ *le plastique* ❑ *le papier* ❑ *le carton* ❑ *l'aluminium* ▪ *Quel déchet, pensez-vous, qu'on trouve le moins souvent dans nos sacs à dîner?* *Ex. : C'est le _____.* ❑ *le plastique* ❑ *le papier* ❑ *le carton* ❑ *l'aluminium*		
	5.2 Discuss relationships and patterns. ▪ protection of the environment	▪ *Regarde les déchets dans ton sac à dîner. Il y a combien de déchets _____?* ❑ *de plastique* ❑ *de papier* ❑ *de carton* ❑ *d'aluminium*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		Ex. : Dans mon dîner, il y a un déchet de plastique, trois morceaux de papier, pas de carton ni d'aluminium. ▪ *Combien de déchets _____ est-ce qu'il y a dans ton groupe?* ❑ *de plastique* ❑ *de papier* ❑ *de carton* ❑ *d'aluminium* *Ex. : Dans mon groupe, il y a treize déchets de plastique, deux de papier, un de carton, et cinq d'aluminium.* ▪ *Combien de déchets _____ est-ce qu'il y a dans la classe?* ❑ *de plastique* ❑ *de papier* ❑ *de carton* ❑ *d'aluminium* *Ex. : Dans la classe, il y a vingt déchets de plastique, dix de papier, trois de carton, sept d'aluminium.*		
	5.6 Record observations. ▪ protection of the environment ▪ quantity and intensity	▪ *Quel déchet est-ce qu'on trouve le plus souvent dans les dîners en tout?* *Dans la salle de classe, le déchet qui se trouve le plus souvent dans nos dîners, c'est _____.* ❑ *le plastique* ❑ *le papier* ❑ *le carton* ❑ *l'aluminium* ▪ *Quel déchet est-ce qu'on trouve le moins souvent dans les dîners en tout?* *Dans la salle de classe, le déchet qui se trouve le moins souvent dans nos dîners c'est _____.* ❑ *le plastique* ❑ *le papier* ❑ *le carton*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
		❑ *l'aluminium*		
	5.8 Express their views on a variety of topics within their direct experience. ▪ protection of the environment	▪ *Comment est-ce qu'on peut réduire le nombre de déchets dans nos sacs à dîner?* *Ex. : On peut réutiliser les produits tels que _____.* ❑ *les bouteilles en verre* ❑ *les cannettes en aluminium* ❑ *le papier* ▪ *Quel est l'avantage de recycler, réduire et réutiliser?* *Ex. : On réduit le montant de déchets.* *On ne dépense pas autant d'argent./* *On épargne de l'argent.* *C'est bon pour l'environnement.* ▪ *Qu'est-ce qu'il faut faire pour protéger l'environnement?* *Ex. : Il faut recycler les journaux, le papier et les cannettes en aluminium.* *Il faut réutiliser les plastiques.* *Il faut réduire les déchets toxiques.* *Il faut respecter les habitats des animaux.* *Il faut conserver l'énergie.* *Il faut planter des arbres.* *Il faut travailler ensemble pour protéger l'environnement.*		
	5.7 Understand and use the steps in the problem-solving process. ▪ protection of the environment	▪ *Est-ce que tu protèges l'environnement? Comment?* *Ex. : Oui, je réutilise mes cartables à l'école.* *Avec le Club 4-H, nous plantons des arbres.* *La classe jette les déchets dans la poubelle.* *Nous respectons les habitats des animaux sauvages.*		

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
Le Carnaval de Québec ▪ location and date ▪ symbols and activities	**1.1 Describe people, places, things and series or sequence of events or actions.** ▪ *Le Carnaval de Québec*	▪ *Où a lieu le Carnaval?* *Il a lieu à Québec.* ▪ *Quand a lieu le Carnaval?* *Il a lieu du ___ au ___ février.* *La date du Carnaval est du ___ au ___ février.* *Le Carnaval a lieu au mois de février.* ▪ *Quels sont les symboles du Carnaval?* *Le symbole principal du Carnaval est le Bonhomme Carnaval.* ▪ *Qu'est-ce qu'il y a comme activités/évènements?* *Il y a _____.* ❑ *un spectacle d'ouverture* ❑ *le rafting sur neige* ❑ *un défilé* ❑ *des spectacles de musique et de danse* ❑ *des jeux hivernaux pour les enfants* ❑ *une course de canots* ❑ *un jeu de soccer géant* ❑ *des glissades* ❑ *le Bal de Bonhomme* ❑ *le concours international de sculpture sur neige* ❑ *les sculptures sur glace* ❑ *une cabane à sucre* ❑ *un spectacle de fermeture* ▪ *Qu'est-ce qu'on fait au Carnaval?* *Ex. : On participe aux défilés de nuit.* *On fait la visite du palais.* *On regarde les sculptures sur neige.* *On achète des souvenirs.* *On chante des chansons du Carnaval.* *On assiste aux soirées spectacles.* *On fait des promenades en carrioles.* *On mange des queues de castors et de la tire d'érable.* *On boit du chocolat chaud.* *On s'amuse.*	▪ Identify, with teacher's assistance, the names of two winter Francophone celebrations in Canada. ▪ Recognize that searches can be done on the Internet, using French language search engines.	Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
Four Holidays and Celebrations ▪ greetings, symbols and colours associated with the four holidays and celebrations	**1.1 Describe people, places, things and series or sequence of events or actions.** ▪ four holidays and celebrations	▪ *Comment s'appelle la fête/l'évènement?* *Ex. : Elle s'appelle le jour du Souvenir.* ▪ *Quand a lieu la fête/l'évènement?* *Ex. : Elle a lieu le 11 novembre.* *La date de la fête/l'évènement est le 11 novembre.* *La fête/l'évènement a lieu au mois de novembre.* ▪ *Quels sont les symboles associés à la fête/l'évènement?* *Ex. : Ce sont le soldat, le coquelicot, etc.* ▪ *Quels sont les souhaits/vœux associés à la fête/à la célébration?* *Joyeux/Joyeuse _____.* *Bonne fête de la/des _____.*		Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.

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Grade 6				
Field/Subfields	Communicative Functions (Targets)	Illustrative Examples (from the Language Component)	Culture	Language Learning Strategies
For all fields and subfields	**3.5 Encourage other group members to participate.** ▪ throughout all fields and subfields, where appropriate	▪ *Est-ce que tu peux _____?* ▪ *Bravo!* ▪ *Continue!* ▪ *Veux-tu _____?*		Language learning strategies are to be incorporated throughout the fields of experience. Students will know and use strategies to maximize the effectiveness of learning and communication in French.
	3.6 Assume a variety of roles and responsibilities as group members. ▪ throughout all fields and subfields, where appropriate	▪ *Je peux _____.* ▪ *Je suis/Tu es/Il est/Elle est premier/première.* ▪ *Je passe les papiers/les cahiers…*		
	3.7 Negotiate, in a simple way, with peers in small group tasks. ▪ throughout all fields and subfields, where appropriate	▪ *Moi, je peux _____. Est-ce que tu peux _____?* ▪ *C'est à mon/ton/son tour.*		
	3.8 Offer to explain or clarify. ▪ throughout all fields and subfields, where appropriate	▪ *Je peux répéter.* ▪ *Je peux expliquer à ta place.*		
	6.1 Use the language for fun and to interpret simple humour. ▪ throughout all fields and subfields, where appropriate	▪ Learn simple riddles, songs and nursery rhymes. Play simple games, do action songs, dance and make simple crafts that relate to the field and subfield studied.		
	6.2 Use the language creatively and for aesthetic purposes. ▪ throughout all fields and subfields, where appropriate	▪ Participate in activities that play on the sounds and rhythms of the language, create a picture story with captions, alter the words to a familiar song or rhyme that relates to the field and subfields studied.		
	6.3 Use the language for personal enjoyment. ▪ throughout all fields and subfields, where appropriate	▪ Make a personal dictionary of favourite words with illustrations. Read or create simple books. Watch a video. Listen to favourite songs. Present writing or music to another class that relates to the field and subfields studied.		

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General Outcome for Language Learning Strategies
Students will use their knowledge of strategies to enhance learning and to communicate in French.

3. Memory Strategies

GRADE 4				GRADE 5				GRADE 6			
LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
Students develop and use simple memory strategies, with guidance, to remember vocabulary or grammatical structures and to use them in communicative situations. They may:				Students develop and use a variety of simple memory strategies, with guidance, to remember vocabulary or grammatical structures and to use them in communicative situations. They may:				Students develop and use a variety of memory strategies, with guidance, to remember vocabulary or grammatical structures and to use them in communicative situations. They may:			
• practise a word, an expression or a grammatical pattern • repeat a new word or expression, silently or aloud • use physical actions in conjunction with new vocabulary • repeat a new word silently and associate it with an image.				• use appropriate strategies from Grade 4 • learn short rhymes or songs to remember new vocabulary* • repeat a new word, saying the letters or syllables that make up the word.				• use appropriate strategies from grades 4 to 5 • create a rhyme or a song to help remember vocabulary, expressions or grammatical rules • combine new learning of vocabulary with previously learned vocabulary.			

*suggested learner outcomes additional to those found in the program of studies

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Planning for Communication

Introduction

Planning for Communication is a tool for FSL teachers to use when recording information about how students have demonstrated the communicative targets. Teachers can use Planning for Communication to track students' progress in relation to different outcomes. This information helps guide instruction and assessment.

Planning for Communication is intended to be a companion document for Communicative Functions (Targets) and, therefore, focuses exclusively on the use of the French language.

French as a Second Language
Grades 4, 5 and 6
Planning for Communication

What Is the Planning for Communication Document?

Planning for Communication is a hands-on tool to help teachers plan for communicative activities and to record information regarding what students can do in French.

How Is the Planning for Communication Used?

There is space provided in the Planning for Communication section for teachers to record which language skill is being addressed for any particular Communication Function (Target).

When teachers address a Communication Function (Target), they can write a check mark or other symbol and write any relevant information in the spaces provided at the top of the page.

Some of the information teachers may want to record in regard to the Communication Functions (Targets) includes:

- date the target was addressed
- name of the activity used
- type of assessment recording tool used to record evidence of learning; e.g., observational checklist, anecdotal records, rating scale, rubric.

When indicating that a particular Communication Function (Target) has been addressed, teachers may find it helpful to use different colours or symbols to indicate their overall impression of how well a target has been achieved. For example, a red check mark indicates students are achieving a target in a rudimentary fashion. A blue check mark indicates students are able to achieve a target with more proficiency but still require assistance. A black check mark indicates students are able to achieve the target independently.

Teachers should feel free to use the Planning for Communication section in any way that is useful to them.

On the following page is an illustrative example of how Planning for Communication can be used. In the excerpt shown, the teacher indicates which outcomes are addressed through a particular activity and how students' performances are assessed. Only a few communicative outcomes have been shown in this excerpt but, in a full document, several other outcomes would be indicated for the same activities.

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Sample of how to use Planning for Communication

GRADE 4 **1. To impart and receive information** *Students will be able to use French to:* ***1.1 Share basic information.***	Weather Broadcast – September 29 Assessment – fill in information on weather report	Weather Report from newspaper – October 3 Assessment – informal observation during partner work	E-mail to mom/dad September 20 Assessment – rubric
LC ✓ **OP** ✓ **RC** ✓ **WP** ✓	(LC) OP RC WP	LC OP (RC) WP	LC OP RC (WP)
• the date; e.g., days of the week, months of the year	✓	✓	✓
• seasons			
• written numbers 0 – 31			✓
• statutory holidays in Canada			
• weather expressions	✓		
• seasonal weather	✓	✓	
• expressions of temperature	✓	✓	

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GRADE 4 – Planning for Communication

General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 4 **1. To impart and receive information** *Students will be able to use French to:* ***1.1 Share basic information.***												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• the date; e.g., days of the week, months of the year														
• seasons														
• written numbers 0 – 31														
• statutory holidays in Canada														
• weather expressions														
• seasonal weather														
• expressions of temperature														
• school and classroom supplies														
• classroom furniture														
• names of numbers 0 – 69														
• shapes														
• colours														
• my age														
• my birthday														
• parts of the body														
• my physical traits														
• my personality traits														
• units of measurement														
• my likes and dislikes														

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• my immediate family members											
• their age/birthday											
• their physical traits											
• their personality traits											
• family pets											
1.2 Identify concrete people, places and things.											
LC	**OP** ✓	**RC**	**WP** ✓	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• classroom furniture											
• school and classroom supplies											
• names of numbers 0 – 69											
• written number words 0 – 31											
• making introductions											
• colours											
• people in the classroom											
• parts of the body											
• immediate family members											

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GRADE 4 – Planning for Communication

General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 4													
2. To express emotions and personal perspectives *Students will be able to use French to:*													
2.1 Express simple preferences.													
LC	**OP** ✓	**RC**	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• my likes and dislikes													
• colours													
• family pets													
2.2 Express a personal response.													
LC	**OP** ✓	**RC**	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• my likes and dislikes													
• family pets													

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2.3 Ask about and express basic emotions and feelings.												
LC	**OP** ✓	**RC**	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• selected questions and expressions related to state of being												

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 4 **3. To get things done** *Students will be able to use French to:*												
3.1 Indicate basic needs and wants.												
LC ✓	**OP** ✓	**RC**	**WP**		LC OP RC WP		LC OP RC WP		LC OP RC WP		LC OP RC WP	
• classroom routines and interactions												
• school and classroom supplies												
• classroom furniture												
3.2 Give and respond to simple oral instructions or commands.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC OP RC WP		LC OP RC WP		LC OP RC WP		LC OP RC WP	
• classroom routines and interactions												

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3.3 Ask for permission.													
LC ✓	**OP** ✓	**RC**	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• classroom routines and interactions													
• expressions of politeness													
3.4 Respond to offers, invitations and instructions.													
LC	**OP** ✓	**RC**	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• throughout all fields and subfields of experience, where appropriate													

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GRADE 4 – Planning for Communication

General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

3.5 Ask or offer to do something.												
LC	**OP** ✓	**RC**	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• throughout all fields and subfields of experience, where appropriate														

3.6 Manage turn taking.												
LC ✓	**OP** ✓	**RC**	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• names of numbers 0 to 69														
• the ordinal number, *premier*														
• throughout all fields and subfields of experience, where appropriate														

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3.7 Encourage other group members to act appropriately.													
LC	**OP** ✓	**RC**	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• approval and praise													
• expressions of politeness													

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GRADE 4 – Planning for Communication

General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 4 **4. To form, maintain and change interpersonal relationships** *Students will be able to use French to:*												
4.1 Exchange greetings and farewells.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• classroom routines and interactions												
• school and classroom supplies												
• classroom furniture												
4.2 Address a new acquaintance and introduce themselves.												
LC	**OP** ✓	**RC**	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• classroom interactions												
• making introductions												
• greetings												
• leave-taking expressions												

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4.3 Exchange some basic information about themselves.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• making introductions												
• names of numbers 0 – 69												
• my age												
• my birthday												
• my immediate family members												

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GRADE 4 – Planning for Communication

General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 4 **5. To extend their knowledge of the world** *Students will be able to use French to:*												
5.1 Investigate the immediate environment.												
LC	**OP**	**RC** ✓	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• school and classroom supplies												
• classroom furniture												
• French used in the immediate environment												
5.2 Gather simple information.												
LC ✓	**OP**	**RC** ✓	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• my physical traits												
• my personality traits												
• Who am I?												
• Alberta winter celebrations												
• four holidays and celebrations												

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5.3 Organize items in different ways.												
LC	**OP** ✓	**RC**	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• names of numbers 0 – 69												
• written number words												
• shapes												
• colours												
5.4 Experience problem-solving situations in the classroom.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• school and classroom supplies												

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GRADE 4 – Planning for Communication

General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

5.5 Listen attentively to the opinions expressed.													
LC ✓	**OP**	**RC**	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• Who am I?													
• throughout all fields and subfields of experience, where appropriate													
5.6 Respond sensitively to the ideas and products of others.													
LC	**OP** ✓	**RC**	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• expressions of politeness													
• approval and praise													

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GRADE 4 **6. For imaginative purposes and personal enjoyment** *Students will be able to use French to:*						
6.1 Use the language for fun.						
LC ✓ **OP** ✓ **RC** ✓ **WP** ✓	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	
• throughout all fields and subfields of experience, where appropriate						
6.2 Use the language creatively.						
LC ✓ **OP** ✓ **RC** ✓ **WP** ✓	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	
• throughout all fields and subfields of experience, where appropriate						

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GRADE 4 – Planning for Communication

General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

6.3 Use the language for personal enjoyment.													
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• throughout all fields and subfields of experience, where appropriate														

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GRADE 5 – Planning for Communication

General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 5 **1. To impart and receive information** *Students will be able to use French to:* ***1.1 Ask for and provide information.***						
LC ✓ **OP** ✓ **RC** ✓ **WP** ✓	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	
• Grade 4 vocabulary and language concepts						
• time of day						
• time of day, using 12-hour clock						
• classroom timetable						
• school subjects						
• areas inside and outside the school						
• school personnel						
• healthy school snacks						
• animal anatomy						
• animal habitats						
• seasonal clothes						
• clothes for different occasions						
• types of dwellings						
• rooms in my home						
• structure of a room						
• *Le Festival du Voyageur* (FE)						
• four holidays and celebrations						

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1.2 Respond to simple, predictable questions.												
LC	**OP** ✓	**RC**	**WP** ✓	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• Grade 4 vocabulary and language concepts													
• healthy school snacks													
• categories of animals													
• common farm animals													
• common wild animals													
• seasonal clothes													
• clothes for different occasions													
• types of dwellings													
1.3 Describe people, places and things.													
LC	**OP** ✓	**RC**	**WP** ✓	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• classroom timetable													
• school personnel													
• adjectives related to size and colours of animals													
• Grade 4 vocabulary and language concepts													
• animal anatomy													
• seasonal clothes													
• clothes for different occasions													

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

• my home						
• types of dwellings						
• objects and furnishings in a student's room						
GRADE 5 **2. To express emotions and personal perspectives** *Students will be able to use French to:* ***2.1 Identify favourite people, places or things.***						
LC **OP** ✓ **RC** **WP** ✓	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP
• school subjects						
• healthy snacks						
• common farm animals						
• categories of animals						
• common wild animals						
• adjectives related to size and colours of animals						
• Grade 4 vocabulary and language concepts						
• clothing preferences						

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2.2 Express a personal response to a variety of situations.												
LC	**OP** ✓	**RC**	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• school subjects														
• common farm animals														
• common wild animals														
• categories of animals														
• Grade 4 vocabulary and language concepts														
• clothing preferences														

2.3 Identify emotions and feelings.												
LC	**OP** ✓	**RC**	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• my room														

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 5													
3. To get things done *Students will be able to use French to:*													
3.1 Suggest a course of action and respond to a suggestion.													
LC	**OP** ✓	**RC**	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• healthy school snacks													
3.2 Make and respond to a variety of simple requests.													
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• Grade 4 vocabulary and language concepts													

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3.3 Seek, grant or withhold permission.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• Grade 4 vocabulary and language concepts												
3.4 Indicate a choice from several options.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• healthy school snacks												
• seasonal clothes												

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

3.5 Express a wish or a desire to do something.												
LC	**OP** ✓	**RC**	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• my room												
• throughout all fields and subfields of experience, where appropriate												

3.6 Ask for help or clarification of what is being said or done in the group.												
LC ✓	**OP** ✓	**RC**	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• throughout all fields and subfields of experience, where appropriate												

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3.7 Suggest, initiate or direct action in group activities.												
LC ✓	**OP** ✓	**RC**	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• throughout all fields and subfields of experience, where appropriate														

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 5											
4. To form, maintain and change interpersonal relationships *Students will be able to use French to:*											
4.1 Initiate relationships.											
LC	**OP** ✓	**RC**	**WP** ✓	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• Grade 4 vocabulary and language concepts											
4.2 Apologize and refuse politely.											
LC	**OP** ✓	**RC**	**WP** ✓	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• Grade 4 vocabulary and language concepts											

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GRADE 5 **5. To extend their knowledge of the world** *Students will be able to use French to:*												
5.1 Investigate the immediate environment.												
LC	**OP**	**RC** ✓	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• areas inside and outside the school												
5.2 Make and talk about personal observations.												
LC ✓	**OP** ✓	**RC** ✓	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• common farm animals												
• common wild animals												
• animal anatomy												
• adjectives related to size and colours of animals												
• clothing preferences												
• types of dwellings												

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

5.3 Sequence items in different ways.												
LC	**OP** ✓	**RC**	**WP** ✓	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• classroom timetable													
• healthy school snacks													
• categories of animals													
• Grade 4 vocabulary and language concepts													
• common farm animals													
• common wild animals													
• seasonal clothes													
• objects and furnishings in a student's room													

5.4 Define a problem and search for solutions.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• areas inside and outside the school													
• school personnel													
• our friends – the animals													
• seasonal clothes													
• types of dwellings													

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5.5 Choose between alternative solutions.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• healthy school snacks												
• our friends – the animals												
• clothes for different occasions												

5.6 Recognize differences of opinion.												
LC ✓	**OP**	**RC** ✓	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• clothes for different occasions												

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General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 5 **6. For imaginative purposes and personal enjoyment** *Students will be able to use French to:*												
6.1 Use the language for fun.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• throughout all fields and subfields of experience, where appropriate												
6.2 Use the language creatively.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• throughout all fields and subfields of experience, where appropriate												

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6.3 Use the language for personal enjoyment.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• throughout all fields and subfields of experience, where appropriate												

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GRADE 6 – Planning for Communication

General Outcome for Communication
Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

GRADE 6 **1. To impart and receive information** *Students will be able to use French to:* ***1.1 Describe people, places, things and series or sequence of events or actions.***						
LC **OP** ✓ **RC** **WP** ✓	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	
• my neighbourhood						
• neighbourhood buildings						
• people in my neighbourhood						
• neighbourhood transportation						
• cardinal and intermediate points						
• Alberta – location						
• Alberta – communities and their festivals						
• Alberta – common wild animals						
• natural environments and habitats						
• dangers to the environment						
• endangered animals						
• protection of the environment						
• *Le Carnaval de Québec*						

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GRADE 6 **2. To express emotions and personal perspectives** *Students will be able to use French to:*												
2.1 Inquire about and express likes and dislikes.												
LC	**OP** ✓	**RC**	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• basic food items												
• nutritious foods												
• expressions of feelings and emotions												
• grades 4 and 5 vocabulary and language concepts												
• seasonal sports and physical activities												
• Alberta – landscapes												
2.2 Inquire about, record and share personal experiences that involve an emotion or feeling.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• expressions of feelings												
• seasonal sports and physical activities												
• emotions												

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GRADE 6 **3. To get things done** *Students will be able to use French to:*												
3.1 Encourage or discourage others from a course of action.												
LC	**OP** ✓	**RC**	**WP** ✓	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• protection of the environment												
3.2 Give and follow a simple sequence of instructions.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• my neighbourhood												
• neighbourhood buildings												
• neighbourhood plan												
• Alberta – location												
• cardinal and intermediate points												

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3.3 Make an offer and an invitation and respond to offers and invitations made by others.											
LC ✓	**OP ✓**	**RC ✓**	**WP ✓**	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• healthy eating											
• meals and meal times											
• seasonal sports and physical activities											
• feeling well/feeling ill											
• expressions of physical state											
• expressions of health											
• grades 4 and 5 vocabulary and language concepts											
• my neighbourhood											
3.4 Inquire about and express ability and inability to do something.											
LC ✓	**OP ✓**	**RC ✓**	**WP ✓**	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• seasonal sports and physical activities											

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3.5 Encourage other group members to participate.												
LC	**OP** ✓	**RC**	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• seasonal sports and physical activities												
• endangered animals												
• throughout all fields and subfields of experience, where appropriate												

3.6 Assume a variety of roles and responsibilities as group members.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• throughout all fields and subfields of experience, where appropriate												

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3.7 Negotiate, in a simple way, with peers in small group tasks.													
LC ✓	**OP** ✓	**RC**	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• throughout all fields and subfields of experience, where appropriate													
3.8 Offer to explain or clarify.													
LC	**OP** ✓	**RC**	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• throughout all fields and subfields of experience, where appropriate													

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GRADE 6 **4. To form, maintain and change interpersonal relationships** *Students will be able to use French to:* ***4.1 Talk about themselves and respond to the talk of others by showing attention and interest.***						
LC ✓ **OP** ✓ **RC** **WP**	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP
• basic food items						
• grades 4 and 5 vocabulary and language concepts						
• meal and meal times						
• expressions of feelings and emotions						
• seasonal sports and physical activities						
• my neighbourhood						
• people in my neighbourhood						
• Alberta – landscapes						
• Alberta – its riches						
• Alberta – location						
• cardinal and intermediate points						
• protection of the environment						

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GRADE 6 **5. To extend their knowledge of the world** *Students will be able to use French to:* ***5.1 Explore alternative classification systems and criteria for categories.***						
LC ✓ **OP** ✓ **RC** ✓ **WP** ✓	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP
• the food groups						
• nutritious foods						
• meals and meal times						
• seasonal sports and physical activities						
• Alberta – its riches						
5.2 Discuss relationships and patterns.						
LC ✓ **OP** ✓ **RC** ✓ **WP** ✓	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP
• nutritious foods						
• the food groups						
• my neighbourhood						
• neighbourhood buildings						
• people in the neighbourhood						
• Alberta – common wild animals						
• Alberta – landscapes						
• protection of the environment						

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5.3 Compare and contrast items in simple ways.												
LC	**OP** ✓	**RC**	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• seasonal sports and physical activities												
• my neighbourhood												
• people in my neighbourhood												
• Alberta – landscapes												
• cardinal and intermediate points												
5.4 Compose questions to guide research.												
LC	**OP** ✓	**RC**	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• healthy eating												
• basic food items												
• expressions of feelings and emotions												
• grades 4 and 5 vocabulary and language concepts												
• seasonal sports and physical activities												
• Alberta – location												
• Alberta – communities and their festivals												
• cardinal and intermediate points												
• endangered animals												
• natural environments and habitats												

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5.5 Identify sources of information.												
LC	**OP** ✓	**RC** ✓	**WP**		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• the environment												
• dangers to the environment												

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5.6 Record observations.												
LC	**OP** ✓	**RC**	**WP** ✓	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• healthy eating													
• basic food items													
• nutritious foods													
• seasonal sports and physical activities													
• expressions of feelings and emotions													
• endangered animals													
• natural environments and habitats													
• cardinal and intermediate points													
• protection of the environment													
• quantity and intensity													
• healthy eating													
• basic food items													

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5.7 Understand and use the steps in the problem-solving process.											
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• neighbourhood plan											
• abbreviations for *rue* and *avenue*											
• protection of the environment											
5.8 Express their views on a variety of topics within their direct experience.											
LC	**OP** ✓	**RC**	**WP** ✓	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• healthy eating											
• basic food items											
• nutritious foods											
• expressions of feelings and emotions											
• grades 4 and 5 vocabulary and language concepts											
• my neighbourhood											
• neighbourhood buildings											
• people in the neighbourhood											
• natural environments											
• dangers to the environment											
• endangered animals											
• protection of the environment											

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5.9 Gather opinions on a topic within their direct experience.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• basic food items												
• nutritious foods												
• expressions of feelings and emotions												
• seasonal sports and physical activities												
• Alberta – its riches												
• protection of the environment												

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GRADE 6 **6.0 For imaginative purposes and personal enjoyment** *Students will be able to use French to:* ***6.1 Use the language for fun and to interpret simple humour.***						
LC ✓ **OP** ✓ **RC** ✓ **WP** ✓	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	
• throughout all fields and subfields of experience, where appropriate						
6.2 Use the language creatively and for aesthetic purposes.						
LC ✓ **OP** ✓ **RC** ✓ **WP** ✓	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	LC OP RC WP	
• throughout all fields and subfields of experience, where appropriate						

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6.3 Use the language for personal enjoyment.												
LC ✓	**OP** ✓	**RC** ✓	**WP** ✓		LC RC	OP WP	LC RC	OP WP	LC RC	OP WP	LC RC	OP WP
• throughout all fields and subfields of experience, where appropriate												

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Field Review

French as a Second Language

Program Articulation

Note to teachers: Please take a few moments to fill in this feedback form. We thank you for your input, which will assist us in providing a final document that reflects and responds to your needs.

Please forward the completed feedback form to:

Denise Vanopdenbosch (denise.vanopdenbosch@gov.ab.ca)
French Language Services Branch
44 Capital Boulevard
10044 – 108th Street
Edmonton, Alberta T5J 5E6

If you prefer, you may also send this feedback form by fax to 780-422-1947. The **deadline for feedback is March 15, 2007.**

Please respond by inserting a checkmark in the box.

1. The purpose of French as a Second Language (FSL) Program Articulation is clear and concise.

   Strongly Agree ❑ Agree ❑ Disagree ❑ Strongly Disagree ❑

   Comments:

   _____

   _____

   _____

   _____

2. The language/terminology used reflects the content and philosophy of the Nine–Year FSL Program of Studies.

   Strongly Agree ❑ Agree ❑ Disagree ❑ Strongly Disagree ❑

   Comments:

   _____

   _____

   _____

   _____

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3. The table format is easy to follow.

Strongly Agree ❑ Agree ❑ Disagree ❑ Strongly Disagree ❑

Comments:

_____

_____

_____

_____

4. In the Scope and Sequence section of the document, the progression of outcomes in communication, language, culture and language learning strategies is evident.

Strongly Agree ❑ Agree ❑ Disagree ❑ Strongly Disagree ❑

Comments:

_____

_____

_____

_____

5. The Communicative Functions (Targets) section articulates what students need to achieve in French learning in each grade.

Strongly Agree ❑ Agree ❑ Disagree ❑ Strongly Disagree ❑

Comments:

_____

_____

_____

_____

6. a) I can use the Planning for Communication section to record information regarding what students achieve in French learning.

Strongly Agree ❑ Agree ❑ Disagree ❑ Strongly Disagree ❑

b) I can record what outcomes further distinguish the Program of Studies.

Strongly Agree ❑ Agree ❑ Disagree ❑ Strongly Disagree ❑

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7. Overall, this document helps plan and ensure the implementation of the general and specific outcomes from the Program of Studies.

   Strongly Agree ❑ Agree ❑ Disagree ❑ Strongly Disagree ❑

   Comments:

8. General Comments:

   Thank you.

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