

Core French 10, 20, 30
2022 Saskatchewan Curriculum

July 2022 – Due to the nature of curriculum development this document is regularly under revision. For the most up-to-date content, please visit here: www.curriculum.gov.sk.ca.

Versioning History

This chart provides a summary of revisions made to the final document since publication. The posted document reflects the most recent version.

Date of revisions	Type of revisions made

Acknowledgements

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Introduction

Core French 10, 20, 30 are elective language courses provided within Saskatchewan's Core Curriculum which is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school.

Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to the *Registrar's Handbook for School Administrators* found on the Government of Saskatchewan website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Government of Saskatchewan website for policy and foundation documents.

This curriculum provides the intended learning outcomes that students are expected to achieve in *Core French 10, 20, 30* by the end of the course. The curriculum reflects current language education research and is responsive to changing demographics within the province.

All students will work toward the achievement of the provincial outcomes. Some students, however, will require additional supports. Effective instruction, including the use of the Adaptive Dimension, will support most students in achieving success. The Adaptive Dimension refers to the concept of making adjustments to any or all of the following variables: learning environment, instruction, assessment and resources. Adjustments to these variables are intended to make learning meaningful and appropriate and to support achievement. **Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that the curricular outcomes can be achieved. Please refer to the Saskatchewan Curriculum website for more information on the Adaptive Dimension.**

Course Synopsis

Core French 10 is a basic introduction to French vocabulary, syntax and grammatical structures through an exploration of French culture in Saskatchewan. Students will be provided with opportunities to listen, read speak and write in French as they begin to acquire language skills.

Core French 20 is a continuation of the French 10 program. Students will progress in their learning of French vocabulary, syntax and grammatical structures through an exploration of French culture in Canada. Students will be provided with further opportunities to listen, read, speak and write in French as they further develop language skills.

Core French 30 builds on the Core French 20 program as they strive for mastery of French vocabulary, syntax, grammatical structures through an exploration of French culture throughout the world. Students will be given higher-level opportunities to listen, read, speak and write in French as they begin to develop command of their language skills.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. All areas of study contribute to student achievement of the Goals of Education through helping students achieve knowledge, skills and attitudes related to these Broad Areas of Learning. The Kindergarten to Grade 12 goals and grade level outcomes for each area of study are designed for students to reach their full potential in each of the following Broad Areas of Learning.

Sense of Self, Community and Place*

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

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

Lifelong Learners

(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)

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

Engaged Citizens

(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society and Growing with Change)

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

*A sense of place is a geographical concept that attempts to define our human relationships with the environment and knowledge derived from this relationship.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understanding, values, skills and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade.

Developing Thinking

(Related to CEL of Critical and Creative Thinking)

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

Think and learn contextually

- Apply prior knowledge, experiences and the ideas of self and others in new contexts.
- Analyze connections or relationships within and/or among ideas, experiences or natural and constructed objects.
- Recognize that a context is a complex whole made of parts.
- Analyze a particular context for ways that parts influence each other and create the whole.
- Explore norms*, concepts, situations and experiences from several perspectives, theoretical frameworks and worldviews.

Think and learn creatively

- Show curiosity and interest in the world, new experiences, materials and puzzling or surprising events.
- Experiment with ideas, hypotheses, educated guesses and intuitive thoughts.
- Explore complex systems and issues using a variety of approaches such as models, simulations, movement, self-reflection and inquiry.
- Create or re-design objects, designs, models, patterns, relationships or ideas by adding, changing, removing, combining and separating elements.
- Imagine and create central images or metaphors for subject area content or cross-disciplinary ideas.

Think and learn critically

- Analyze and critique objects, events, experiences, ideas, theories, expressions, situations and other phenomena.
- Distinguish among facts, opinions, beliefs and preferences.
- Apply various criteria to assess ideas, evidence, arguments, motives and actions.
- Apply, evaluate and respond to differing strategies for solving problems and making decisions.
- Analyze factors that influence self and others' assumptions and abilities to think deeply, clearly and fairly.

*Norms can include unexamined privilege (i.e., unearned rights/entitlements/immunity/exemptions associated with being “normal”) which creates a power imbalance gained by birth, social position or concession and provides a particular context.

Developing Identity and Interdependence

(Related to CELs of Personal and Social Development and Technological Literacy)

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

Understand, value and care for oneself (intellectually, emotionally, physically, spiritually)

- Recognize that cultural and linguistic backgrounds, norms and experiences influence identity, beliefs, values and behaviours.
- Develop skills, understandings and confidence to make conscious choices that contribute to the development of a healthy, positive self-identity.
- Analyze family, community and societal influences (such as recognized and unrecognized privileges) on the development of identity.
- Demonstrate self-reliance, self-regulation and the ability to act with integrity.
- Develop personal commitment and the capacity to advocate for self.

Understand, value and care for others

- Demonstrate openmindedness* toward, and respect for, all.
- Learn about various peoples and cultures.
- Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs.
- Value the varied abilities and interests of individuals to make positive contributions to society.
- Advocate for the well-being of others.

Understand and value social, economic and environmental interdependence and sustainability**

- Examine the influence of worldviews on one's understanding of interdependence in the natural and constructed world.
- Evaluate how sustainable development depends on the effective and complex interaction of social, environmental and economic factors.
- Analyze how one's thinking, choices and behaviours affect living and non-living things, now and in the future.
- Investigate the potential of individual and group actions and contributions to sustainable development.
- Demonstrate a commitment to behaviours that contribute to the well-being of the society, environment and economy – locally, nationally and globally.

*Openmindedness refers to a mind that is open to new ideas and free from prejudice or bias in order to develop an “ethical space” between an existing idea and a new idea (Ermine, 2007).

**Sustainability refers to making informed decisions for the benefit of ourselves and others, now and for the future, and to act upon those decisions for social, economic and environmental well-being.

Developing Literacies

(Related to CELs of Communication, Numeracy, Technological Literacy and Independent Learning)

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

Construct knowledge related to various literacies

- Acknowledge the importance of multiple literacies in everyday life.
- Understand that literacies can involve words, images, numbers, sounds, movements and other representations and that these can have different interpretations and meanings.
- Examine the interrelationships between literacies and knowledge, culture and values.
- Evaluate the ideas and information found in a variety of sources (e.g., people, databases, natural and constructed environments).
- Access and use appropriate technologies to investigate ideas and deepen understanding in all areas of study.

Explore and interpret the world using various literacies

- Inquire and make sense of ideas and experiences using a variety of strategies, perspectives, resources and technologies.
- Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks.
- Use various literacies to challenge and question understandings and interpretations.
- Interpret qualitative and quantitative data (including personally collected data) found in textual, aural and visual information gathered from various media sources.
- Use ideas and technologies in ways that contribute to creating new insight.

Express understanding and communicate meaning using various literacies

- Create, compute and communicate using a variety of materials, strategies and technologies to express understanding of ideas and experiences.
- Respond responsibly and ethically to others using various literacies.
- Determine and use the languages, concepts and processes that are particular to a discipline when developing ideas and presentations.
- Communicate ideas, experiences and information in ways that are inclusive, understandable and useful to others.
- Select and use appropriate technologies in order to communicate effectively and ethically.

Developing Social Responsibility

(Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning)

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

Use moral reasoning processes

- Evaluate the possible consequences of a course of action on self, others and the environment in a particular situation.
- Consider the implications of a course of action when applied to other situations.
- Consistently apply fundamental moral values** such as respect for all.
- Demonstrate a principle-based approach to moral reasoning.
- Examine how values and principles have been and continue to be used by persons and cultures to guide conduct and behaviour.

Engage in communitarian thinking and dialogue

- Model a balance in speaking, listening and reflecting.
- Ensure that each person has an opportunity to contribute.
- Demonstrate courage to express differing perspectives in a constructive manner.
- Use consensus-building strategies to work towards shared understanding.
- Be sensitive to, and respectful of, diversity and different ways of participating.

Take social action

- Demonstrate respect for and commitment to human rights, treaty rights and environmental sustainability.
- Contribute to harmony and conflict resolution in own classroom, school, family and community.
- Provide support in a manner that is respectful of the needs, identity, culture, dignity and capabilities of all persons.
- Support individuals in making contributions toward achieving a goal.
- Take responsible action to change perceived inequities or injustice for self and others.

*An ethical space exists between separate worldviews. In this space, “we can understand one another’s knowledge systems” (Ermine, as cited in Ford, 2006). For further information, see Willie Ermine’s work related to ethical space.

**The most basic moral value underlying development of the CEL of Personal and Social Development is that of respect for persons. For further discussion related to fundamental moral values, refer to *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988, pages 42-49). See also the *Renewed Objectives for the CELs of Critical and Creative Thinking and Personal and Social Development* (2008).

Aim and Goals

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

Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study by the end of Grade 12. The goals of K-12 Core French are Communication Skills, Language Knowledge, General Language Strategies and culture. These goals are reflected in the curriculum outcomes, indicators and contexts for learning. Although presented separately for the purpose of organizing learning outcomes and indicators, the four goals are interdependent and are intended to be integrated.

(CS) Communication Skills	Students will understand and create different kinds of messages in French in various experiential situations for a variety of purposes.
(LK) Language Knowledge	Students will apply knowledge of linguistic elements of the French language accurately for specific communication needs.
(GL) General Language Strategies	Students will apply language learning skills and strategies as a vehicle for personal, cognitive and social development.
(C) Culture	Students will recognize the value of French language acquisition and Francophone cultures through participation in a variety of activities.

Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

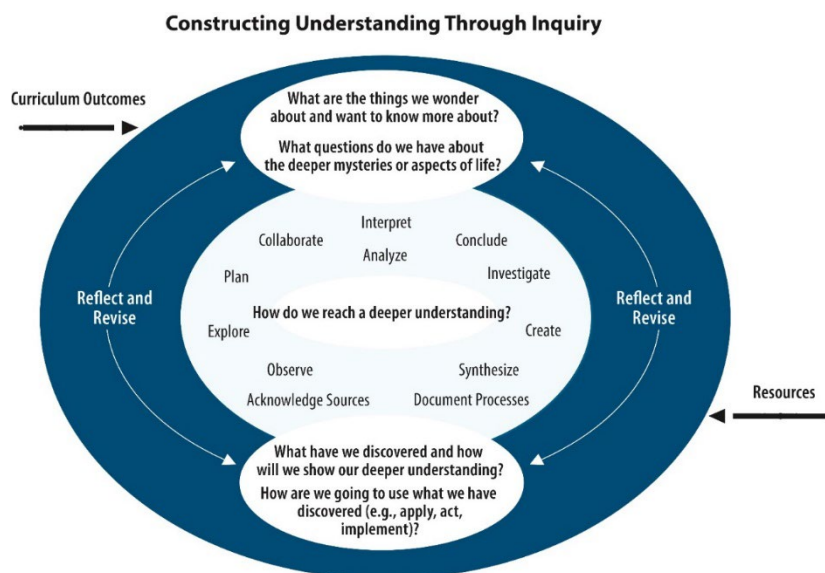
"My teacher (Elder) liked it when I asked questions, this way it reassured him that I understood his teachings. He explained every detail, the meaning and purpose. Not only talked about it, but showed me! Communication, critical and creative thinking were important." (Elder Albert Scott)

Students who are engaged in inquiry:

- construct deep knowledge and deep understanding, rather than passively receiving information;
- are directly involved and engaged in the discovery of new knowledge;
- encounter alternative perspectives and differing ideas that transform knowledge and experience into deep understandings;
- transfer new knowledge and skills to new circumstances; and,
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process. The following graphic shows various phases of the cyclical inquiry process.



An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process may take the form of works-in-progress, reflective writing, journals, reports, notes, models, arts expressions, photographs, video footage, action plans and many more.

Creating Questions for Inquiry

It is important that teachers and students learn within meaningful contexts that relate to their lives, communities and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas invoke inquiry questions. These questions are important in developing a deep understanding of the discipline or an area of study within the discipline. They do not have obvious answers and they foster high-order thinking. They invite genuine inquiry.

It is important to develop questions that are evoked by student interests and sense of wonder and have potential for rich and deep learning. These questions are used to initiate and guide inquiries that lead to deep understandings about topics, problems, ideas, challenges, issues, concepts and areas of study related to curriculum content and outcomes.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning and develop new questions for further inquiry.

The process of constructing questions for deep understanding can help students grasp the important disciplinary or interdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions lead to more specific questions that can provide a framework, purpose and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

Effective questions are the key to initiating and guiding students' investigations, critical thinking, problem solving and reflection on their own learning.

Such questions may include:

- How does learning languages help us to understand our world, our place in it, and each other?
- In what ways does learning a second language open up new possibilities?
- What are the reasons that cultures and individuals create narratives of their experiences?
- How does the language we use reflect our culture?
- How does learning an additional language help refine and reinforce what we know about another language?
- How does language help build relationships and a sense of community?

An Effective Core French Program

A multidimensional curriculum approach for teaching second languages was first proposed by H. H. Stern (1982) and was researched and expanded by the National Core French Study. The Core French curriculum does not focus on language alone. The multidimensional curriculum approach to language learning incorporates four learning dimensions:

- Communicative/Experiential;
- Language;
- General Language Education; and,
- Culture.

The Saskatchewan Core French goals, communication skills, language knowledge, general language strategies and culture, align closely with these dimensions, to provide a study of the second language in all its aspects, taking into account the contexts in which language is used for communication.

A multidimensional curriculum approach is used because:

- This approach responds to the complexity of language.
- Motivation suffers if communicating in real situations is delayed.
- Second language learning can contribute to the general education of the student by having the student learn new concepts in many domains.
- This approach facilitates incorporation of the cross-curricular competencies to a much greater degree.
- It provides flexibility to correspond to the diversity of situations in which Core French is taught in Saskatchewan and helps to accommodate the differences in language ability and learning styles within each classroom.
- It encourages many new instructional strategies and methods.

Critical Characteristics of a Core French Program

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

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

Teaching and learning strategies for literacy focus on scaffolding language learning activities so that there is a gradual release of responsibility that begins with teacher modeling, to shared practice in

structured and semi-structured situations, to guided and semi-guided practice, and finally to independent practice (see page 11, Pearson & Gallagher, 1983). For the purposes of this curriculum document, the following definitions apply:

- With guidance: With consistent support such as modeling, demonstration, prompting or cueing.
- With some guidance: With occasional or minimal support such as modeling, demonstration, prompting or cueing when required.
- Independently: Without supports such as modeling or prompting.

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

Authentic contexts and big ideas in Core French draw on broad themes that encompass the learners' life experiences, intellectual development and interests. These contexts frame learning and provide opportunities to learn, understand and apply knowledge of the French language to meaningful ways.

The language knowledge component (orthography, grammar and syntax, vocabulary and semantics) is never pre-taught in isolation from its context. Rather, students develop language learning skills and strategies as they engage in authentic activities. Context-embedded communication provides several communicative supports to the listener or reader, such as objects, gestures, or vocal inflections, which help make the information comprehensible. Examples are a one-to-one social conversation with physical gestures or storytelling activities that include visual props (Cummins, 2007).

The study of cultures leads students to better understand and appreciate the filter by which linguistic groups interpret their world. By participating in cultural activities, listening to and speaking with Francophones, reading authentic French texts and examining Canadian history, students will develop an appreciation of what it means to be a Canadian in a bilingual country and a member of a multilingual world. Furthermore, this approach provides students with opportunities to reflect on their own cultural and linguistic identities.

Using this Curriculum

Contexts for learning and Big Ideas

The content of Core French is organized according to an inquiry learning approach. *Core French 10, 20, 30* curricula are designed such that students will develop their language skills and explore Francophone culture through numerous and varied oral and written communication opportunities. This approach provides authentic contexts for learning French. Activities are therefore integrated and focused on meaning. Students can see the connections in their learning and apply skills and knowledge to new situations.

The following broad contexts for learning provide a framework for language learning and allow exploring ideas of lasting value beyond the school experience:

- Arts and culture;
- People and places; and,
- Interests and activities.

Broad contexts are compulsory at all 3 grade levels. The recommended big ideas at each grade level may be adapted to meet the needs of students and programming. These contexts and big ideas can be explored simultaneously and lend themselves to the integration of curricular outcomes.

The table below portrays the contexts and recommendations for big ideas for exploration within each context.

Context	Big Ideas (Grade 10)	Big Ideas (Grade 11)	Big Ideas (Grade 12)
Arts and culture	Francophone food, arts, culture and history in Saskatchewan	Francophone food, arts, culture and history in Canada	Francophone food, arts, culture and history around the world
	First Nations and Métis celebrations in Saskatchewan	Indigenous celebrations in Canada	Indigenous celebrations around the world
People and places	La francophonie and travel in Saskatchewan	La francophonie and travel in Canada	La francophonie and travel in the world
	Friends and community	Family	Self and identity
Interests and activities	Social, cultural and physical activities	Leisure and entertainment	Future opportunities and adventures
	Reasons to learn French or other languages	Cultural and language exchanges and postsecondary opportunities	Careers in French

Outcomes define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Therefore, all outcomes are required. The outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning.

Outcomes:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable and attainable; and,
- are supported by indicators which provide the breadth and depth of expectations.

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. When planning for instruction, teachers must comprehend the set of indicators to understand fully the breadth and the depth of learning related to a particular outcome. Based on this understanding of the outcome, teachers may develop indicators that are responsive to students' needs, interests and prior learning. Teacher-developed indicators must maintain the intent of the outcome.

The set of indicators for an outcome:

- provides the intent (breadth and depth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the level and types of knowledge required; and,
- is not a checklist or prioritized list of instructional activities or assessment items.

Other Terms

Within curricula, the terms "including," "such as" and "e.g." serve specific purposes:

- **Including** prescribes content, contexts or strategies that students must experience in their learning, without excluding other possibilities.
- **Such as** provides examples of possible broad categories of content, contexts or strategies that teachers or students may choose, without excluding other possibilities.
- **E.g.** offers specific examples of what a term, concept or strategy might look like.

Outcomes at a Glance

CORE FRENCH 10	CORE FRENCH 20	CORE FRENCH 30
Communication Skills (CS)		
CS10.1 Construct meaning, with guidance, of a variety of oral non-fiction and fiction French texts on familiar topics: <ul style="list-style-type: none"> to receive information; to extend knowledge of the world; to achieve objectives; and, for entertainment and enjoyment. 	CS20.1 Construct meaning, with some guidance, of a variety of oral non-fiction and fiction French texts on a variety of topics: <ul style="list-style-type: none"> to receive information; to extend knowledge of the world; to achieve objectives; and, for entertainment and enjoyment. 	CS30.1 Construct meaning, independently, of a variety of oral non-fiction and fiction French texts on a variety of topics, in various situations: <ul style="list-style-type: none"> to receive information; to extend knowledge of the world; to achieve objectives; and, for entertainment and enjoyment.
CS10.2 Produce, with guidance, a variety of oral French texts on familiar topics: <ul style="list-style-type: none"> to express ideas; to extend knowledge of the world; to achieve objectives; and, for entertainment and enjoyment. 	CS20.2 Produce, with some guidance, a variety of oral French texts on a variety of topics: <ul style="list-style-type: none"> to express ideas; to extend knowledge of the world; to achieve objectives; and, for entertainment and enjoyment. 	CS30.2 Produce, independently, a variety of oral French texts on a variety of topics, in various situations: <ul style="list-style-type: none"> to express ideas; to extend knowledge of the world; to achieve objectives; and, for entertainment and enjoyment.
CS10.3 Construct meaning, with guidance, of a variety of simple written non-fiction and fiction French texts on familiar topics: <ul style="list-style-type: none"> to receive information; to extend knowledge of the world; to achieve objectives; and, for entertainment and enjoyment. 	CS20.3 Construct meaning, with some guidance, of a variety of multi-paragraph written non-fiction and fiction French texts: <ul style="list-style-type: none"> to receive information; to extend knowledge of the world; to achieve objectives; and, for entertainment and enjoyment. 	CS30.3 Construct meaning, independently, of a variety of multi-paragraph written non-fiction and fiction French texts: <ul style="list-style-type: none"> to receive information; to extend knowledge of the world; to achieve objectives; and, for entertainment and enjoyment.

<p>CS10.4 Produce, with guidance, a variety of simple written non-fiction and fiction French texts on familiar topics:</p> <ul style="list-style-type: none"> • to express ideas; • to extend knowledge of the world; • to achieve objectives; and, • for entertainment and enjoyment. 	<p>CS20.4 Produce, with some guidance, a variety of multi-paragraph written non-fiction and fiction French texts on various topics:</p> <ul style="list-style-type: none"> • to express ideas; • to extend knowledge of the world; • to achieve objectives; and, • for entertainment and enjoyment. 	<p>CS30.4 Produce, independently, a variety of multi-paragraph written non-fiction and fiction French texts on various topics:</p> <ul style="list-style-type: none"> • to express ideas; • to extend knowledge of the world; • to achieve objectives; and, • for entertainment and enjoyment.
Language Knowledge (LK)		
<p>LK10.1 Demonstrate, when listening and reading, knowledge of French language concepts including:</p> <ul style="list-style-type: none"> • context-specific vocabulary; • word order; and, • linguistic conventions. 	<p>LK20.1 Demonstrate, when listening and reading, knowledge of French language concepts including:</p> <ul style="list-style-type: none"> • word choice; • sentence structure; and, • linguistic conventions. 	<p>LK30.1 Apply, when listening and reading, knowledge of French language concepts including:</p> <ul style="list-style-type: none"> • vocabulary; • sentence structure; and, • linguistic conventions.
<p>LK10.2 Demonstrate, when speaking and writing, knowledge of French language concepts including:</p> <ul style="list-style-type: none"> • context-specific vocabulary; • word order; and, • linguistic conventions. 	<p>LK20.2 Demonstrate, when speaking and writing, knowledge of French language concepts including:</p> <ul style="list-style-type: none"> • word choice; • sentence structure; and, • linguistic conventions. 	<p>LK30.2 Apply, when speaking and writing, knowledge of French language concepts including:</p> <ul style="list-style-type: none"> • word choice; • sentence structure; and, • linguistic conventions.
General Language Strategies (GL)		
<p>GL10.1 Apply, with guidance, a variety of strategies to:</p> <ul style="list-style-type: none"> • interpret oral and written texts in French; • produce oral and written texts in French; and, • reflect on personal language learning. 	<p>GL20.1 Select and apply, with some guidance, a variety of strategies to:</p> <ul style="list-style-type: none"> • interpret oral and written texts in French; • produce oral and written texts in French; and, • reflect on personal language learning. 	<p>GL30.1 Select and apply, independently, a variety of strategies to:</p> <ul style="list-style-type: none"> • interpret oral and written texts in French; • produce oral and written texts in French; and, • reflect on personal language learning.

Culture (CU)		
CU10.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Francophone cultures in Saskatchewan.	CU20.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Francophone cultures in Canada.	CU30.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Francophone cultures around the world.
CU10.2 Investigate opportunities to use and develop French language skills in Saskatchewan and explore personal identity as a French language learner.	CU20.2 Investigate opportunities to use and develop French language skills in Canada and reflect on personal identity as a French language learner.	CU30.2 Investigate opportunities to use and develop French language skills internationally and affirm personal identity as a French language learner.

Legend

CS	Goal
10	Course
1	Outcome number
a	Indicator

Core French 10: Outcomes and Indicators

CS10.1 Construct meaning, with guidance, of a variety of oral non-fiction and fiction French texts on familiar topics:

- to receive information;
- to extend knowledge of the world;
- to achieve objectives; and,
- for entertainment and enjoyment.

Indicators

- Apply listening strategies before, during and after listening and viewing.
- Listen to or view a variety of oral texts (e.g., how-to videos, cooking shows, movie reviews, cartoons) that address:
 - Saskatchewan arts, culture and travel;
 - First Nations and Métis celebrations;
 - friendship and community;
 - activities; and,
 - language learning.
- Explore elements of an oral text such as:
 - intended purpose;
 - intended audience;
 - organization (e.g., phrasing, sequencing);
 - tone; and,
 - context-specific vocabulary.
- Discuss the use of linguistic conventions in oral language, such as:
 - word order;
 - verb tenses; and,
 - parts of speech.
- Compare the language used in different types of oral texts.
- Describe the theme or subject of an oral text.
- Identify the main idea in an oral text.
- Summarize or represent the key messages conveyed in an oral text.
- Explain how the information provided in an oral text might be used.
- Respond appropriately to other speakers during guided conversation or discussion.
- Compare personal reactions to an oral text with those of others.

CS10.2 Produce, with guidance, a variety of oral French texts on familiar topics:

- to express ideas;
- to extend knowledge of the world;
- to achieve objectives; and,
- for entertainment and enjoyment.

Indicators

- a. Apply speaking strategies before, during and after oral production.
- b. Produce a variety of oral texts related to topics such as:
 - Saskatchewan arts, culture and travel;
 - First Nations and Métis celebrations;
 - friendship and community;
 - activities; and,
 - language learning.
- c. Provide step-by-step instructions for a procedure such as cooking or building something.
- d. Convey personal opinions or perspectives on a given topic such as a movie or the weather.
- e. Discuss emotions regarding a topic such as friends or travel.
- f. Describe descriptions of personal lived experiences or activities.
- g. Ask and answer questions in present and past tenses.
- h. Present a joke, a short anecdote or a song.
- i. Introduce self and make introductions of others.
- j. Respond appropriately to others during guided conversation.
- k. Incorporate the following in oral texts:
 - clear purpose;
 - consideration of audience;
 - organization (e.g., phrasing, sequencing);
 - appropriate tone;
 - context-specific vocabulary; and,
 - linguistic conventions.

CS10.3 Construct meaning, with guidance, of a variety of simple written non-fiction and fiction French texts on familiar topics:

- to receive information;
- to extend knowledge of the world;
- to achieve objectives; and,
- for entertainment and enjoyment.

Indicators

- a. Apply reading strategies before, during and after reading.
- b. Read a variety of simple written texts (e.g., recipes, instruction manuals, print advertisements, poetry) that address big ideas such as:

- Saskatchewan arts, culture and travel;
 - First Nations and Métis celebrations;
 - friendship and community;
 - activities; and,
 - language learning.
- c. Explore elements of a written text such as:
 - intended purpose;
 - intended audience;
 - organization (e.g., word order, sequencing);
 - tone; and,
 - context-specific vocabulary.
 - d. Discuss the use of linguistic conventions in written language, such as:
 - word order;
 - verb tenses;
 - parts of speech; and,
 - spelling and punctuation.
 - e. Compare the language used in different written text types.
 - f. Describe the theme of a written text.
 - g. Identify the main idea in a written text.
 - h. Summarize or represent the messages conveyed in a written text.
 - i. Explain how one might use the information provided in a written text.
 - j. Compare personal reactions to a written text with those of others.

CS10.4 Produce, with guidance, a variety of simple written non-fiction and fiction French texts on familiar topics:

- to express ideas;
- to extend knowledge of the world;
- to achieve objectives; and,
- for entertainment and enjoyment.

Indicators

- a. Apply the writing process before, during and after writing.
- b. Produce a variety of written texts related to topics such as:
 - Saskatchewan arts, culture and travel;
 - First Nations and Métis celebrations;
 - friendship and community;
 - activities; and,
 - language learning.
- c. Provide step-by-step instructions for a procedure such as cooking or building something.
- d. Convey personal opinions or perspectives on a given topic such as a movie or the weather.
- e. Describe descriptions of personal lived experiences or activities.

- f. Provide information by writing a short biography or informative text.
- g. Write a joke, a short anecdote or a poem.
- h. Incorporate the following in written texts:
 - evidence of planning (e.g., graphic organizer, outline);
 - clear purpose;
 - consideration of audience;
 - organization (e.g., word order, flow of ideas);
 - appropriate tone;
 - rich context-specific vocabulary; and,
 - linguistic conventions.

LK10.1 Demonstrate, when listening and reading, knowledge of French language concepts including:

- context-specific vocabulary;
- word order; and,
- linguistic conventions.

Indicators

- a. Explain context-specific and common vocabulary such as:
 - le vocabulaire en contexte (p. ex. les Premières Nations, fransaskois, les danses traditionnelles, l'acteur principal);
 - les adjectifs familiers (p. ex. une belle province, une célébration culturelle ou un jeu amusant);
 - les adverbes familiers (p. ex. beaucoup, très, vite);
 - des phrases utiles en contexte (p. ex. « Je m'appelle... », « Elle a les cheveux bruns », « Je n'aime pas les petits pois », « Il pleut »);
 - la forme interrogative (p. ex. « As-tu un crayon? »);
 - des expressions idiomatiques (p. ex. « Avoir la chair de poule », « Dresser l'oreille »).
- b. Examine the use of the following verb tenses:
 - le présent de l'indicatif :
 - des verbes réguliers (p. ex. chanter, regarder, jouer, grandir);
 - des verbes de modalité (p. ex. pouvoir, vouloir, devoir);
 - des verbes irréguliers communs ou en contexte (p. ex. avoir, être, aller, faire);
 - le présent de l'impératif des verbes réguliers (p. ex. dessiner, écouter, finir).
- c. Apply knowledge of grammatical components, including:
 - l'ordre des mots dans une phrase;
 - la négation avec les verbes réguliers au présent de l'indicatif (p. ex. « je n'aime pas ce film »);
 - le nom commun et le nom propre;
 - le masculin et le féminin des noms;
 - le singulier et le pluriel des noms;
 - le pronoms personnels sujets (je, tu, il, iel, elle, on, nous, vous, ils, elles, iels);

- l'article partitif (p. ex. du, de la, de l', des);
 - les conjonctions (p. ex. et, ou, mais, parce que, comme, si);
 - l'orthographe et la ponctuation (p. ex. les accents, œ, les guillemets).
- d. Explore the use of the following verb tenses:
- le présent de l'indicatif des verbes pronominaux (p. ex. « Je me brosse les dents »);
 - l'imparfait des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, avoir);
 - le passé composé des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, avoir);
 - le futur proche des verbes familiers.
- e. Discuss the use of grammatical components such as:
- la structure du texte;
 - les choix de mots;
 - l'accord et l'emplacement des adjectifs;
 - le comparatif et le superlatif des adjectifs (p. ex. « Ce dessin est plus beau »; « C'est la plus belle ville »);
 - les pronoms objets directs (me, te, le, la, nous, vous, les);
 - les pronoms objets indirects (me, te, lui, nous, vous, leur, y, en);
 - les prépositions simples (p. ex. à, avec, chez, dans).
- f. Recognize appropriate conventions of informal and formal language:
- informel (p. ex. employer un ton décontracté, utiliser des mots et expressions familiers, tutoyer, emploi de tu, toi, ton, ta, tes);
 - formel (p. ex. employer un ton respectueux, utiliser des mots et expressions soignés, vouvoyer, emploi de vous, votre, vos).

LK10.2 Demonstrate, when speaking and writing, knowledge of French language concepts including:

- context-specific vocabulary;
- word order; and,
- linguistic conventions.

Indicators

- a. Employ context-specific and common vocabulary such as:
- le vocabulaire en contexte (p. ex. les Premières Nations, fransaskois, les danses traditionnelles, l'acteur principal);
 - les adjectifs familiers (p. ex. une belle province, une célébration culturelle, un jeu amusant);
 - les adverbes familiers (p. ex. beaucoup, très, vite);
 - des phrases utiles en contexte (p. ex. « Je m'appelle... », « Elle a les cheveux bruns », « Je n'aime pas les petits pois » ou « Il pleut »);
 - la forme interrogative (p. ex. « As-tu un crayon? »);

- des expressions idiomatiques (p. ex. « Avoir la chair de poule » ou « Dresser l'oreille »).
- b. Use the following verb conjugations:
- le présent de l'indicatif :
 - des verbes réguliers (p. ex. chanter, regarder, jouer, grandir);
 - des verbes de modalité (p. ex. pouvoir, vouloir, devoir);
 - des verbes irréguliers communs ou en contexte (p. ex. avoir, être, aller, faire);
 - le présent de l'impératif des verbes réguliers (p. ex. dessiner, écouter, finir).
- c. Apply knowledge of grammatical components, including:
- l'ordre des mots dans une phrase;
 - la négation avec les verbes réguliers au présent de l'indicatif (p. ex. « je n'aime pas ce film »);
 - le nom commun et le nom propre;
 - le masculin et le féminin des noms;
 - le singulier et le pluriel des noms;
 - le pronoms personnels sujets (je, tu, il, elle, iel, on, nous, vous, ils, elles, iels);
 - l'article partitif (p. ex. du, de la, de l', des);
 - les conjonctions (p. ex. et, ou, mais, parce que, comme, si);
 - l'orthographe et la ponctuation (p. ex. les accents, œ, les guillemets).
- d. Experiment, with guidance, with the following verb conjugations:
- le présent de l'indicatif des verbes pronominaux (p. ex. « Je me brosse les dents »);
 - l'imparfait des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, avoir);
 - le passé composé des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, avoir);
 - le futur proche des verbes familiers.
- e. Experiment, with guidance with grammatical components such as:
- la structure du texte;
 - les choix de mots;
 - l'accord et l'emplacement des adjectifs;
 - le comparatif et le superlatif des adjectifs (p. ex. « Ce dessin est plus beau »; « C'est la plus belle ville »);
 - les pronoms objets directs (me, te, le, la, nous, vous, les);
 - les pronoms objets indirects (me, te, lui, nous, vous, leur, y, en);
 - les prépositions simples (p. ex. à, avec, chez, dans).
- f. Explore appropriate conventions of informal and formal language:
- informel (p. ex. employer un ton décontracté, utiliser des mots et expressions familiers, tutoyer, emploi de tu, toi, ton, ta, tes);
 - formel (p. ex. employer un ton respectueux, utiliser des mots et expressions soignés, vouvoyer, emploi de vous, votre, vos).

GL10.1 Apply, with guidance, a variety of strategies to:

- interpret oral and written texts in French;
- produce oral and written texts in French; and,
- reflect on personal language learning.

Indicators

- a. Implement an effective process before, during and after listening, viewing or reading.
- b. Consult resources (e.g., grammar reference books, dictionaries, anchor charts, posters, electronic applications) to support the interpretation of oral and written texts.
- c. Apply language learning strategies to support the interpretation of oral and written texts, such as:
 - using supplementary information provided (e.g., pre-discussion, summary, a singer's background, illustrations) to make predictions;
 - examining key words and context clues;
 - identifying cognates from another language (e.g., dance – danse, amigo - ami) to decipher words; and,
 - recognizing physical and auditory cues (e.g., facial expressions, gestures, laughter, tone, volume).
- d. Explain the main ideas of the oral or written message using the first-person pronoun (e.g., je).
- e. Share personal reaction to the message.
- f. Reflect on personal French listening, viewing or reading strategies.
- g. Implement an effective process for use before, during and after speaking or writing.
- h. Develop a plan for speaking or writing using a tool such as a graphic organizer or an outline.
- i. Consult resources (e.g., grammar reference books, dictionaries, anchor charts, posters, electronic applications) to support the production of oral and written texts.
- j. Apply language learning strategies to support the production of oral and written texts, such as:
 - taking risks using prior knowledge and cognates to express oneself in French;
 - using physical and auditory cues (e.g., facial expressions, gestures, laughter, tone, volume) to convey meaning.
- k. Evaluate own oral or written production.
- l. Reflect on personal French speaking or writing strategies.
- m. Use the French language for personal communication.
- n. Explain why risk-taking and tolerance of ambiguity are part of effective language learning.
- o. Reflect on challenges of learning an additional language.

CU10.1 Explore historical and contemporary elements and the cultural and linguistic diversity of Francophone cultures in Saskatchewan.

Indicators

- a. Discuss the meanings of the terms “Francophone” and “Fransaskois”.
- b. Interview members of the Fransaskois community to learn about their cultures and heritage (e.g., food, songs, dance, language, activities).
- c. Inquire about Fransaskois cultures and heritage (e.g., the arts, celebrations, community, traditions) by:
 - reading, listening to or viewing information about Fransaskois communities;
 - researching Saskatchewan festivals and events such as Fête fransaskoise, Francofièvre, Saskatoon Folkfest, pow wows and Mosaic – A Festival of Cultures;
 - exploring Saskatchewan cultural or historic sites such as Batoche Natural Historic Site, Duck Lake Regional Interpretive Centre, Wanuskewin Heritage Park and Willow Bunch Museum and Heritage Society; and,
 - studying Saskatchewan organizations such as Fondation fransaskoise, Collège Mathieu, La Société historique de la Saskatchewan and Métis Nation Saskatchewan;.
- d. Outline ways in which Fransaskois culture and heritage are supported by various organizations (e.g., Assemblée communautaire fransaskoise, Association Jeunesse Fransaskoise, l’Eau Vive, Conseil des écoles fransaskoises, Entr’Elles, Service d’accueil et d’inclusion francophone).
- e. Describe the lives and cultural and historic contributions of Fransaskois people such as David Bouchard, Carmen Campagne, Laurier Gareau, Edouard Beupré and Troupe du jour.
- f. Examine and compare the history and Francophone cultures of communities such as Ponteix, Gravelbourg, Saint Denis, Zenon Park, Saint-Brieux, Debden and Delmas.
- g. Explore the relationship between Fransaskois and Métis cultures.
- h. Discuss the concept of official language minority communities.
- i. Explore experiences of Francophone newcomers to Canada through firsthand accounts, and by consulting organizations such as Conseil culturel fransaskois, Communauté des Africains francophones de la Saskatchewan, Réseau en immigration francophone, Open Door Society and La Cité Universitaire francophone (Université de Regina).

CU10.2 Investigate opportunities to use and develop French language skills in Saskatchewan and explore personal identity as a French language learner.

Indicators

- a. Utilize opportunities to communicate in French at the provincial level (e.g., Fransaskois social media groups, provincial French language newspapers, local French radio, speaking or corresponding in French with interviewees or students from another Saskatchewan school).

- b. Research opportunities to further personal French language learning in Saskatchewan (e.g., post-secondary French immersion weeks, online courses, community language learning centres).
- c. Investigate opportunities in Saskatchewan to use the French language for study, work, recreation or travel (e.g., university programs, jobs requiring French, French language camps).
- d. Discuss the use of Saskatchewan organizations such as Collège Mathieu, Métis Nation Saskatchewan or Association Jeunesse Fransaskoise to support further learning about French language and culture.
- e. Discuss benefits of being bilingual or plurilingual (e.g., stronger reasoning and creative thinking skills, increased understanding of diverse cultures, increased competitiveness in global job market).
- f. Reflect on personal experience with language (e.g., languages spoken, language learning history, family or heritage languages).

Core French 20: Outcomes and Indicators

CS20.1 Construct meaning, with some guidance, of a variety of oral non-fiction and fiction French texts on a variety of topics:

- to receive information;
- to extend knowledge of the world;
- to achieve objectives; and,
- for entertainment and enjoyment.

Indicators

- Apply listening strategies before, during and after listening and viewing.
- Listen to or view a variety of oral texts (e.g., news reports, first-person accounts, motivational videos, poetry) that address such big ideas as:
 - Canadian arts, culture and travel;
 - Indigenous celebrations;
 - family;
 - leisure and entertainment; and,
 - cultural and language exchanges.
- Identify the intended purpose and audience of an oral text.
- Discuss elements of an oral text such as:
 - organization (e.g., opening sentence, development of ideas);
 - tone;
 - vocabulary; and,
 - dialect or variety of French spoken (p. ex. registres de langue, structure linguistique, structure de politesse).
- Examine the use of linguistic conventions in oral language, such as:
 - sentence structure;
 - verb conjugation; and,
 - parts of speech.
- Compare how language is used in different types of oral texts.
- Describe the theme or subject of an oral text.
- Summarize or represent the messages conveyed in an oral text.
- Explain details conveyed in an oral text.
- Respond appropriately to other speakers during conversation or discussion.
- Draw connections between messages conveyed in an oral text and personal life and experiences.
- Reflect on personal reactions to an oral text.

CS20.2 Produce, with some guidance, a variety of oral French texts on a variety of topics:

- to express ideas;
- to extend knowledge of the world;
- to achieve objectives; and,
- for entertainment and enjoyment.

Indicators

- Apply speaking strategies before, during and after oral production.
- Produce a variety of oral texts related to topics such as:
 - Canadian arts, culture and travel;
 - Indigenous celebrations;
 - family;
 - leisure and entertainment; and,
 - cultural and language exchanges.
- Model procedures such as providing instructions for performing a task, reading a map or giving or following directions.
- Convey personal opinions or perspectives on various topics such as hobbies or current events.
- Relate descriptions of hobbies, people and personal interests.
- Communicate information such as current events or first-person accounts.
- Create and present a short dialogue.
- Present a poem or a short story.
- Participate effectively in guided conversation.
- Incorporate the following in oral texts:
 - clear purpose;
 - consideration of audience;
 - organization (e.g., opening sentence, development of ideas);
 - appropriate tone;
 - context-specific vocabulary;
 - language suitable to text type; and,
 - linguistic conventions.

CS20.3 Construct meaning, with some guidance, of a variety of multi-paragraph written non-fiction and fiction French texts:

- to receive information;
- to extend knowledge of the world;
- to achieve objectives; and,
- for entertainment and enjoyment.

Indicators

- Apply reading strategies before, during and after reading.

- b. Read a variety of written texts (e.g., maps, newspaper articles, movie reviews, comic books) that address big ideas such as:
 - Canadian arts, culture and travel;
 - Indigenous celebrations;
 - family;
 - leisure and entertainment; and,
 - cultural and language exchanges.
- c. Describe the intended purpose and audience of a written text.
- d. Discuss elements of a written text such as:
 - organization (e.g., topic sentence, paragraph development);
 - tone; and,
 - vocabulary.
- e. Discuss the use of linguistic conventions in written language, such as:
 - sentence and paragraph structure;
 - verb conjugation;
 - parts of speech; and,
 - spelling and punctuation.
- f. Compare the language used in different written text types.
- g. Describe the theme of a written text.
- h. Summarize or represent the messages conveyed in a written text.
- i. Explain details conveyed in a written text.
- j. Draw connections between messages conveyed in a written text and personal life and experiences.
- k. Reflect on personal reactions to a written text.

CS20.4 Produce, with some guidance, a variety of multi-paragraph written non-fiction and fiction French texts on various topics:

- to express ideas;
- to extend knowledge of the world;
- to achieve objectives; and,
- for entertainment and enjoyment.

Indicators

- a. Apply the writing process before, during and after writing.
- b. Produce a variety of written texts related to topics such as:
 - Canadian arts, culture and travel;
 - Indigenous celebrations;
 - family;
 - leisure and entertainment; and,
 - cultural and language exchanges.
- c. Provide directions, or instructions for performing a task.

- d. Write a letter to a family member or pen pal.
- e. Write a persuasive text such as a movie or restaurant review.
- f. Provide information by writing a short newspaper article or personal story.
- g. Describe and compare Canadian communities, geographical points of interest or cultural elements.
- h. Create a cartoon, a short song or a skit.
- i. Incorporate the following in written texts:
 - evidence of planning (e.g., timeline, project chart);
 - clear purpose;
 - consideration of audience;
 - organization (e.g., word order, flow of ideas);
 - appropriate tone;
 - rich context-specific vocabulary; and,
 - linguistic conventions.

LK20.1 Demonstrate, when listening and reading, knowledge of French language concepts including:

- word choice;
- sentence structure; and,
- linguistic conventions.

Indicators

- a. Explain vocabulary and phrasing such as:
 - le vocabulaire en contexte, et en lien avec les types de texte (p. ex. les Métis, québécois, une bande dessinée, une saynète, un article, les provinces et territoires);
 - les adjectifs riches (p. ex. un voyage intéressant, un excellent film, l'immense lac);
 - des phrases utiles en contexte, et en lien avec les types de texte (p. ex. « Tourner à droite », « Chère Maman », « en conclusion », « une échange culturelle »);
 - la forme interrogative avec inversion (p. ex. « Comment s'appelle-t-il? », « Aimes-tu la pizza? ») et réponses (p. ex. « Non, je ne l'aime pas »);
 - des expressions idiomatiques (p. ex. « Comme un poisson dans l'eau », « À la belle étoile »).
- b. Examine the use of the following verb conjugations:
 - le présent de l'indicatif des verbes pronominaux (p. ex. « Je me brosse les dents »);
 - le présent de l'impératif des verbes irréguliers communs (p. ex. aller, faire, venir).
 - l'imparfait des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, avoir);
 - le passé composé des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, avoir);
 - le futur proche des verbes familiers (p. ex. Tu vas danser, Nous allons jouer, Elles vont célébrer).
- c. Apply knowledge of grammatical components, including:

- la structure du texte;
 - la négation aux temps et modes connus (p. ex. « Il n’a pas visité le Québec »);
 - l’accord et l’emplacement des adjectifs;
 - le comparatif et le superlatif des adjectifs (p. ex. « Ce dessin est plus beau »; « C’est la plus belle ville »);
 - les pronoms objets directs (me, te, le, la, nous, vous, les);
 - les pronoms objets indirects (me, te, lui, nous, vous, leur);
 - les prépositions simples (p. ex. à, avec, chez, dans);
 - les conjonctions (p. ex. donc, comme, pourtant, car, ni);
 - l’orthographe et la ponctuation.
- d. Explain the use of conventions of informal and formal language:
- informel (p. ex. employer un ton décontracté, utiliser des mots et expressions familiers, tutoyer, emploi de tu, toi, ton, ta, tes) ;
 - formel (p. ex. employer un ton respectueux, utiliser des mots et expressions soignés, vouvoyer, emploi de vous, votre, vos).
- e. Explore the following verb conjugations:
- l’imparfait des verbes irréguliers communs (p. ex. faire, aller, avoir);
 - le passé composé des verbes pronominaux (p. ex. « Il s’est levé très tôt »);
 - le futur simple;
 - le présent du conditionnel des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, avoir);
 - le présent du subjonctif des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, être);
 - le futur simple des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, être).
- f. Discuss the use of grammatical components such as:
- les mots riches;
 - les pronoms objets indirects (y, en);
 - les prépositions complexes (p. ex. à côté de, au-dessus de, au-dessous de, à travers, loin de);
 - les conjonctions complexes (p. ex. alors que, bien que, à moins que).

LK20.2 Demonstrate, when speaking and writing, knowledge of French language concepts including:

- word choice;
- sentence structure; and,
- linguistic conventions.

Indicators

- a. Employ vocabulary and phrasing such as:
 - le vocabulaire en contexte, et en lien avec les types de texte (p. ex. les Métis, québécois, une bande dessinée, une saynète);
 - les adjectifs riches (p. ex. un voyage intéressant, un excellent film, l'immense lac);
 - des phrases utiles en contexte, et en lien avec les types de texte (p. ex. « Tourner à droite », « Chère Maman », « en conclusion », « un échange culturel »);
 - la forme interrogative avec inversion (p. ex. « Comment s'appelle-t-il? », « Aimes-tu la pizza? ») et réponses (p. ex. « Non, je ne l'aime pas »);
 - des expressions idiomatiques (p. ex. « Comme un poisson à l'eau », « À la belle étoile »).
- b. Use the following verb conjugations:
 - le présent de l'indicatif des verbes pronominaux (p. ex. « Je me brosse les dents »);
 - le présent de l'impératif des verbes irréguliers communs (p. ex. aller, faire, venir).
 - l'imparfait des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, avoir);
 - le passé composé des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, avoir);
 - le futur proche des verbes familiers (p. ex. Tu vas danser, Nous allons jouer, Elles vont célébrer).
- c. Apply knowledge of grammatical components, including:
 - la structure du texte;
 - la négation aux temps et modes connus (p. ex. « Il n'a pas visité le Québec »);
 - l'accord et l'emplacement des adjectifs;
 - le comparatif et le superlatif des adjectifs (p. ex. « Ce dessin est plus beau »; « C'est la plus belle ville »);
 - les pronoms objets directs (me, te, le, la, nous, vous, les);
 - les pronoms objets indirects (me, te, lui, nous, vous, leur);
 - les prépositions simples (p. ex. à, avec, chez, dans);
 - les conjonctions (p. ex. donc, comme, pourtant, car, ni);
 - l'orthographe et la ponctuation.
- d. Use appropriate conventions of informal and formal language:
 - informel (p. ex. employer un ton décontracté, utiliser des mots et expressions familiers, tutoyer, emploi de tu, toi, ton, ta, tes);
 - formel (p. ex. employer un ton respectueux, utiliser des mots et expressions soignés, vouvoyer, emploi de vous, votre, vos).

- e. Experiment, with guidance, with the following verb conjugations:
- l'imparfait des verbes irréguliers communs (p. ex. faire, aller, avoir);
 - le passé composé des verbes pronominaux (p. ex. « Il s'est levé très tôt »);
 - le futur simple;
 - le présent du conditionnel des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, avoir);
 - le présent du subjonctif des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, être);
 - le futur simple des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, être).
- f. Experiment, with guidance, with grammatical components such as:
- les choix de mots riches;
 - les prépositions complexes (p. ex. à côté de, au-dessus de, au-dessous de, à travers, loin de);
 - les conjonctions complexes (p. ex. alors que, bien que, à moins que).

GL20.1 Select and apply, with some guidance, a variety of strategies to:

- interpret oral and written texts in French;
- produce oral and written texts in French; and,
- reflect on personal language learning.

Indicators

- a. Determine and implement effective process before, during and after listening, viewing or reading.
- b. Develop tools (e.g., vocabulary lists, charts, audio files) and consult resources (e.g., grammar reference books, posters, electronic applications) to support the interpretation of oral and written text.
- c. Apply language learning strategies to support the interpretation of oral and written texts, such as:
- using supplementary information (e.g., research prior to viewing, subtitles, glossary, graphics) to make meaning;
 - examining key words and context clues;
 - identifying cognates in French (e.g., chante – chanteuse) or from another language (e.g., dance – danse) to decipher words; and,
 - recognizing physical and auditory cues (e.g., facial expressions, gestures, laughter, tone, volume).
- d. Summarize the oral or written message.
- e. Share personal reaction to the message.
- f. Reflect on personal French listening, viewing or reading process.
- g. Determine and implement an effective process for use before, during and after speaking or

writing.

- h. Devise a plan for speaking or writing using a tool such as a timeline or a project chart.
- i. Develop tools (e.g., vocabulary lists, charts, audio files) and consult resources (e.g., grammar reference books, posters, electronic applications) to support the production of oral and written text.
- j. Apply language learning strategies to support the production of oral and written text, such as:
 - taking risks using prior knowledge and cognates to express oneself in French; and,
 - using physical and auditory cues (e.g., facial expressions, gestures, laughter, tone, volume) to convey meaning.
- k. Evaluate personal oral or written production and provide suggestions for improvement.
- l. Reflect on personal French speaking or writing process.
- m. Regularly use the French language for personal communication.
- n. Describe ways in which risk-taking can further personal language learning.
- o. Reflect on possible strategies to address challenges of learning an additional language.

CU20.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Francophone cultures in Canada.

Indicators

- a. Discuss regional names for French Canadians across the country (p. ex. Fransaskois, Franco-Yukonnais, Acadiens).
- b. Interview French Canadians from various regions and backgrounds to learn about their cultures and heritage (e.g., food, songs, dance, language, activities, stories, experiences, families).
- c. Inquire about Francophone culture and heritage (e.g., the arts, celebrations, community, traditions) in Canada by:
 - reading, listening to or viewing tourist information or facts about French-Canadian communities;
 - researching Canadian festivals such as Carnaval de Québec (Québec, QC), Festival du Voyageur (Winnipeg, MB), Carnaval de St. Isidore (St. Isidore, AB) and Festival du bois (Coquitlam, BC);
 - exploring Canadian cultural or historic sites such as Les plaines d'Abraham, Grand-Pré National Historic Site, Rocky Mountain House, Musée de Saint-Boniface, and l'Ile d'Orléans; and,
 - studying Canadian organizations such as Le Corridor, Métis National Council and L'Office national du film du Canada.
- d. Outline ways in which Francophone culture and heritage are supported by various organizations (e.g., Radio-Canada, La Presse, Patrimoine Canada, The Office of the Commissioner of Official Languages).
- e. Describe the lives and cultural and historic contributions of French Canadians such as Pierre

Elliott Trudeau, Mario Lemieux, Michaëlle Jean, Louis Riel, Joe Fafard and Céline Dion.

- f. Recommend works of art or literature (e.g., songs, paintings, poetry, film) by French-Canadians.
- g. Examine and compare elements of Francophone culture and heritage (e.g., food, the arts, celebrations, community, traditions, language, history) of a variety of communities, such as Beaumont, AB; St.-Boniface, MB; Ottawa, ON; Gaspé, QC and Edmunston, NB.
- h. Explore the relationship between Francophone and Métis cultures in Canada.
- i. Explore current & historical experiences of Francophone newcomers to Canada through firsthand accounts, and by consulting organizations such as l'Immigration francophone; Immigration, Refugees and Citizenship Canada; International Organization for Migration; and Canadian Council for Refugees.

CU20.2 Investigate opportunities to use and develop French language skills in Canada and reflect on personal identity as a French language learner.

Indicators

- a. Select and utilize opportunities to communicate in French at the national level (e.g., French-Canadian social media groups, national French language magazines, French-Canadian television, speaking or corresponding in French with interviewees or students from another province or territory).
- b. Investigate opportunities in Canada to continue to learn and use the French language for study, work, recreation or travel (e.g., post-secondary programs, careers in French, French cultural exchanges).
- c. Describe how national organizations such as Le Corridor, Radio-Canada, Métis National Council and L'Office national du film du Canada may be used to support further learning about French language and Francophone culture.
- d. Explore career fields in Canada for which the ability to speak French is a requirement or an asset (e.g., Federal government, English immersion education, tourism, Royal Canadian Mounted Police).
- e. Explain connections between language and culture.
- f. Discuss benefits of being able to speak French in Canada (e.g. being able to work anywhere in Canada, accessing higher pay, participating in cultural events).
- g. Reflect on personal language journey and aspirations for future language learning.

Core French 30: Outcomes and Indicators

CS30.1 Construct meaning, independently, of a variety of oral non-fiction and fiction French texts on a variety of topics, in various situations:

- to receive information;
- to extend knowledge of the world;
- to achieve objectives; and,
- for entertainment and enjoyment.

Indicators

- Apply listening strategies before, during and after listening and viewing.
- Select and listen to or view a variety of oral texts (e.g., interviews, documentaries, promotional videos, podcasts) that address big ideas such as:
 - global arts, culture and travel;
 - Indigenous celebrations around the world;
 - self and identity;
 - opportunities and adventures; and,
 - careers.
- Identify the intended purpose and audience of an oral text.
- Explain elements of an oral text such as:
 - organization (e.g., introduction, order of ideas, conclusion);
 - tone;
 - vocabulary and word choice; and,
 - dialect or variety of French spoken.
- Analyze the use of linguistic conventions in oral language, such as:
 - text structure;
 - verb conjugation; and,
 - parts of speech.
- Compare how language use varies in different types of oral texts.
- Describe the theme or subject of an oral text.
- Summarize or represent the messages conveyed in an oral text.
- Explain details conveyed in an oral text.
- Respond appropriately to other speakers during impromptu conversation or informal discussion.
- Draw connections between messages conveyed in an oral text and personal life and experiences.
- Explain and justify personal reactions to an oral text.

CS30.2 Produce, independently, a variety of oral French texts on a variety of topics, in various situations:

- to express ideas;
- to extend knowledge of the world;
- to achieve objectives; and,
- for entertainment and enjoyment.

Indicators

- a. Apply speaking strategies before, during and after oral production.
- b. Produce a variety of oral texts related to topics such as:
 - global arts, culture and travel;
 - Indigenous celebrations around the world;
 - self and identity;
 - opportunities and adventures; and,
 - careers.
- c. Model procedures such as making a travel 'bucket list', planning a path toward a preferred career or promoting a French cultural activity.
- d. Convey and justify personal opinions on various topics such as musical preferences or career choices.
- e. Communicate information clearly and effectively.
- f. Lead or participate in a one-on-one interview.
- g. Present a spoken word poem or a part in a play.
- h. Participate effectively in spontaneous or planned conversations among multiple people.
- i. Incorporate the following in oral texts:
 - clear purpose;
 - consideration of audience;
 - organization (e.g., introduction, order of ideas, conclusion);
 - appropriate tone;
 - vocabulary and word choice;
 - language suitable to text type; and,
 - linguistic conventions.

CS30.3 Construct meaning, independently, of a variety of multi-paragraph written non-fiction and fiction French texts:

- to receive information;
- to extend knowledge of the world;
- to achieve objectives; and,
- for entertainment and enjoyment.

Indicators

- a. Apply reading strategies before, during and after reading.
- b. Select and read a variety of written texts (e.g., bibliographies, magazine articles, travel

guides, editorials) that address Big ideas such as:

- global arts, culture and travel;
 - Indigenous celebrations around the world;
 - self and identity;
 - opportunities and adventures; and,
 - careers.
- c. Describe the intended purpose and audience of a written text.
- d. Examine elements of a written text such as:
- organization (e.g., introduction, paragraph order, conclusion);
 - tone; and,
 - vocabulary and word choice.
- e. Analyze the use of grammatical elements of written language such as:
- text structure;
 - verb conjugation;
 - parts of speech; and,
 - spelling and punctuation.
- f. Explain how language use varies in different written text types.
- g. Describe the theme of a written text.
- h. Summarize or represent the messages conveyed in a written text.
- i. Explain details conveyed in a written text.
- j. Identify messages conveyed in a written text and personal life and experiences.
- k. Reflect on personal reactions to a written text.
- l. Explain and justify personal reactions to a written text.

CS30.4 Produce, independently, a variety of multi-paragraph written non-fiction and fiction French texts on various topics:

- to express ideas;
- to extend knowledge of the world;
- to achieve objectives; and,
- for entertainment and enjoyment.

Indicators

- a. Apply the writing process before, during and after writing.
- b. Produce a variety of written texts related to topics such as:
- global arts, culture and travel;
 - Indigenous celebrations around the world;
 - self and identity;
 - opportunities and adventures; and,
 - careers.
- c. Write a formal email asking about exchange opportunities or a job opening.

- d. Write a letter to future self about future dreams and hopes of adventure.
- e. Convey an opinion through a travel blog or short editorial.
- f. Write a short biography of a Francophone artist or a short essay on traditional foods.
- g. Describe and compare possible study, training or career options.
- h. Create a short story or comic strip.
- i. Incorporate the following in written texts:
 - evidence of planning (e.g., narrative writing organizer, bullet journal);
 - clear purpose;
 - consideration of audience;
 - organization (e.g., word order, flow of ideas);
 - appropriate tone;
 - rich context-specific vocabulary; and,
 - linguistic conventions.

LK30.1 Apply, when listening and reading, knowledge of French language concepts including:

- vocabulary;
- sentence structure; and,
- linguistic conventions.

Indicators

- a. Explain vocabulary and phrasing such as:
 - le vocabulaire en contexte, et en lien avec les types de texte (p. ex. autochtone, l'identité linguistique, aventuriers, un trajet, des bourses, carrières);
 - les adverbes riches (p. ex. énormément, soudainement, facilement);
 - des phrases utiles en contexte, et en lien avec les types de texte (p. ex. « Le bal des finissants », « Embarquer dans l'avion », « À mon avis », « Veuillez agréer, Madame, l'assurance de mes meilleurs sentiments »);
 - la forme interrogative au futur (p. ex. « Vas-tu aller en Belgique ? », « Chanterons-nous au spectacle? »);
 - les phrases à deux propositions avec « si » (p. ex. « Si j'étais riche, je voyagerais à Paris »);
 - des expressions idiomatiques (p. ex. « À bras ouverts »; « Ce n'est pas la mer à boire »).
- b. Analyze the use of the following verb conjugations:
 - l'imparfait des verbes irréguliers communs (p. ex. faire, aller, avoir);
 - le passé composé des verbes réguliers et irréguliers (p. ex. partager, écrire, voyager);
 - le passé composé des verbes pronominaux (p. ex. « Il s'est levé très tôt »);
 - le présent du conditionnel des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, avoir);
 - le futur simple des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, être).

- c. Apply knowledge of grammatical components, including:
 - les pronoms objets indirects (p. ex. y, en);
 - les prépositions complexes (p. ex. à côté de, au-dessus de, au-dessous de, à travers, loin de);
 - les conjonctions complexes (p. ex. avant que, bien que, à moins que);
 - l'orthographe et la ponctuation.
- d. Recognize and describe conventions of informal and formal language.
- e. Explore the following verb conjugations:
 - le présent du conditionnel des verbes irréguliers communs;
 - le présent du subjonctif des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, être);
 - le futur simple des verbes irréguliers.
- f. Discuss the use of grammatical components such as:
 - les choix de mots riches;
 - les prépositions complexes (p. ex. à côté de, au-dessus de, au-dessous de, à travers, loin de).

LK30.2 Apply, when speaking and writing, knowledge of French language concepts including:

- word choice;
- sentence structure; and,
- linguistic conventions.

Indicators

- a. Employ vocabulary and phrasing such as:
 - le vocabulaire en contexte, et en lien avec les types de texte (p. ex. autochtone, l'identité linguistique, un trajet, des bourses);
 - les adverbes riches (p. ex. énormément, soudainement, facilement);
 - des phrases utiles en contexte, et en lien avec les types de texte (p. ex. « Le bal des finissants », « Embarquer dans l'avion », « À mon avis », « Veuillez agréer, Madame, l'assurance de mes meilleurs sentiments »);
 - la forme interrogative au futur (p. ex. « Vas-tu aller en Belgique ? », « Chanterons-nous au spectacle? »);
 - les phrases à deux propositions avec « si » (p. ex. « Si j'étais riche, je voyagerais à Paris »);
 - des expressions idiomatiques (p. ex. « À bras ouverts »; « Ce n'est pas la mer à boire »).
- b. Effectively select and use the following verb conjugations:
 - l'imparfait des verbes irréguliers communs (p. ex. faire, aller, avoir);
 - le passé composé des verbes réguliers et irréguliers (p. ex. partager, écrire, voyager);
 - le passé composé des verbes pronominaux (p. ex. « Il s'est levé très tôt »);
 - le présent du conditionnel des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, avoir);

- le futur simple des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, être).
- c. Apply knowledge of grammatical components, including:
 - les pronoms objets indirects (p. ex. y, en);
 - les prépositions complexes (p. ex. à côté de, au-dessus de, au-dessous de, à travers, loin de);
 - les conjonctions complexes (p. ex. avant que, bien que, à moins que);
 - l'orthographe et la ponctuation.
- d. Select and use appropriate conventions of informal and formal language.
- e. Experiment, with guidance, with the following verb conjugations:
 - le présent du conditionnel des verbes irréguliers communs;
 - le présent du subjonctif des verbes réguliers (p. ex. dessiner, écouter, finir) et irréguliers communs (p. ex. faire, aller, être);
 - le futur simple des verbes irréguliers.
- f. Experiment, with guidance with grammatical components such as:
 - les choix de mots riches;
 - les prépositions complexes (p. ex. à côté de, au-dessus de, au-dessous de, à travers, loin de).

GL30.1 Select and apply, independently, a variety of strategies to:

- interpret oral and written texts in French;
- produce oral and written texts in French; and,
- reflect on personal language learning.

Indicators

- a. Devise and implement an effective process before, during and after listening, viewing or reading.
- b. Develop tools (e.g., phrasebooks, charts, audio files) and independently consult resources (e.g., grammar reference books, encyclopedia, electronic applications) to support the interpretation of oral and written text.
- c. Consistently apply language learning strategies to support the interpretation of oral and written text, such as:
 - using supplementary information (e.g., research prior to viewing, subtitles, glossaries, graphics) to make meaning;
 - examining key words and context clues;
 - identifying cognates in French (e.g., chante – chanteuse) or from another language (e.g., dance – danse) to decipher words; and,
 - recognizing physical and auditory cues (e.g., facial expressions, gestures, laughter, tone, volume).
- d. Summarize the oral or written message.
- e. Share personal reaction to the message.

- f. Reflect on personal French listening, viewing or reading process.
- g. Devise and implement an effective process for use before, during and after speaking or writing.
- h. Devise a plan for speaking or writing using a tool such as a narrative writing organizer or a bullet journal.
- i. Develop tools (e.g., phrasebooks, charts, audio files) and consult resources (e.g., grammar reference books, thesauruses, electronic applications) to support the production of oral and written text.
- j. Consistently apply language learning strategies to support the production of oral and written text, such as:
 - taking risks using prior knowledge, etymology and cognates to express oneself in French; and,
 - using physical and auditory cues (e.g., facial expressions, gestures, laughter, tone, volume) to convey meaning.
- k. Evaluate own oral or written production and provide suggestions for improvement.
- l. Reflect on personal French speaking or writing process.
- m. Use the French language independently.
- n. Describe ways in which one has taken risks or tolerated ambiguity in language learning, and any benefits that were gained.
- o. Reflect on the effectiveness of personal strategies used to address challenges of learning an additional language.

CU30.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Francophone cultures around the world.

Indicators

- a. Recognize that there are Francophones and Francophone communities in many parts of the world.
- b. Interview Francophones from various regions and backgrounds to learn about their cultures and heritage (e.g., food, songs, dance, language, activities, stories, experiences, families).
- c. Inquire about Francophone culture and heritage (e.g., the arts, celebrations, community, traditions) in various parts of the world by:
 - reading, listening to or viewing tourist information or facts about Francophone countries or regions around the world;
 - researching festivals such as Bastille Day, Mardi gras, Festival Cinergie, Journée internationale de la Francophonie and la Fête de la musique; and,
 - exploring cultural places or historic sites such as Moroccan souks, Musée de l'Amérique francophone, Normandy.
- d. Outline ways in which Francophone culture and heritage are supported by various organizations (e.g., Alliance française, l'Organisation internationale de la Francophonie,

- TV5Monde).
- e. Describe the lives and cultural and historic contributions of Francophones such as Claude Monet, Youssou N'Dour, Josephine Baker.
 - f. Select and recommend works of art or literature (e.g., songs, paintings, poetry, film) by Francophones from around the world.
 - g. Examine and compare elements of Francophone culture and heritage (e.g., food, the arts, celebrations, community, traditions, language, history) in various parts of the world.
 - h. Discuss:
 - countries where French is the only official language (e.g., France, Senegal, Monaco);
 - countries where French is a co-official language (e.g., Canada, Belgium, Haiti);
 - countries where French is an officially recognized language (e.g., Lebanon, Mauritius); and,
 - varieties of French used in various parts of the world (e.g., Quebec French, African French, Cambodian French, Cajun French).
 - i. Explore the indigenous peoples of various Francophone countries of the world.

CU30.2 Investigate opportunities to use and develop French language skills internationally and affirm personal identity as a French language learner.

Indicators

- a. Assess, select and utilize opportunities to communicate in French at the global level (e.g., French social media groups, blogging or vlogging in French, French language books or magazines, French films, speaking or corresponding in French with people from various parts of the Francophone world).
- b. Investigate global opportunities to continue to learn and use the French language for study, work, recreation or travel (e.g., post-secondary programs, overseas careers in French, international cultural exchanges).
- c. Discuss how international organizations (e.g., Alliance française, Portail jeunesse de la Francophonie, TV5Monde) may be used to support further learning about French language and Francophone culture.
- d. Explore international career fields for which the ability to speak French is a requirement or an asset (e.g., Olympics, Red Cross, Médecins sans frontières, Reporters Without Borders).
- e. Explain how personal understanding of a culture might be enhanced through language learning.
- f. Describe ways in which bilingualism or plurilingualism might enrich one's life.
- g. Reflect on personal linguistic and cultural identity.

Assessment and Evaluation of Student Learning

Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes and understandings that should be assessed.

Assessment is the act of gathering information on an ongoing basis in order to understand individual students' learning and needs.

Evaluation is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting times.

Effective and authentic assessment and evaluation involves:

- designing performance tasks that align with curricular outcomes;
- involving students in determining how their learning will be demonstrated; and,
- planning for the three phases of assessment and evaluation indicated below.

Formative Assessment		Summative Assessment and Evaluation
Assessment <i>for</i> Learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and: <ul style="list-style-type: none">• is teacher-driven for student, teacher and parent use;• occurs throughout the teaching and learning process, using a variety of tools; and,• engages teachers in providing differentiated instruction, feedback to students to enhance their learning and information to parents in support of learning.	Assessment <i>as</i> Learning involves student reflection on learning, monitoring of own progress, and: <ul style="list-style-type: none">• supports students in critically analyzing learning related to curricular outcomes;• is student-driven with teacher guidance; and,• occurs throughout the learning process.	Assessment <i>of</i> Learning involves teachers' use of evidence of student learning to make judgements about student achievement, and: <ul style="list-style-type: none">• provides opportunity to report evidence of achievement related to curricular outcomes;• occurs at the end of a learning cycle, using a variety of tools; and,• provides the foundation for discussions on placement or promotion.

There is a close relationship among outcomes, instructional approaches, learning activities, assessment and evaluation. Assessments need to be reflective of the cognitive processes and level(s) of knowledge indicated by the outcome. An authentic assessment will only collect data at the level for which it is designed.

Glossary

Francophone – (Nom) Une personne qui parle le français, soit comme langue maternelle, officielle ou seconde. (Adjectif) De langue française.

Fransaskois – Someone who is physically or emotionally attached to Saskatchewan, speaks French and wishes to identify with the Francophone community (Assemblée Communautaire Fransaskoise).

lel/iels – A personal pronoun used to talk about someone, regardless of their gender.

Independently – Without supports such as modeling or prompting.

With guidance – With consistent support such as modeling, demonstration, prompting or cueing.

With some guidance – With occasional or minimal support such as modeling, demonstration, prompting or cueing when required.

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Appendix A

Types of oral and written texts per level

	10	20	30
Big ideas	Saskatchewan arts, culture and travel; First Nations and Métis celebrations; friendship and community; activities; language learning	Canadian arts, culture, travel; Indigenous celebrations; family; leisure and entertainment; cultural and language exchanges	Global arts, culture and travel; Indigenous celebrations around the world; self and identity, opportunities and adventures; careers
Construct meaning or oral fiction and non-fiction texts	<ul style="list-style-type: none"> • how-to videos • cooking shows • movie reviews • commercials • weather reports • travel videos • songs • cartoons 	<ul style="list-style-type: none"> • news reports • first-person accounts • motivational videos • poetry • short stories • movies 	<ul style="list-style-type: none"> • interviews • documentaries • promotional videos • podcasts • spoken word • plays • movies
Produce oral texts	<ul style="list-style-type: none"> • step-by-step instructions (e.g., cooking, building something) • personal opinion piece (e.g., movie, weather) • discuss emotions (e.g., friends, travel) • ask and answer a question in present and past tense • joke • short anecdote • song • introductions 	<ul style="list-style-type: none"> • instructions (e.g., performing a task, reading a map, following directions) • personal opinion or perspective (e.g., hobbies, current events) • descriptions (e.g., hobbies, people, personal interests) • short dialogue • poem • short story • guided conversation 	<ul style="list-style-type: none"> • planning procedure (e.g., bucket list, career, French cultural activity) • justified opinion piece (e.g., musical preferences, career choices) • one-on-one interview • spoken word poem • play • planned conversation with multiple people
Construct meaning of written fiction and non-fiction texts	<ul style="list-style-type: none"> • recipes • instruction manuals print advertisements • books of jokes • children's stories • poetry 	<ul style="list-style-type: none"> • maps • newspaper articles • movie reviews • comic books • myths • song lyrics • skits 	<ul style="list-style-type: none"> • bibliographies • magazine articles • travel guides • editorials • short stories • graphic novels • plays
Produce written fiction and non-fiction texts	<ul style="list-style-type: none"> • step-by-step instructions (e.g., cooking, building something) • personal opinion piece (e.g., movie, weather) • description of personal lived experience or activity • short biography or informative text • joke • short anecdote • poem 	<ul style="list-style-type: none"> • directions or instructions (e.g., performing a task) • letter (e.g., to family, pen pal) • persuasive text (e.g., movie review) • informative text (e.g., newspaper article, personal story) • descriptive or comparative text (e.g., Canadian communities, geographical points of interest) • cartoon • short song • skit 	<ul style="list-style-type: none"> • formal email (e.g., exchange opportunities, job opening) • letter to future self (e.g., hopes, dreams) • travel blog • short editorial • biography (e.g., French artist) • short essay (e.g., food) • Descriptive or comparative text (e.g., studies, careers) • short story • comic strip