

Core French Grade 5

<p>Big Ideas</p>	<p>Alignment with AIM (by the end of Grade 5, AIM students will...): Competencies in RED Content in BLUE</p>
<p>Listening and viewing with intent helps us acquire French.</p>	<ul style="list-style-type: none"> listen to simple oral texts dealing with familiar topics (eg: play, song lyrics, raps, questions, sentences) <p>Curricular competencies:</p> <ul style="list-style-type: none"> Recognize the relationship between pronunciation and meaning, including common intonation patterns Comprehend highfrequency vocabulary in simple texts Identify key information in slow, clear speech and simple texts Understand simple stories Interpret nonverbal cues to increase understanding <p>Content:</p> <ul style="list-style-type: none"> French alphabet French phonemes gender and number simple sentence structure with highfrequency verbs
<p>Both verbal and nonverbal cues contribute meaning in language.</p>	<ul style="list-style-type: none"> follow basic classroom instructions use visual and verbal cues to understand and convey the meaning of familiar material (eg: <i>gestures, intonation patterns, choisit le bon mot, les marionettes following instructions</i>) <p>Curricular competencies:</p> <ul style="list-style-type: none"> Interpret nonverbal cues to increase understanding Employ basic strategies to increase understanding Seek clarification of meaning with very simple statements
<p>Reading helps us make connections to what we have already learned orally.</p>	<ul style="list-style-type: none"> read a variety of simple materials and demonstrate understanding read at least nine simple passages or stories (eg: games, a play, class cooperatively written stories, stories written by peers, raps) read aloud (familiar material) with expression, using correct pronunciation and intonation (eg: reading the story) read and respond briefly to written materials (eg: a play) by answering short questions or restating information (eg: les questions totales/partielles over 100 of each) use various reading strategies to determine meaning and make sense of unfamiliar words (eg: visual and verbal cues, use of context and patterns) Recognizing words in print form (eg: the play) are words already learned orally (gestured vocabulary)

	<ul style="list-style-type: none"> • Reading the sentences and words when playing games (Words in Action, Questions and Answers, Opposites, Complete the Sentence, Guess the Word) • Reading the wholeclass cooperative story retelling <p>Curricular competencies:</p> <ul style="list-style-type: none"> • Comprehend highfrequency vocabulary in simple texts • Identify key information in slow, clear speech and simple texts • Understand simple stories • Interpret nonverbal cues to increase understanding <p>Content:</p> <ul style="list-style-type: none"> • simple sentence structure with highfrequency verbs • common, highfrequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> • asking and responding to simple questions • expressing basic information about ourselves and others • expressing likes, dislikes, and preferences
<p>With basic French, we can describe important people in our lives.</p>	<ul style="list-style-type: none"> • identify and use the vocabulary, grammar and language conventions appropriate for this grade level (eg: Gesture Association PDL Word List) • use some conventions of oral language (pronunciation, intonation) to speak and understand in familiar contexts (eg: <i>reading the story, les questions, games vrai/faux</i>) • give an oral presentation of five to ten minutes in length (eg: description of clothing, family, hobbies, etc.) • write simple phrases, short sentences and questions, using learned vocabulary and simple language structures (<i>les cahiers les questions totales</i>) <p>Curricular competencies:</p> <ul style="list-style-type: none"> • Participate, with support, in very simple interactions about very common everyday situations: • Ask and answer simple questions in context • Describe themselves and their interests o Provide simple descriptions <p>Content:</p> <ul style="list-style-type: none"> • French alphabet • French phonemes • gender and number • simple sentence structure with highfrequency verbs • common, highfrequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> • asking and responding to simple questions • expressing basic information about ourselves and others • expressing likes, dislikes, and preferences

Reciprocal communication is possible in French using simple, high-frequency words and patterns.

- (Reciprocal: involving back and forth participation)
- provide oral and written responses to simple questions, using simple sentences (Les questions totales/partielles)
- give basic classroom instructions
- ask simple questions and ask for repetition to clarify understanding
- respond to oral texts, using simple but complete sentences

Curricular competencies:

- Participate, with support, in very simple interactions about very common everyday situations:
 - Ask and answer simple questions in context
 - Describe themselves and their interests
 - Provide simple descriptions

Content:

- common, high-frequency vocabulary and sentence structures for communicating meaning:
 - asking and responding to simple questions
 - expressing basic information about ourselves and others
 - expressing likes, dislikes, and preferences

Each culture has traditions and ways of celebrating.

- Recognize that the Happy Birthday song varies from culture to culture (bonne fête, joyeux anniversaire, Gens du pays)
- Identify French songs, nursery rhymes, counting rhymes
- Recognize elements of the Francophone culture in the classroom (eg: French calendar begins with lundi, days of the week in lower case form, usage of tu and vous)
- Cultural lessons that include Compare/contrast activities of various aspects of Francophone cultures (Comment y Aller Paris/Quebec, L'arbre Ungali Senegal)
- Listening, reading, and viewing passages provided in teaching guide for these cultural lessons
- Writing sentences based on these reading passages, visuals, posters
- Celebrations and holidays, visuals (posters Quebec Chateau Frontenac, Carnaval; Africa traditional food, clothing), music, audio, video, postcards, etc. *Carnaval du Quebec, Mardi Gras*

Curricular competencies:

- Use visuals or technology to assist in understanding and communicating
- Demonstrate basic awareness that there are Francophone communities across Canada
- Identify basic information about a Francophone cultural festival or celebration in Canada

Content:

- describing common elements of cultural festivals and celebrations



Phone: 604-984-0015 / 1-800-668-6288 Fax: 604-987-0005

Head Office: 1959 Marine Drive #2160, North Vancouver, BC , Canada V7P 3G1

enquiries@aimlanguagelearning.com | www.aimlanguagelearning.com

References:

<https://curriculum.gov.bc.ca/curriculum/core-french/5>

Core French Grade 6

Big Ideas

Alignment with AIM (by the end of Grade 6, AIM students will...):
Competencies in RED
Content in BLUE

Listening and viewing with intent helps us understand a message.

- Distinguish between words and their meaning through gesture identification and language manipulation activities based on the story
- Develop a solid awareness of syntax as the teacher orders vocabulary in correct thoughts (TLSE, questions, etc.)
- Reflect on the importance of visual, vocal, gestural and full body movements to convey meaning effectively in peer and self evaluations, based on evaluation criteria
- **Recognize the relationship between pronunciation, including the role of intonation and tone of voice, and meaning**
- **Comprehend high-frequency words and patterns in slow, clear speech and other simple texts**
- **Understand simple stories**
- **Interpret non-verbal cues to increase understanding**
- **Use strategies to increase understanding**
- **Use visuals or technology to assist in communicating**

Using strategies helps us understand and acquire language.

- Distinguish between words and their meaning through gesture identification and language manipulation activities based on the story
- Manipulate vocabulary to convey meaning
- Read and complete orally and in writing, simple and more challenging language manipulation activities, including one hundred total and partial questions
- Develop a solid awareness of syntax as the teacher orders vocabulary in correct thoughts (TLSE, questions, etc.)
- Develop a deeper awareness of grammatical elements as teacher identifies gender, plurality/singularity, verb endings (infinitive, third person plural)
- Identify the difference between the verb stem and the infinitive form in double verb constructions
- Recognize what words signal the infinitive form
- Represent events in the story, or events that did not happen in the story visually, with drawing
- Kinesthetically acquire syntax by physically gesturing complete thoughts with correct word order
- Kinesthetically internalize grammatical elements when physically representing, with a gesture: gender, plurality/singularity, verb endings

	<ul style="list-style-type: none"> • Engage in oral communication classroom routines and descriptions of activities • Use vocabulary acquired to communicate spontaneously for a variety of functional purposes- their needs, requests, etc. to peers and teacher exclusively in French • Develop a metacognitive awareness of words with opposite meaning • Recognize language patterns <ul style="list-style-type: none"> • Recognize the relationship between pronunciation, including the role of intonation and tone of voice, and meaning • Begin to recognize the relationship between French letter patterns and pronunciation • Comprehend high-frequency words and patterns in slow, clear speech and other simple texts • Understand simple stories • Interpret non-verbal cues to increase understanding • Use strategies to increase understanding • Seek clarification of meaning using common statements and questions • Use visuals or technology to assist in communicating • French phonemes • French letter patterns
<p>With basic French, we can describe important people in our lives.</p>	<ul style="list-style-type: none"> • Manipulate vocabulary to convey meaning • Learn to sequence events • Re-tell a story • Respond appropriately to questions, simple commands, and instructions • Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> • ask and answer simple questions in context • describe common emotions and states of physical health • describe people and objects • give reasons for likes and dislikes • share basic information about events • Use visuals or technology to assist in communicating • French phonemes • French letter patterns • common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> • asking and responding to different types of questions • describing others • describing hobbies and topics of interest • expressing reasons for likes, dislikes, and preferences • expressing common emotions and describing states of physical health • describing cultural aspects of communities

Reciprocal communication is possible in French using simple, high-frequency words and patterns.

Reciprocal: involving back and forth participation

- Read and complete orally and in writing, simple and more challenging language manipulation activities, including one hundred total and partial questions
- Re-tell a story with a partner using the correct sequence of events
- Recognize the relationship between pronunciation, including the **role of intonation and tone of voice**, and meaning
- Comprehend high-frequency words and patterns in slow, clear speech and other simple **texts**
- Interpret **non-verbal cues** to increase understanding
- Use **strategies** to increase understanding
- Respond appropriately to questions, simple commands, and instructions
- **Seek clarification of meaning using common statements and questions**
- Exchange ideas and information using complete sentences, orally and in writing:
 - ask and answer simple questions in context
 - describe common emotions and states of physical health
 - **describe people and objects**
 - give reasons for likes and dislikes
 - **share basic information about events**

Stories communicate ideas in a meaningful way.

Stories: Stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)

- Read the text for knowledge and comprehension
- Represent events in the story, or events that did not happen in the story visually, with drawing
- Describe events in stories, based on teacher questions
- Comprehend high-frequency words and patterns in slow, clear speech and other simple **texts**
 - **Understand simple stories**
 - Interpret **non-verbal cues** to increase understanding
 - Use **strategies** to increase understanding
 - Use **visuals or technology** to assist in communicating
 - Demonstrate awareness of Francophone and Francophone Métis communities across Canada
- Recognize that **some Francophone communities are connected to First Peoples communities**

	<ul style="list-style-type: none"> • common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> • asking and responding to different types of questions • describing others • describing hobbies and topics of interest • expressing reasons for likes, dislikes, and preferences • expressing common emotions and describing states of physical health • describing cultural aspects of communities
<p>Learning about Francophone communities helps us develop cultural awareness.</p>	<ul style="list-style-type: none"> • Work in depth in French with a story (<i>L'arbre Ungali- from Africa</i>) that will help students learn about the culture through a traditional story, as well as learn about a community where French is spoken • Discover the similarities between English and French words when learning cognates • Understand simple stories • Interpret non-verbal cues to increase understanding • Use strategies to increase understanding • Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> • ask and answer simple questions in context • describe common emotions and states of physical health • describe people and objects • give reasons for likes and dislikes • share basic information about events • Use visuals or technology to assist in communicating • Demonstrate awareness of Francophone and Francophone Métis communities across Canada • Recognize that some Francophone communities are connected to First Peoples communities • Identify and share information about a Francophone community in Canada • there are many Francophone and Francophone Métis communities across Canada • basic information about a Francophone or Francophone Métis community in Canada • describing cultural aspects of communities

References:

<https://curriculum.gov.bc.ca/curriculum/core-french/6>



Phone: 604-984-0015 / 1-800-668-6288 Fax: 604-987-0005
 Head Office: 1959 Marine Drive #2160, North Vancouver, BC , Canada V7P 3G1
 enquiries@aimlanguagelearning.com | www.aimlanguagelearning.com

Core French Grade 7

<p>Big Ideas</p>	<p>Alignment with AIM (by the end of Grade 7, AIM students will...): Competencies in RED Content in BLUE</p>
<p>Listening and viewing with intent helps us understand an increasing variety of messages.</p>	<ul style="list-style-type: none"> • Distinguish between words and their meaning through gesture identification and language manipulation activities based on the story • Develop a solid awareness of syntax as the teacher orders vocabulary in correct thoughts (TLSE, questions, etc.) • Reflect on the importance of visual, vocal, gestural and full body movements to convey meaning effectively in peer and self evaluations, based on evaluation criteria • Recognize the relationship between French letter patterns and pronunciation • Use intonation and tone effectively to convey meaning in French • Understand increasingly complex key information and supporting details in slow, clear speech and other simple texts • Use strategies to increase understanding
<p>Using strategies helps us understand and acquire language.</p>	<ul style="list-style-type: none"> • Distinguish between words and their meaning through gesture identification and language manipulation activities based on the story • Manipulate vocabulary to convey meaning • Read and complete orally and in writing, simple and more challenging language manipulation activities, including one hundred total and partial questions • Develop a solid awareness of syntax as the teacher orders vocabulary in correct thoughts (TLSE, questions, etc.) • Develop a deeper awareness of grammatical elements as teacher identifies gender, plurality/singularity, verb endings (infinitive, third person plural) • Identify the difference between the verb stem and the infinitive form in double verb constructions • Recognize what words signal the infinitive form • Represent events in the story, or events that did not happen in the story visually, with drawing • Kinesthetically acquire syntax by physically gesturing complete thoughts with correct word order • Kinesthetically internalize grammatical elements when physically representing, with a gesture: gender, plurality/singularity, verb endings

	<ul style="list-style-type: none"> • Engage in oral communication classroom routines and descriptions of activities through TLSE • Use vocabulary acquired to communicate spontaneously for a variety of functional purposes- their needs, requests, etc. to peers and teacher exclusively in French • Develop a metacognitive awareness of words with opposite meaning • Recognize language patterns <ul style="list-style-type: none"> • Use strategies to increase understanding • Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions • Recognize the relationship between French letter patterns and pronunciation • Use intonation and tone effectively to convey meaning in French • Understand increasingly complex key information and supporting details in slow, clear speech and other simple texts • Seek clarification of meaning using common statements and questions • French phonemes • French letter patterns
<p>With simple French, we can discuss our interests.</p>	<ul style="list-style-type: none"> • Manipulate vocabulary to convey meaning • Learn to sequence events • Re-tell a story • Exchange ideas and information using complete sentences, orally and in writing: <ul style="list-style-type: none"> • ask and answer simple questions in context • describe important people in their community and key characters in texts • describe locations and give simple directions • explain reasons for likes, dislikes, and preferences • make simple comparisons • Share information using more than one mode of presentation • common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> • asking and responding to different types of questions • describing others • describing locations and giving directions • explaining reasons for likes, dislikes, and preferences • making simple comparisons • describing cultural aspects of communities

Reciprocal interactions are possible even with limited French.

Reciprocal: involving back and forth participation

- Read and complete orally and in writing, simple and more challenging language manipulation activities, including one hundred total and partial questions
- Re-tell a story with a partner using the correct sequence of events
- Use vocabulary acquired to communicate spontaneously for a variety of functional purposes to peers and teacher
- *Think creatively to spontaneously invent a new story with a partner or in a small group
- **Recognize the relationship between pronunciation, including the role of intonation and tone of voice, and meaning**
- **Seek clarification of meaning using common statements and questions**
- Exchange ideas and information using complete sentences, orally and in writing:
 - ask and answer simple questions in context
 - describe important people in their community and key characters in texts
 - **describe locations and give simple directions**
 - explain reasons for likes, dislikes, and preferences
 - make simple comparisons

Stories allow us to understand ideas in a meaningful way.

Stories: Stories can be oral, written, or visual, and fictional or non-fictional (for example, a series of pictures, First Peoples oral histories, personal stories, skits, student-created stories)

- Read the text for memorization, knowledge, comprehension and performance
- Represent events in the story, or events that did not happen in the story visually, with drawing
- Describe events in stories, based on teacher questions
- Learn how to embellish and improve upon a known story
- Think creatively to extend a known story after brainstorming possible outcomes
- Think creatively to spontaneously invent a new story with a partner or in a small group
- **Understand increasingly complex key information and supporting details in slow, clear speech and other simple texts**
- **Understand simple stories**

	<ul style="list-style-type: none"> • common elements of stories • common, high-frequency vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> • asking and responding to different types of questions • describing others • describing locations and giving directions • expressing reasons for likes, dislikes, and preferences • making simple comparisons • describing cultural aspects of communities
<p>Deepening our knowledge of Francophone communities helps us develop cultural awareness.</p>	<ul style="list-style-type: none"> • Work in depth in French with a story (<i>L'arbre Ungali- from Africa, Un frère pénible, Montreal</i>) that will help students learn about the culture through a traditional story, as well as learn about a community where French is spoken • Discover the similarities between English and French words when learning cognates • ***AIM balanced literacy readers with aboriginal themes/stories • Share information using more than one mode of presentation • Demonstrate basic awareness that there are Francophone communities around the world • Identify, share, and compare information about Francophone and Francophone Métis communities in Canada • Identify cultural aspects of Francophone communities • information about Francophone and Francophone Métis communities across Canada • Francophone people live on First Peoples territories across Canada • where French is spoken around the world

References:

<https://curriculum.gov.bc.ca/curriculum/core-french/7>



Phone: 604-984-0015 / 1-800-668-6288 Fax: 604-987-0005

Head Office: 1959 Marine Drive #2160, North Vancouver, BC , Canada V7P 3G1

enquiries@aimlanguagelearning.com | www.aimlanguagelearning.com