CORE FRENCH – INTRODUCTORY 11

Description

Core French Introductory 11 has been developed to offer an opportunity for students who did not begin Core French in the elementary grades to enter Core French at the secondary level. Core French Introductory 11 is an intensive course, designed to cover essential learning standards from Grades 5 to 10 in an accelerated time frame in order to prepare students for Core French 11. It should be noted that this course does not replace the richness of the regular Core French 5-10 curriculum.

It is assumed that students would have limited to no background in Core French prior to enrolment. However, as contexts vary, districts may use their discretion with regard to admission criteria for this course. Enrolment in Core French Introductory 11 is not limited to Grade 11 students, and there are no prerequisites for this course.

BRITISH
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BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of French.	We can have meaningful conversations in French using high-frequency vocabulary and sentence structures.	**Stories** help us to acquire language and **understand the world** around us.	Expressing ourselves in French involves courage, risk taking, and perseverance.	Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity.	Acquiring French provides opportunities to explore our own identity and shape our perspective.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
Thinking and communicating	• French alphabet, **phonemes**, and **letter patterns**
• Recognize the relationships between French **letter patterns and pronunciation**	• **gender and number**
• Derive meaning from a variety of **texts**	• common, high-frequency vocabulary and sentence structures for communication in **past, present, and future** time frames:
• Recognize the relationships between **intonation and meaning**	– various types of **questions**
• Use various **strategies to support communication**	– **greetings and introductions**
• **Seek clarification** of meaning	– **basic information** about, descriptions of, and interests of self and others
• Engage in **conversations** about **familiar topics**	– degrees of and reasons for **likes, dislikes, and preferences**
• Exchange ideas and information using complete sentences, orally and in writing	– descriptions of items, places, and events
• **Comprehend and narrate** stories, both orally and in writing	– descriptions of **emotions and physical states**
• Express themselves and comprehend others through various **modes of presentation**	– simple needs
	– **sequences** of events
	• **common elements of stories**
	• **Francophone communities**
	• **traditions and other cultural practices** in various Francophone regions
	• **idiomatic expressions** from across *la francophonie*
	• lives of **Francophone Canadians** and their contributions to society
	• ethics of **cultural appropriation** and plagiarism

Learning Standards (continued)

Curricular Competencies	Content
Personal and social awareness • Explore and share information about Francophone communities • Explore **regional variations** in French • Explore Francophone cultural expression • Explore and share information about connections between **indigenous communities and the French language** • Explore the lives and contributions of Francophone Canadians • Explore the **importance of story** in personal, family, and community identity	

	SECOND LANGUAGES – Core French Introductory
Big Ideas – Elaborations	**Grade 11**

- **Stories:** Stories are narrative texts that can be oral, written, or visual. Stories can be simple or complex and may be derived from real or imagined experiences. They can be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. Examples are indigenous oral histories, personal stories, skits, series of pictures, songs, student-created stories.
- **understand the world:** exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural expression:** represent the experience of the people from whose culture they are drawn; for example, customs, folklore, language use, traditions, ways of celebrating, and creative works (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre)

- **letter patterns and pronunciation:** Identify, predict, and pronounce groupings of letters that make the same sound (e.g., *au, aux, eau, ô, os*), rhyming words, letter patterns that have consistent pronunciations (e.g., *ai, -ille, -ment, -tion*), silent letters, *les liaisons* and *les élisions.*

- **texts:** "Text" refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages).

- **intonation and meaning:** for example, recognizing whether someone is making a statement or asking a question and how it relates to their message; noticing and practising cadence of spoken French

- **strategies to support communication:**
  - include strategies to comprehend and express meaning
  - will vary depending on the context and the individual student
  - for example, interpreting body language; listening to intonation and expression; paraphrasing, reformulating, reiterating, and repeating; substituting words; using cognates, context, images, parts of speech, prior knowledge, reference tools, similar words in first language, and text features

- **Seek clarification:** using a variety of statements and questions (e.g., *Je ne comprends pas; Répétez, s'il vous plaît; Répète, s'il te plaît; Peux-tu répéter?; Que veut dire…?; Comment dit-on …?; Comment écrit-on…?*)

- **conversations:** virtual, online, and/or face-to-face; with peers, teachers, and members of the wider community

- **familiar topics:** can include personal, local, regional, national, and global topics of interest

- **Comprehend and narrate:**
  - understand key information and events
  - narrate using common expressions of time and transitional words to show logical progression using past, present, and future time frames

- **modes of presentation:** making use of those best suited to their own and others' diverse abilities (e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, and videos)

- **regional variations:** for example, accents, idiomatic expressions, slang, and other vocabulary

- **indigenous communities and the French language:**
  - for example, First Nations, Métis, and Inuit communities where French is spoken, in Canada (e.g., Huron Wendake Nation, Innu Nation, Micmac Nation, and Mohawk Nation in Quebec; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK); indigenous communities where French is spoken, around the world (e.g., communities in Gabonese Republic, Guiana, and Republic of Côte d'Ivoire)
  - Discussion could include the fact that First Peoples writers in Quebec, such as those from the Innu Nation, have used the French language through prose and poetry to bring attention to the negative effects of colonization on their families and communities.

- **importance of story:** Stories are an important way to seek and impart knowledge, beliefs, customs, perspectives, traditions, values, and worldviews. In doing so, they can share history and strengthen a sense of identity.

- **phonemes:**
  - individual sounds for consonants and vowels, including diphthongs (e.g., *au, eu, oi, ou, ui*) and nasal vowels (e.g., *an, ain, en, im, on, un*)
  - distinguishing similar phonemes (e.g., *u* versus *ou, e* versus *eu, s* versus *z*)
- **letter patterns:** such as groupings of letters that make the same sound (e.g., *au, aux, eau, ô, os*) rhyming words, and letter patterns that have consistent pronunciations (e.g., *ai, -ille, -ment, -tion)*
- **gender and number:** introduction to:
  - masculine and feminine forms of words (gender) (e.g., *chanteur* versus *chanteuse, acteur* versus *actrice,* the determiners *le*, *la*, *un, une*)
  - singular and plural forms of words (number) (e.g., *livre* versus *livres*, *animal* versus *animaux,* the determiners *un*/*une* versus *des* and *le/la* versus *les*)
- **past, present, and future:** Sentences change according to when events occur (i.e., a change in time frame requires a change in wording); for example, *J'ai étudié pour mon test hier soir; Elles ne sont pas à l'école aujourd'hui; Nous allons regarder un film demain.*
- **questions:**
  - intonated questions (e.g., *Tu as faim?*)
  - *Est-ce que* questions (e.g., *Est-ce que tu as faim?*)
  - inversion questions (e.g., *As-tu faim?*)
  - questions using different interrogative words, (e.g., *Comment…?; Où…?; Pourquoi…?*)
- **greetings and introductions:** common expressions used in greetings, salutations, and getting to know others (e.g., *Bonjour; Bon après-midi; Bonsoir; Comment ça va?; Quel est ton nom?; Quel est ton numéro de téléphone?; À plus tard; Bonne journée!; Bonne fin de semaine!*)
- **basic information:** common expressions used to share information about one another (e.g., *Comment vas-tu?; Quel âge as-tu?; Je m'appelle…; J'ai __ ans; Mon anniversaire est ...; J'ai un frère et une sœur; J'habite à Prince George; Je suis artistique; Je parle deux langues*)
- **likes, dislikes, and preferences:** for example, *J'aime…parce que…; J'adore…mais je préfère…; Puisque je n'aime pas les tomates, je déteste manger les spaghettis*
- **emotions and physical states:** for example, *Je suis triste parce que…; Je suis excité puisque…; J'ai envie de jouer au soccer, Je suis occupé avec…, J'ai mal à la tête; J'ai mal au dos*
- **sequences:** using words that indicate sequence (e.g., *premièrement, deuxièmement, après, ensuite, troisièmement, finalement*)
- **common elements of stories:** for example, place, characters, setting, plot, problem and resolution
- **Francophone communities:**
  - communities across Canada, such as *les Acadiens, les Franco-Albertains, les Franco-Colombiens, les Fransaskois, les Québécois*; Métis communities in Baie St. Paul, MB, Fort Nelson, BC, and Île-à-la-Crosse, SK
  - communities in countries around the world, such as Belgium, France, Haiti, Morocco, Republic of Côte d'Ivoire, Senegal, Switzerland, Vietnam
  - could include information about celebrations, festivals, food, geography, history, population, territory, traditions

- **traditions and other cultural practices:** relating to celebrations, holidays, festivals, and other events (e.g., *Le Tour de France, la St-Jean Baptiste, Noël, le Mardi gras, le poisson d'avril*)

- **idiomatic expressions:** for example:
  - expressions using *avoir*, *faire*, *être* (e.g., *avoir besoin de, faire beau, être d'accord*)
  - expressions from *l'argot* (e.g., *jaser* for *bavarder*)
  - other expressions (e.g., *coûter les yeux de la tête, c'est dommage, un coup de foudre*)

- **Francophone Canadians:** including First Nations, Métis, and Inuit people; immigrants to Canada; and Canadians of diverse backgrounds

- **cultural appropriation:** use of a cultural motif, theme, "voice," image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn