

Core French Grade 5

Big Ideas

Alignment with AIM (by the end of Grade 5, AIM students will...):
Competencies in RED
Content in BLUE

Listening and viewing with intent helps us acquire French.

- listen to simple oral texts dealing with familiar topics (eg: play, song lyrics, raps, questions, sentences)
- Curricular competencies:**
- 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
- Content:**
- French alphabet
 - French phonemes
 - gender and number
 - simple sentence structure with highfrequency verbs

Both verbal and nonverbal cues contribute meaning in language.

- follow basic classroom instructions
 - use visual and verbal cues to understand and convey the meaning of familiar material (eg: *gestures, intonation patterns, choisit le bon mot, les marionettes following instructions*)
- Curricular competencies:**
- Interpret nonverbal cues to increase understanding
 - Employ basic strategies to increase understanding
 - Seek clarification of meaning with very simple statements

Reading helps us make connections to what we have already learned orally.

- 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



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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>



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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>



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