

Introduction

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

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

- communication
- language
- culture
- language learning strategies.

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What Is the Scope and Sequence?

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

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

The six cluster headings and the specific Communicative Functions (Targets) statements for grades 7 to 9 are:

Grade 7

1. To impart and receive information

1.1 Share factual information

- Receive and provide information on several aspects of a topic

2. To express emotions and personal perspectives

2.1 Share ideas, thoughts, opinions, preferences

- Inquire about and express agreement and disagreement, approval and disapproval

2.2 Share emotions and feelings

- Inquire about and express emotions and feelings in a variety of familiar contexts

3. To get things done

3.1 Guide actions of others

- Make and respond to suggestions in a variety of situations

3.2 State personal actions and opinions

- State personal actions in the present

3.3 Manage group actions

- Check for agreement and understanding
- Express disagreement in an appropriate way

4. To form, maintain and change interpersonal relationships

4.1 Manage personal relationships

- Initiate and participate in casual exchanges with classmates

5. To extend their knowledge of the world

5.1 Discover and explore

- Ask questions to gain knowledge and clarify understanding

- 5.2 Gather and organize information
 - Gather information from a variety of resources
- 5.3 Solve problems
 - Describe and analyze a problem, then propose solutions
- 5.4 Explore opinions and values
 - Explore how values influence behaviour

6. For imaginative purposes and personal enjoyment

- 6.1 Humour/fun
 - Use the language for fun and to interpret humour
- 6.2 Creative/aesthetic purposes
 - Use the language creatively and for aesthetic purposes
- 6.3 Personal enjoyment
 - Use the language for personal enjoyment

Grade 8

1. To impart and receive information

- 1.1 Share factual information
 - Inquire about and share information about events

2. To express emotions and personal perspectives

- 2.1 Share ideas, thoughts, opinions, preferences
 - Inquire about and express interest and lack of interest, satisfaction and dissatisfaction

3. To get things done

- 3.1 Guide actions of others
 - Give and respond to advice and warnings
- 3.2 State personal actions
 - Make a promise and express intention in a variety of situations
 - State personal actions in the present with explanations
- 3.3 Manage group actions
 - Express appreciation, enthusiasm, support and respect for others and their contributions

4. To form, maintain and change interpersonal relationships

4.1 Manage personal relationships

- Use routine means of interpersonal communications

5. To extend their knowledge of the world

5.1 Discover and explore

- Explore meaning in a variety of ways

5.2 Gather and organize information

- Gather, organize and manipulate information

5.3 Solve problems

- Generate alternative solutions to problems

5.4 Explore opinions and values

- Provide reasons for their position on an issue

6. For imaginative purposes and personal enjoyment

6.1 Humour/fun

- Use the language for fun and to interpret and express humour

6.2 Creative/aesthetic purposes

- Use the language creatively and for aesthetic purposes

6.4 Personal enjoyment

- Use the language for personal enjoyment

Grade 9

1. To impart and receive information

1.1 Share factual information

- Inquire about and share information about facts and events, including those that are going to take place in the future

2. To express emotions and personal perspectives

2.1 Share ideas, thoughts, opinions, preferences

- Inquire about and express probability and certainty

2.2 Share emotions, feelings

- Express emotions and feelings in formal situations

3. To get things done

3.1 Guide actions of others

- Make and respond to suggestions or requests, including in formal situations

3.2 State personal actions

- Accept or decline an offer or invitation with explanations
- State personal actions in the present or future with explanations or elaborations

3.3 Manage group actions

- Paraphrase, elaborate on and clarify another member's contribution

4. To form, maintain and change interpersonal relationships

4.1 Manage personal relationships

- Give and respond to compliments, and explain actions

5. To extend their knowledge of the world

5.1 Discover and explore

- Explore and express the meaning of what they are doing and learning

5.2 Gather and organize information

- Gather, organize and share information, sometimes using a prepared format

5.3 Solve problems

- Use information collected from various sources to solve problems

5.4 Explore opinions and values

- Distinguish fact from opinion

6. For imaginative purposes and personal enjoyment

6.1 Humour/fun

- Use the language for fun and to interpret and express humour

6.2 Creative/aesthetic purposes

- Use the language creatively and for aesthetic purposes

6.3 Personal enjoyment

- Use the language for personal enjoyment

What Is the Purpose of the Scope and Sequence?

The Scope and Sequence supports the French as a Second Language (FSL) Program of Studies. This portion of the document shows how specific outcomes progress through grades 4 to 9.

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

Communication

This component demonstrates a progression of the Communicative Functions (Targets)*. It demonstrates how specific outcomes from the program of studies support the Communicative Functions (Targets)*.

Language

This component demonstrates a progression of specific outcomes to show what students know and are to do, in terms of grammar and vocabulary, in each grade, within a communicative context.

Culture

This component incorporates fields and subfields of experience that can be considered relevant to learning about culture. It describes the intent and purpose of the specific outcomes.

Language Learning Strategies

This component demonstrates strategies that can be applied in each grade and includes specific outcomes from the program of studies.

Note: Occasionally, specific outcomes in the Scope and Sequence are marked with an asterisk (*) to indicate that they are “suggested learner outcomes” in addition to those found in the Program of studies. These additional suggested outcomes serve to enhance the existing specific outcomes, and assist teachers in articulating the FSL program of studies.

How Is the Scope and Sequence Used?

The Scope and Sequence is used by teachers:

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

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

Communication

General Outcome for Communication

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

The overarching goal of the nine-year program of studies is to develop students' ability to function competently in French outside the confines of the classroom. The Communication component is crucial to achieving this goal.

The Communication component encompasses four language skills:

Listening Comprehension (LC):

In grades 7 to 9, students demonstrate understanding, in guided situations, by identifying key words and expressions previously taught, the main idea(s) and a few specific details related to the main idea(s) about a variety of concrete topics contained in authentic or adapted oral texts.

Texts may be authentic Francophone oral texts; e.g., radio announcements, weather broadcasts, or adapted texts; e.g., classroom commands.

Reading Comprehension (RC):

In grades 7 to 9, students demonstrate understanding, in guided situations, by identifying key words and expressions previously taught, the main idea(s) and a few specific details related to the main idea(s) about a variety of concrete topics contained in authentic or adapted oral texts.

Texts may be authentic Francophone written texts; e.g., event flyer/brochure, email or letter from Francophone student, or adapted texts; e.g., school supplies list.

Oral Production (OP):

In grades 7 to 9, students name, list, encourage, describe, explain, ask and answer questions, give directions, commands, instructions and advice, express needs, desires, wishes and preferences, make suggestions and give compliments, providing some details, **with limited spontaneity, in a defined, structured and modelled fashion, resulting in a prepared message**, expressed mostly in the present (sometimes in the immediate future), that is comprehensible and accurate.

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

- spontaneous interactions between students; e.g., discussion about fashion preferences
- interactions between students based on provided structures; e.g., student A asks open-ended, modelled question, student B responds

- oral presentations where students present a rehearsed oral production to classmates and/or the teacher.

Written Production (WP):

In grades 7 to 9, students name, label, list, encourage, describe, explain, ask and answer questions, give directions, commands, instructions and advice, express needs, desires, wishes and preferences, make suggestions, providing some details, **with limited spontaneity, in a defined, structured and modelled fashion, resulting in a prepared message**, expressed mostly in the present (sometimes in the immediate future), that is comprehensible and accurate.

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Language

General Outcome for Language

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

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

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

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

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

- Introduce, practise and assess linguistic tools through communicative activities, wherever possible.
- Students will acquire vocabulary and grammatical rules at different rates; therefore, particular words and rules should be practised several times and in a variety of ways. Teachers continually assess students' progress to determine if further practice is necessary and when it is appropriate to evaluate students' ability to use vocabulary and grammatical rules.
- In grades 7 to 9, modelled and structured situations are used to ensure students use particular expressions or grammatical structures successfully. In modelled situations, the linguistic tool is consistently provided and immediately accessible to students; e.g., written on the board, provided to students on a sheet of paper, posted in the classroom. In structured situations, a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements.
- Sometimes, students learn about a linguistic tool (e.g., the *savoir*) and, sometimes, they apply the linguistic tool (e.g., the *savoir-faire*). The knowledge of linguistic tools and the application of linguistic tools differ but both are needed to ensure students can effectively communicate. It is generally appropriate to use English to teach students in grades 7 to 9 the knowledge of linguistic tools but students apply and practise the linguistic tools while using French in a communicative context.

Culture

General Outcome for Culture

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

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

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

In the Culture component, students:

- **acquire specific knowledge about Francophone cultures**
Generally, this knowledge can be acquired directly in the French language, such as using authentic French resources or identifying Francophone festivals.
- **apply knowledge about Francophone cultures**
In grades 7 to 9, students apply their existing knowledge of Francophone cultures by reflecting, comparing and contrasting, and explaining. Teachers will find it helpful to enrich the classroom environment with cultural displays, artefacts and/or authentic resources to address these outcomes.
- **build general cultural awareness**
This is an opportunity for teachers to choose four holidays or celebrations important to students and use them as a basis for learning French throughout the school year.
- **become aware of personal opportunities associated with learning French**
Some of these outcomes are most appropriately taught in French and others may be addressed in English.
- **practise sociolinguistic conventions**
These conventions are practised while using French.
- **build French language awareness**
These outcomes involve examining and understanding some unique features of the French language.

Language Learning Strategies

General Outcome for Language Learning Strategies

Students will use their knowledge of strategies to enhance learning and to communicate in French.

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

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

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

Cognitive Strategies

Cognitive strategies involve thinking about the content of the task and what learning will take place. They focus on what needs to be done to complete the language task.

Socio-affective Strategies

Socio-affective strategies involve thinking about how one feels about the learning and how one learns with others. They focus on working effectively with others and managing emotions in relation to the language task.

Metacognitive Strategies

Metacognitive strategies involve thinking about managing the learning. They focus on how to complete the language task.

Memory Strategies

Memory strategies involve using ways to remember language structures and key words to use during the language task. They focus on remembering grammar and vocabulary.

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

Scope and Sequence

Communication

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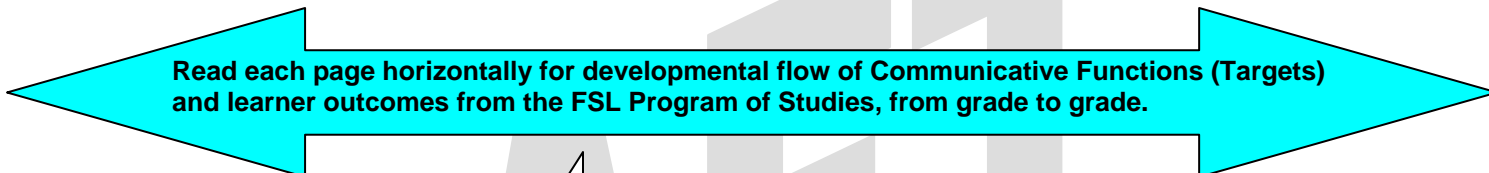
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How to Read the Communication Component

The Communicative Functions (Targets) and/or learner outcomes are represented and illustrate the intended developmental flow for French from grades 4 to 9.

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



cluster heading
for Communicative Functions (Targets)

grade specific
outcomes for Communicative Functions (Targets)

1. To impart and receive information																													
<i>Students will be able to use French to:</i>																													
1.1 Share factual information																													
GRADE 4					GRADE 5					GRADE 7					GRADE 8					GRADE 9									
Share basic information					Ask for and provide information					Reinforce communicative outcomes from preceding grades					Receive and provide information on several aspects of a topic					Inquire about and share information about facts and events					Inquire about and share information about facts and events, including those that are going to take place in the future				
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
<ul style="list-style-type: none"> the date, e.g., days of the week, months of the year seasons 					<ul style="list-style-type: none"> Grade 4 vocabulary and language concepts 					<ul style="list-style-type: none"> grades 4 and 5 vocabulary and language concepts 					<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 					<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 					<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 				
specific learner outcome statements for each grade from the FSL Program of Studies																													

Numbering system of Communicative Functions (Targets) is for ease of use. See pages 3 to 6 of this document.

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

1. To impart and receive information

Students will be able to use French to:

1.1 Share factual information

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9			
Share basic information				Ask for and provide information				Reinforce communicative outcomes from preceding grades				Receive and provide information on several aspects of a topic				Inquire about and share information about facts and events				Inquire about and share information about facts and events, including those that are going to take place in the future			
LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC	OP ✓	RC	WP ✓
<ul style="list-style-type: none"> the date, e.g., days of the week, months of the year seasons written numbers 0 – 31 statutory holidays in Canada weather expressions seasonal weather expressions of temperature school and classroom supplies classroom furniture numbers 0 – 69 shapes colours 				<ul style="list-style-type: none"> Grade 4 vocabulary and language concepts time of day time of day, using 12-hour clock classroom timetable school subjects areas inside and outside the school school personnel healthy school snacks animal anatomy animal habitats seasonal clothes clothes for different occasions types of dwellings 				<ul style="list-style-type: none"> grades 4 and 5 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 			

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9							
<ul style="list-style-type: none"> • my age • my birthday • parts of the body • my physical traits • my personality traits • units of measurement • my likes and dislikes • my immediate family members • their age/birthday • their physical traits • their personality traits • family pets 				<ul style="list-style-type: none"> • rooms in my home • structure of a room • <i>Le Festival du Voyageur</i> • four holidays and celebrations 																							
				Respond to simple, predictable questions				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
				<ul style="list-style-type: none"> • Grade 4 vocabulary and language concepts • healthy school snacks • categories of animals • common farm animals • common wild animals • seasonal clothes • clothes for different occasions • types of dwellings 	<ul style="list-style-type: none"> • grades 4 and 5 vocabulary and language concepts 	<ul style="list-style-type: none"> • grades 4 to 6 vocabulary and language concepts 	<ul style="list-style-type: none"> • grades 4 to 7 vocabulary and language concepts 	<ul style="list-style-type: none"> • grades 4 to 8 vocabulary and language concepts 																			

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9			
Identify concrete people, places and things				Describe people, places and things				Describe people, places, things and series or sequence of events or actions				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades			
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
<ul style="list-style-type: none"> • school and classroom supplies • classroom furniture • numbers 0 – 69 • written number words 0 – 31 • making introductions • colours • people in the classroom • parts of the body • immediate family members 				<ul style="list-style-type: none"> • classroom timetable • school personnel • adjectives related to size and colours of animals • Grade 4 vocabulary and language concepts • animal anatomy • seasonal clothes • clothes for different occasions • my home • types of dwellings 				<ul style="list-style-type: none"> • my neighbourhood • neighbourhood buildings • people in the neighbourhood • neighbourhood transportation • cardinal and intermediate points • Alberta – location • Alberta – communities and their festivals • Alberta – common wild animals • natural environments and habitats • dangers to the environment • endangered animals • protection of the environment • <i>Le Carnaval de Québec</i> 				<ul style="list-style-type: none"> • grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> • grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> • grades 4 to 8 vocabulary and language concepts 			

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

2. To express emotions and personal perspectives

Students will be able to use French to:

2.1 Share ideas, thoughts, opinions, preferences

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9			
Express simple preferences				Identify favourite people, places or things				Inquire about and express likes and dislikes				Inquire about and express agreement and disagreement, approval and disapproval				Inquire about and express interest or lack of interest, satisfaction and dissatisfaction				Inquire about and express probability and certainty			
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
<ul style="list-style-type: none"> • my likes and dislikes • colours • family pets 				<ul style="list-style-type: none"> • school subjects • healthy snacks • common farm animals • categories of animals • common wild animals • adjectives related to size and colours of animals • Grade 4 vocabulary and language concepts • clothing preferences 				<ul style="list-style-type: none"> • basic food items • nutritious foods • expressions of feelings and emotions • grades 4 and 5 vocabulary and language concepts • seasonal sports and physical activities • Alberta – landscapes 				<ul style="list-style-type: none"> • grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> • grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> • grades 4 to 8 vocabulary and language concepts 			

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9			
Express a personal response				Express a personal response to a variety of situations				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades			
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
<ul style="list-style-type: none"> my likes and dislikes family pets 				<ul style="list-style-type: none"> school subjects common farm animals common wild animals categories of animals Grade 4 vocabulary and language concepts clothing preferences 				<ul style="list-style-type: none"> grades 4 and 5 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 			
2.2 Share emotions, feelings																							
Ask about and express basic emotions and feelings				Identify emotions and feelings				Inquire about, record and share personal experiences that involve an emotion or feeling.				Inquire about and express emotions and feelings in a variety of familiar contexts				Reinforce communicative outcomes from preceding grades				Express emotions and feelings in formal situations			
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓		✓
<ul style="list-style-type: none"> selected questions and expressions related to state of being 				<ul style="list-style-type: none"> my room 				<ul style="list-style-type: none"> expressions of feelings and emotions seasonal sports and physical activities 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 			

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

3. To get things done

Students will be able to use French to:

3.1 Guide actions of others

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9							
Indicate basic needs and wants				Suggest a course of action and respond to a suggestion				Encourage or discourage others from a course of action				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
<ul style="list-style-type: none"> classroom routines and interactions school and classroom supplies classroom furniture 				<ul style="list-style-type: none"> healthy school snacks 				<ul style="list-style-type: none"> protection of the environment 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 							
Give and respond to simple oral instructions or commands				Make and respond to a variety of simple requests				Give and follow a simple sequence of instructions				Make and respond to suggestions in a variety of situations				Give and respond to advice and warnings				Make and respond to suggestions or requests, including in formal situations							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> classroom routines and interactions 				<ul style="list-style-type: none"> Grade 4 vocabulary and language concepts 				<ul style="list-style-type: none"> my neighbourhood neighbourhood buildings neighbourhood plan Alberta – location cardinal and intermediate points 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 							

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9							
Ask for permission				Seek, grant or withhold permission				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> classroom routines and interactions expressions of politeness 				<ul style="list-style-type: none"> Grade 4 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 and 5 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 							
3.2 State personal actions and opinions																											
Respond to offers, invitations and instructions				Indicate a choice from several options				Make an offer and an invitation and respond to offers and invitations made by others				Reinforce communicative outcomes from preceding grades				Make a promise and express intention in a variety of situations				Accept or decline an offer or invitation with explanations							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
<ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> healthy school snacks seasonal clothes 				<ul style="list-style-type: none"> grades 4 and 5 vocabulary and language concepts healthy eating meals and meal times seasonal sports and physical activities feeling well/feeling ill expressions of physical state expressions of health my neighbourhood 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 							

French as a Second Language – Scope and Sequence – Grades 7 to 9

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9							
Ask or offer to do something				Express a wish or a desire to do something				Inquire about and express ability and inability to do something				State personal actions in the present				State personal actions in the present with explanations				State personal actions in the present or future with explanations							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓	✓	✓	✓	✓		✓		✓		✓		✓		✓		✓	✓	✓	✓	✓
<ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> rooms in my home throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> seasonal sports and physical activities 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 							
3.3 Manage group actions																											
Manage turn taking				Ask for help or clarification of what is being said or done in the group				Encourage other group members to participate				Check for agreement and understanding				Express appreciation, enthusiasm, support and respect for others and their contributions				Paraphrase, elaborate on and clarify another member's contribution							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
✓	✓			✓	✓				✓			✓		✓			✓		✓		✓		✓		✓		
<ul style="list-style-type: none"> numbers 0 – 69 the ordinal number, <i>premier</i> throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> seasonal sports and physical activities endangered animals throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 							

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9							
Encourage other group members to act appropriately				Suggest, initiate or direct action in group activities				Assume a variety of roles and responsibilities as group members				Reinforce communicative outcomes from preceding grades				Express appreciation, enthusiasm, support and respect for others and their contributions				Paraphrase, elaborate on and clarify another member's contribution							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓			✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓			✓	✓	✓	✓
<ul style="list-style-type: none"> approval and praise expressions of politeness 				<ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 							
								Negotiate, in a simple way, with peers in small group tasks				Express disagreement in an appropriate way				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades							
								LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
								✓	✓			✓	✓		✓	✓	✓		✓	✓	✓			✓	✓		✓
								<ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 							

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9			
								Offer to explain or clarify				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Paraphrase, elaborate on and clarify another member's contribution			
								LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
									✓		✓		✓		✓		✓		✓		✓		✓
								<ul style="list-style-type: none"> throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 			

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French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

4. To form, maintain and change interpersonal relationships

Students will be able to use French to :

4.1 Manage personal relationships

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9			
Exchange greetings and farewells				Initiate relationships				Talk about themselves and respond to the talk of others by showing attention and interest				Initiate and participate in casual exchanges with classmates				Use routine means of interpersonal communications				Give and respond to compliments, and explain actions and opinions			
LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
<ul style="list-style-type: none"> classroom interactions greetings leave-taking expressions 				<ul style="list-style-type: none"> Grade 4 vocabulary and language concepts 				<ul style="list-style-type: none"> basic food items grades 4 and 5 vocabulary and language concepts meal and meal times expressions of feelings and emotions seasonal sports and physical activities my neighbourhood people in the neighbourhood Alberta – landscapes Alberta – its riches Alberta – location cardinal and intermediate points protection of the environment 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 			

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9							
Address a new acquaintance and introduce themselves				Apologize and refuse politely				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
<ul style="list-style-type: none"> classroom interactions making introductions greetings leave-taking expressions 				<ul style="list-style-type: none"> Grade 4 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 and 5 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 							
Exchange some basic information about themselves				Reinforce communicative outcomes from Grade 4				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> making introductions numbers 0 – 69 my age my birthday my immediate family members 				<ul style="list-style-type: none"> Grade 4 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 and 5 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 							

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

5. To extend their knowledge of the world

Students will be able to use French to:

5.1 Discover and explore

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9			
Investigate the immediate environment				Investigate the immediate environment				Explore alternative classification systems and criteria for categories				Ask questions to gain knowledge and clarify understanding				Explore meaning in a variety of ways				Explore and express the meaning of what they are doing and learning			
LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
<ul style="list-style-type: none"> school and classroom supplies classroom furniture French used in the immediate environment 				<ul style="list-style-type: none"> areas inside and outside the school 				<ul style="list-style-type: none"> the food groups nutritious foods meals and meal times seasonal sports and physical activities Alberta – its riches 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 			
				Make and talk about personal observations				Discuss relationships and patterns				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades			
				LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
				<ul style="list-style-type: none"> common farm animals common wild animals animal anatomy adjectives related to size and colours of animals clothing preferences 				<ul style="list-style-type: none"> nutritious foods the food groups my neighbourhood neighbourhood buildings people in the neighbourhood Alberta – common 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 			

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9							
								wild animals • Alberta – landscapes • protection of the environment																			
5.2 Gather and organize information																											
Gather simple information				Sequence items in different ways				Compare and contrast items in simple ways				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP				
✓		✓			✓		✓		✓		✓	✓		✓		✓		✓		✓		✓		✓		✓	
<ul style="list-style-type: none"> my physical traits my personality traits Who am I? Alberta winter celebrations four holidays and celebrations 				<ul style="list-style-type: none"> classroom timetable healthy school snacks categories of animals common farm animals common wild animals seasonal clothes objects and furnishings in a student's room 				<ul style="list-style-type: none"> seasonal sports and physical activities my neighbourhood people in the neighbourhood Alberta – landscapes cardinal and intermediate points 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 							

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9			
Organize items in different ways				Reinforce communicative outcomes from Grade 4				Compose questions to guide research				Gather information from a variety of resources				Gather, organize and manipulate information				Gather, organize and share information, sometimes using a prepared format			
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
<ul style="list-style-type: none"> • numbers 0 – 69 • written number words • shapes 				<ul style="list-style-type: none"> • colours 				<ul style="list-style-type: none"> • grades 4 and 5 vocabulary and language concepts • healthy eating • basic food items • expressions of feelings and emotions • seasonal sports and physical activities • Alberta – location • Alberta – communities and their festivals • cardinal and intermediate points • endangered animals • natural environments and habitats 				<ul style="list-style-type: none"> • grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> • grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> • grades 4 to 8 vocabulary and language concepts 			

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9												
		Identify sources of information	Reinforce communicative outcomes from preceding grades	Reinforce communicative outcomes from preceding grades	Reinforce communicative outcomes from preceding grades												
		LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP
		<ul style="list-style-type: none"> the environment dangers to the environment 	<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 	<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 	<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 												
		Record observations	Reinforce communicative outcomes from preceding grades	Reinforce communicative outcomes from preceding grades	Reinforce communicative outcomes from preceding grades												
		LC	OP ✓	RC	WP ✓	LC	OP ✓	RC	WP ✓	LC	OP ✓	RC	WP ✓	LC	OP ✓	RC	WP ✓
		<ul style="list-style-type: none"> healthy eating basic food items nutritious foods seasonal sports and physical activities expressions of feelings and emotions endangered animals natural environments and habitats cardinal and intermediate points protection of the environment quantity and intensity 	<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 	<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 	<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 												

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9			
5.3 Solve problems																							
Experience problem-solving situations in the classroom				Define a problem and search for solutions				Understand and use the steps in the problem-solving process				Describe and analyze a problem, then propose solutions				Generate alternative solutions to problems				Use information collected from various sources to solve problems			
LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
<ul style="list-style-type: none"> school and classroom supplies 				<ul style="list-style-type: none"> areas inside and outside the school school personnel our friends – the animals seasonal clothes types of dwellings 				<ul style="list-style-type: none"> neighbourhood plan abbreviations for <i>boulevard</i> and <i>avenue</i> protection of the environment 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 			
				Choose between alternative solutions				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades				Reinforce communicative outcomes from preceding grades			
				LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
				<ul style="list-style-type: none"> healthy school snacks our friends – the animals clothes for different occasions 				<ul style="list-style-type: none"> grades 4 and 5 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 			

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9			
5.4 Explore opinions and values																							
Listen attentively to the opinions expressed				Reinforce communicative outcomes from Grade 4				Express their views on a variety of topics within their direct experience				Explore how values influence behaviour				Provide reasons for their position on an issue				Reinforce communicative outcomes from preceding grades			
LC ✓	OP	RC	WP	LC ✓	OP	RC	WP	LC	OP ✓	RC	WP ✓	LC ✓	OP	RC ✓	WP	LC	OP ✓	RC	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
<ul style="list-style-type: none"> Who am I? throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> healthy eating basic food items nutritious foods expressions of feelings and emotions grades 4 and 5 vocabulary and language concepts my neighbourhood 				<ul style="list-style-type: none"> neighbourhood buildings people in the neighbourhood natural environments dangers to the environment endangered animals protection of the environment 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 			
Respond sensitively to the ideas and products of others				Recognize differences of opinion				Gather opinions on a topic within their direct experience				Explore how values influence behaviour				Provide reasons for their position on an issue				Distinguish fact from opinion			
LC	OP ✓	RC	WP ✓	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC	OP ✓	RC	WP ✓
<ul style="list-style-type: none"> expressions of politeness approval and praise 				<ul style="list-style-type: none"> clothing for different occasions 				<ul style="list-style-type: none"> basic food items nutritious foods expressions of feelings and emotions seasonal sports and physical activities Alberta – its riches protection of the environment 				<ul style="list-style-type: none"> grades 4 to 6 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 7 vocabulary and language concepts 				<ul style="list-style-type: none"> grades 4 to 8 vocabulary and language concepts 			

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9							
6. For imaginative purposes and personal enjoyment																											
<i>Students will be able to use French to:</i>																											
6.1 Humour/fun																											
Use the language for fun				Use the language for fun				Use the language for fun and to interpret simple humour				Use the language for fun and to interpret humour				Use the language for fun and to interpret and express humour				Use the language for fun and to interpret and express humour							
LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate							
6.2 Creative/aesthetic purposes																											
Use the language creatively				Use the language creatively				Use the language creatively and for aesthetic purposes				Use the language creatively and for aesthetic purposes				Use the language creatively and for aesthetic purposes				Use the language creatively and for aesthetic purposes							
LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate				• throughout all fields and subfields of experience, where appropriate							

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Communication

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9			
6.3 Personal enjoyment																							
Use the language for personal enjoyment				Use the language for personal enjoyment				Use the language for personal enjoyment				Use the language for personal enjoyment				Use the language for personal enjoyment				Use the language for personal enjoyment			
LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓	LC ✓	OP ✓	RC ✓	WP ✓
<ul style="list-style-type: none"> • “Happy Birthday” • throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> • throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> • throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> • throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> • throughout all fields and subfields of experience, where appropriate 				<ul style="list-style-type: none"> • throughout all fields and subfields of experience, where appropriate 			

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Scope and Sequence

Language

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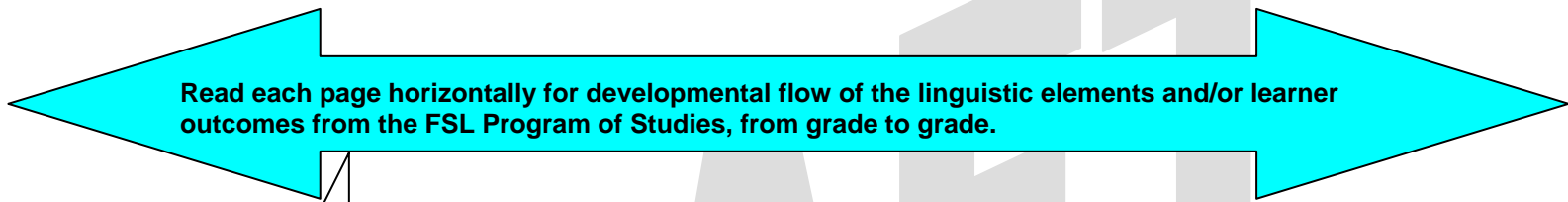
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Reading the Language Component

The Linguistic Elements and/or learner outcomes are represented and illustrate the intended developmental flow for French from grades 7 to 9.

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



<p>1. Sounds (Phonology) <i>Students will be able to:</i></p>					
<p>cluster heading for Linguistic Elements</p>					
GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<ul style="list-style-type: none"> pronounce some common words and phrases correctly <p>grade specific outcomes for Linguistic Elements</p>	<ul style="list-style-type: none"> pronounce some familiar words and phrases correctly use intonation and stress to communicate a message* 	<ul style="list-style-type: none"> associate the French sound with the letter or letter combination or accent (diacritical) marks (e.g., é [e] versus è [ɛ]; beau [o]) pronounce familiar words and phrases correctly 	<ul style="list-style-type: none"> use correct pronunciation for known words approximate pronunciation of unknown words 	<ul style="list-style-type: none"> use correct pronunciation for known words approximate pronunciation of unknown words 	<ul style="list-style-type: none"> use intonation, stress and rhythm appropriately in familiar situations*
<p>specific learner outcome statements for each grade from the FSL Program of Studies</p>					

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

1. Sounds (Phonology)

Students will be able to:

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<ul style="list-style-type: none"> pronounce some common words and phrases correctly use intonation to express meaning, particularly when forming questions 	<ul style="list-style-type: none"> pronounce some familiar words and phrases correctly use intonation and stress to communicate a message* 	<ul style="list-style-type: none"> associate the French sound with the letter or letter combination or accent (diacritical) marks (e.g., <i>é</i> [e] versus <i>è</i> [ɛ]; <i>beau</i> [o]) pronounce familiar words and phrases correctly use intonation and stress to communicate a message* 	<ul style="list-style-type: none"> use correct pronunciation for known words approximate pronunciation of unknown words 	<ul style="list-style-type: none"> identify and reproduce some sound distinctions important for meaning* 	<ul style="list-style-type: none"> use intonation, stress and rhythm appropriately in familiar situations*

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

2. Symbols (Orthography)

Students will be able to:

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<ul style="list-style-type: none">• recognize each letter of the French alphabet• associate each letter of the French alphabet with its corresponding sound• write some familiar words accurately*	<ul style="list-style-type: none">• copy familiar words, phrases and sentences correctly*	<ul style="list-style-type: none">• recognize and use some basic conventions of spelling and mechanics (e.g., capitalization, punctuation, etc.)*	<ul style="list-style-type: none">• correctly spell familiar words	<ul style="list-style-type: none">• use appropriate punctuation marks when writing	<ul style="list-style-type: none">• use basic mechanical conventions to make written text easier to read* (e.g., capitalization, punctuation, titles)

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

3. Vocabulary

Students will be able to:

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<p>Use groups of words around specific topics to carry out communicative tasks:</p> <ul style="list-style-type: none"> important people in students' school life (e.g., <i>ami(e), professeur, camarade de classe, directeur/directrice</i>) elementary school supplies, classroom supplies and classroom furniture (e.g., <i>deux stylos bleus, une brosse et de la craie/C'est un pupitre.</i>) words related to the symbols needed for arithmetic operations (e.g., <i>plus [+], moins [-], multiplié par [x], divisé par [÷], font [=]</i>) selected shapes (e.g., <i>un triangle, un rectangle, un cône</i>) names for units of measurement <i>mm</i> and <i>cm</i> 	<p>Use groups of words around specific topics to carry out communicative tasks:</p> <ul style="list-style-type: none"> relevant vocabulary from Grade 4 names of elementary school subjects (e.g., <i>les sciences, les mathématiques</i>) position titles of school personnel (e.g., <i>le directeur adjoint, la directrice adjointe, le concierge, l'aide-enseignant</i>) locations inside and outside the elementary school (e.g., <i>le gymnase, le bureau, le terrain de jeux</i>) healthy school snacks (e.g., <i>une pomme, du céleri, du muesli, du fromage, des noix</i>) numbers to 1000 orally written numbers 0 – 100 	<p>Use groups of words around specific topics to carry out communicative tasks:</p> <ul style="list-style-type: none"> relevant vocabulary from grades 4 and 5 basic food items food groups nutritious foods meals and meal times common physical activities (e.g., <i>une promenade, des exercices d'aérobic</i>) seasonal sports (e.g., <i>le soccer, le ski</i>) neighbourhood buildings (e.g., <i>un restaurant, un centre commercial</i>) trades and professions of people in the neighbourhood (e.g., <i>un médecin, une factrice</i>) basic plan of a neighbourhood (e.g., <i>une rue/une avenue</i>) 	<p>Use groups of words around specific topics to carry out communicative tasks:</p> <ul style="list-style-type: none"> relevant vocabulary from grades 4 to 6 vocabulary associated with the fields of experience and their subfields 	<p>Use groups of words around specific topics to carry out communicative tasks:</p> <ul style="list-style-type: none"> relevant vocabulary from grades 4 to 7 vocabulary associated with the fields of experience and their subfields 	<p>Use groups of words around specific topics to carry out communicative tasks:</p> <ul style="list-style-type: none"> relevant vocabulary from grades 4 to 8 vocabulary associated with the fields of experience and their subfields

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<ul style="list-style-type: none"> parts of the body (e.g., <i>la main, la tête</i>) physical and personality traits (e.g., <i>petit, grand, fort, joli, intelligent, honnête, sympa, yeux bruns</i>) likes and dislikes (e.g., <i>J'aime le soccer./Mon père déteste le vert./Ma couleur préférée est le bleu.</i>) family members and common pets (e.g., <i>mon père, ma sœur, un poisson rouge, une chienne</i>) numbers 0 - 69 numbers 0 - 31 (*written only) seasons basic colours (e.g., <i>le rouge, l'orange, le bleu</i>) 	<ul style="list-style-type: none"> categories of animals (e.g., <i>les animaux de compagnie, les animaux de la ferme, les animaux sauvages</i>) common farm animals (e.g., <i>une vache, un cochon</i>) common wild animals (e.g., <i>un tigre, un ours</i>) animal anatomy (e.g., <i>le bec, la queue, les pattes</i>) adjectives related to size and colours of animals (e.g., <i>gros, petit, roux</i>) habitats of common wild animals (e.g., <i>la forêt, la prairie, les montagnes, un marécage, la mer, le désert</i>) 	<ul style="list-style-type: none"> common means of neighbourhood transportation (e.g., <i>un autobus, un taxi, un camion</i>) vocabulary describing Alberta's location within Canada and in relation to its neighbours (e.g., <i>dans l'ouest du Canada, au nord des États-Unis</i>) names of cardinal and intermediate points (e.g., <i>le sud, le nord-est</i>) vocabulary related to Alberta's landscapes (e.g., <i>les montagnes Rocheuses, les prairies, les lacs</i>) names of wild animals common to Alberta (e.g., <i>une antilope, un mouflon, un orignal</i>) names and locations of major towns and cities (e.g., <i>Edmonton se trouve au centre de la province./ Brooks est dans le sud de l'Alberta.</i>) 			

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
	<ul style="list-style-type: none"> • clothing items and basic accessories worn for different occasions • main types of dwellings (e.g., <i>une maison, un appartement</i>) • main rooms of the house (e.g., <i>la salle de bains, une chambre à coucher</i>) • main interior parts of a room (e.g., <i>un mur, le plancher, une fenêtre</i>) • objects and furnishings in a student's room (e.g., <i>une affiche, un lit, un tapis</i>) 	<ul style="list-style-type: none"> • names and locations of some Francophone communities (e.g., <i>Falher est dans le nord de l'Alberta.</i>) • names, symbols and major activities associated with an Alberta winter festival (e.g., <i>La cabane à sucre à Grande Prairie</i>) • Alberta's riches (e.g., <i>les montagnes Rocheuses, ses animaux sauvages, les vastes espaces, son pétrole</i>) • the environment (e.g., <i>l'écosystème, l'environnement</i>) • natural environments and habitats (e.g., <i>le pré, les montagnes, les forêts</i>) • dangers to the environment (e.g., <i>l'effet de serre, la pollution</i>) • endangered animals (e.g., <i>L'ours polaire est un animal en danger de disparition.</i>) 			

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
		<ul style="list-style-type: none">• protection of the environment (e.g., <i>le recyclage, réutiliser les plastiques</i>)			

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French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

4. Knowledge of Language Concepts

Students will be able to:

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<p>Describe the following language concepts, in their own words:</p> <ul style="list-style-type: none"> a noun is a word to describe a person, place or thing nouns can be singular or plural nouns in French are either masculine or feminine two groups of articles - definite and indefinite an adjective is a word to describe a noun three different words to indicate ownership for “my” (<i>mon, ma, mes</i>) and “your” (<i>ton, ta, tes</i>) prepositions of place are words that indicate the position of a person, place or thing in relation to another person, place or thing (e.g., <i>dans, sur, devant</i>) 	<p>Describe the following language concepts, in their own words:</p> <ul style="list-style-type: none"> Knowledge of Language Concepts from Grade 4 the three indefinite articles (<i>un, une, des</i>) and the four definite articles (<i>le, la, l', les</i>) the article changes according to the gender and number of the noun the definite article <i>l'</i> is used with nouns beginning with a vowel or silent h the form of the adjective may change according to the gender and number of the noun described the addition of an “e” changes a masculine adjective to a feminine adjective in most cases 	<p>Describe the following language concepts, in their own words:</p> <ul style="list-style-type: none"> Knowledge of Language Concepts from grades 4 and 5 a noun is a word to describe a person, place or thing nouns can be singular or plural nouns in French are either masculine or feminine two groups of articles – definite and indefinite an adjective is a word to describe a noun three different words to indicate ownership for “my” (<i>mon, ma, mes</i>) and “your” (<i>ton, ta, tes</i>) prepositions of place are words that indicate the position of a person, place or thing in relation to 	<p>Develop knowledge of the following concepts:</p> <ul style="list-style-type: none"> Knowledge of Language Concepts from grades 4 to 6 nouns gender number articles - definite and indefinite possession possessive adjectives adjectives adjectival agreements prepositions the infinitive as a verb identifier personal subject pronouns verbs conjugation the present tense conjugation pattern of regular -er verbs in the present tense regular and irregular verbs 	<p>Develop knowledge of the following concepts:</p> <ul style="list-style-type: none"> Knowledge of Language Concepts from grades 4 to 7 prepositions and prepositional phrases global expressions using <i>faire</i> and <i>avoir</i> the contractions for <i>à</i> and <i>de</i> + definite articles interjections cardinal and ordinal numbers word order at the sentence level 	<p>Develop knowledge of the following concepts:</p> <ul style="list-style-type: none"> Knowledge of Language Concepts from grades 4 to 8 determiners demonstrative adjectives exclamatory adjectives partitive quantity adverbs and adverbial expressions conjugation patterns of regular and irregular -er, -ir and -re verbs in the present tense pronominal and nonpronominal verbs verb + infinitive negation and negative expressions the imperative global expressions using <i>faire</i> and <i>avoir</i>

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<ul style="list-style-type: none"> a verb is a word that names an action or state of being (e.g., <i>sauter, être</i>) <i>voici</i> and <i>voilà</i> are used to point out a person or a thing how to tell the difference between a statement and a question how to form a question from a statement by using intonation how to form a question using the structure <i>Est-ce que...</i> 	<ul style="list-style-type: none"> the addition of an “s” changes a singular adjective to a plural adjective in most cases the possessive adjective changes according to the gender and number of the noun there are three words to indicate ownership for “his/her” (<i>son, sa, ses</i>) the preposition <i>de</i> can be used to indicate possession words used to formulate a question all the personal subject pronouns the singular (<i>je, tu, il, elle, on</i>) and the plural (<i>nous, vous, ils, elles</i>) personal subject pronouns that the <i>vous</i> form of the verb is used when addressing an adult or two or more people the following information about personal pronouns: 	<ul style="list-style-type: none"> another person, place or thing (e.g., <i>dans, sur, devant</i>) a verb is a word that names an action or state of being (e.g., <i>sauter, être</i>) <i>voici</i> and <i>voilà</i> are used to point out a person or a thing how to tell the difference between a statement and a question how to form a question from a statement by using intonation how to form a question using the structure <i>Est-ce que...</i> 	<ul style="list-style-type: none"> negation the interrogative form the sound–symbol system pronunciation word order at the phrase level construction of simple sentences 	<ul style="list-style-type: none"> the contractions for <i>à</i> and <i>de</i> + definite articles interjections cardinal and ordinal numbers the sound–symbol system pronunciation word order at the phrase level word order at the sentence level construction of simple sentences punctuation 	

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
	<ul style="list-style-type: none"> ○ that personal subject pronouns replace a noun ○ a masculine name or noun is replaced by the pronoun <i>il</i> ○ a feminine name or noun is replaced by the pronoun <i>elle</i> ○ two or more masculine names or nouns are replaced by the pronoun <i>ils</i> ○ two or more feminine names or nouns are replaced by the pronoun <i>elles</i> ○ one or more masculine names or nouns plus any combination of feminine names or nouns are replaced by the pronoun <i>ils</i> • the infinitive is a word that names an action verb or a state of being verb • every verb in French changes its form according to the personal subject pronoun used (conjugation) 				

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
	<ul style="list-style-type: none"> • how to tell the difference between a command and a statement • how to tell the difference between affirmative and negative sentences • how to formulate a question using question words 				
			<p>Acquire knowledge of the following concepts:</p> <ul style="list-style-type: none"> • global expressions using <i>faire</i> and <i>avoir</i> • prepositional phrases • the contractions for <i>à</i> and <i>de</i> + definite articles • interjections • cardinal and ordinal numbers • word order at the sentence level 	<p>Acquire knowledge of the following concepts:</p> <ul style="list-style-type: none"> • determiners • demonstrative adjectives • exclamatory adjectives • the partitive • quantity • adverbs and adverbial expressions • different verb groupings (<i>-er</i>, <i>-ir</i>, <i>-re</i>) • irregular verb conjugation patterns in the present tense • pronominal versus nonpronominal verbs • verb + infinitive 	<p>Acquire knowledge of the following concepts:</p> <ul style="list-style-type: none"> • formation of adverbs from adjectives • pronominal reflexive verbs • imperative with pronominal reflexive verbs • the immediate future • verbs taking a preposition

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
				<ul style="list-style-type: none">• the imperative• negative expressions• punctuation	

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French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

5. Application of Language Concepts

Students will be able to:

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<p>Use, in modelled situations, the following grammatical elements:</p>	<p>Use, in modelled situations, the following grammatical elements:</p>	<p>Use, in modelled situations, the following grammatical elements:</p>	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p>	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p>	<p>Use, with some consistency, in oral and written form the following linguistic elements needed to communicate a message:</p>
<ul style="list-style-type: none"> • indefinite articles (<i>un, une, des</i>) • definite articles (<i>le, la, les</i>) • prepositions of place (e.g., <i>dans, sur, devant, derrière</i>) • possessive adjectives of <i>mon, ma, mes, ton, ta, tes</i> • prepositions <i>voici</i> and <i>voilà</i> • singular and third person plural forms of the verb <i>être</i> • singular forms of the following verbs: (conjugated with <i>je, tu, il, elle</i>) <ul style="list-style-type: none"> ○ <i>avoir</i> ○ <i>mesurer</i> 	<ul style="list-style-type: none"> • possessive adjectives <i>son, sa, ses</i> • the preposition <i>de</i> + noun to indicate possession • prepositions and prepositional phrases of location • questions such as <i>Combien de...?</i> • singular forms of the verbs: <ul style="list-style-type: none"> ○ <i>aimer</i> ○ <i>porter</i> ○ <i>se trouver</i> ○ <i>parler</i> ○ <i>détester</i> ○ <i>travailler</i> ○ <i>faire</i> ○ <i>étudier</i> ○ <i>aller</i> ○ <i>habiter</i> 	<ul style="list-style-type: none"> • <i>il faut</i> + infinitive • question forms • adverbs of quantity and intensity • selected forms of the verb <i>se trouver</i> • singular forms of the following verbs: <ul style="list-style-type: none"> ○ <i>travailler</i> ○ <i>manger</i> ○ <i>préférer</i> ○ <i>protéger</i> ○ <i>aller</i> ○ <i>habiter</i> ○ <i>faire</i> • all forms of the following verbs: <ul style="list-style-type: none"> ○ <i>aimer</i> ○ <i>détester</i> 	<ul style="list-style-type: none"> • number (singular versus plural) and gender (agreement of definite articles – <i>le, la, l', les</i>, and indefinite articles – <i>un, une, des</i>, with nouns) • possessive adjectives <i>mon, ma, mes; ton, ta, tes; son, sa, ses, notre, and nos</i> • basic qualifying adjectives (e.g., colour [<i>les yeux verts</i>], physical traits [e.g., <i>Son père est mince.</i>], qualities [e.g., <i>Mon ami est sympathique.</i>]) • present tense of <i>avoir, être, faire, aller</i> 	<ul style="list-style-type: none"> • demonstrative adjectives – <i>ce, cet, cette, ces</i> • possessive adjectives – <i>notre, nos; votre, vos; leur, leurs</i> • exclamatory adjectives (e.g., <i>Quel animal! Quelle belle chemise!</i>) • the question word <i>pourquoi</i> • the partitive articles – <i>du, de la, de l', des</i> • expressions of quantity (e.g., <i>une boîte de, un kilo de</i>) • expressions with <i>avoir</i> (e.g., <i>Tu as peur des serpents?/ J'ai besoin de.../J'ai</i> 	<ul style="list-style-type: none"> • expressions with <i>avoir</i> (e.g., <i>L'athlète a mal aux jambes.</i>) • expressions with <i>faire</i> (e.g., <i>Je fais du yoga./ Mon père fait le ménage.</i>) • formation of adverbs from adjectives • present tense of regular and irregular <i>-er, -ir, -re</i> verbs with all personal subject pronouns in affirmative and negative sentences • present tense of pronominal reflexive verbs (e.g., <i>se reposer, s'étirer</i>) with all personal subject pronouns in

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<ul style="list-style-type: none"> o <i>aimer</i> o <i>adorer</i> o <i>détester</i> 	<ul style="list-style-type: none"> o <i>manger</i> o <i>boire</i> • all forms of the verbs <ul style="list-style-type: none"> o <i>avoir</i> o <i>être</i> • negative structure <i>ne... pas</i> 		<ul style="list-style-type: none"> with all personal subject pronouns • present tense of regular -er verbs with all personal subject pronouns (e.g., <i>aimer, étudier, dessiner, fêter, regarder, travailler</i>) • expressions with <i>avoir</i> (e.g., <i>J'ai douze ans./ La réunion a lieu à 15 h 30.</i>) • expressions with <i>faire</i> (e.g., <i>Il fait beau./Il fait du ski.</i>) • affirmative sentences • negative sentences using <i>ne... pas</i> • <i>est-ce que</i> and intonation as a way of asking questions • question words – <i>qui, qu'est-ce que, où, combien, comment, quand, quel/quelle, à quelle heure</i> • contractions for the prepositions <i>à</i> and <i>de</i> + definite articles • prepositions of place and prepositional phrases – <i>à, sous,</i> 	<ul style="list-style-type: none"> <i>faim/soif.</i>) • expressions with <i>faire</i> (e.g., <i>Le chef fait sauter les oignons.</i>) • present tense of regular and irregular -er, -ir, -re verbs with all personal subject pronouns in affirmative and negative sentences • the imperative in the affirmative and in the negative with regular and irregular -er, -ir, -re verbs (e.g., <i>Choisis le bleu./ Ne mettez pas trop de sel.</i>) • adverbs of manner (e.g., <i>bien, fort, lentement</i>), of time (e.g., <i>demain, bientôt, parfois, souvent, tard</i>), of quantity and intensity (e.g., <i>assez, beaucoup, très, trop</i>) and of place (e.g., <i>à droite, autour, ici, là-bas, loin</i>) • adverbs and adverbial expressions of negation (e.g., <i>rien, jamais, ne... jamais,</i> 	<ul style="list-style-type: none"> affirmative and negative sentences • present tense of <i>vouloir, pouvoir, devoir</i> with all personal subject pronouns in affirmative and negative sentences • the immediate future – <i>aller + infinitif</i> – with all personal subject pronouns in affirmative and negative sentences • the imperative in the affirmative and in the negative with regular and irregular -er, -ir, -re verbs and pronominal reflexive verbs (e.g., <i>Repose-toi sur le sol.</i>) • present tense verb + infinitive (e.g., <i>aimer, adorer, détester, vouloir, pouvoir, devoir + infinitif</i>) with all personal subject pronouns in affirmative and negative sentences • verbs taking a preposition (e.g.,

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
			<p><i>sur, dans, devant, derrière, à côté de,</i> etc. (e.g., <i>Le bureau est à côté du tableau.</i>)</p> <ul style="list-style-type: none"> appropriate interjections – <i>Attention!; Silence!; Brrr!; Bravo!; D'accord!;</i> etc. the conjunction <i>et</i> to link a list of words or phrases (e.g., <i>Il a les yeux bleus et les cheveux blonds.</i>) correct word order at the phrase level (e.g., <i>une grande fille</i> versus <i>une fille aimable</i>) correct word order in simple sentences (e.g., <i>Mon nom est Marc.</i>) 	<p><i>ne... plus, ne... rien</i>)</p> <ul style="list-style-type: none"> <i>parce que</i> as an oral sentence starter 	<p><i>jouer au tennis; faire de la natation; opter pour une maison de plain-pied; commencer par le bon choix d'équipement sportif.</i></p>

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
			<p>Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 6, needed to communicate a message:</p>	<p>Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 6, needed to communicate a message:</p>	<p>Use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4 to 6, needed to communicate a message:</p>
			<ul style="list-style-type: none"> • indefinite articles (<i>un, une, des</i>) • definite articles (<i>le, la, les</i>) • prepositions of place (e.g., <i>dans, sur, devant, derrière</i>) • possessive adjectives <i>mon, ma, mes, ton, ta, tes</i> • prepositions <i>voici</i> and <i>voilà</i> • singular and third person plural forms of the verb <i>être</i> • singular forms of the following verbs: (conjugated with <i>je, tu, il, elle</i>) <ul style="list-style-type: none"> ○ <i>avoir</i> ○ <i>mesurer</i> ○ <i>aimer</i> ○ <i>adorer</i> ○ <i>détester</i> 	<ul style="list-style-type: none"> • possessive adjectives <i>son, sa, ses</i> • the preposition <i>de</i> + noun to indicate possession • prepositions and prepositional phrases of location • questions such as <i>Combien de...?</i> • singular forms of the verbs: <ul style="list-style-type: none"> ○ <i>aimer</i> ○ <i>porter</i> ○ <i>se trouver</i> ○ <i>parler</i> ○ <i>détester</i> ○ <i>travailler</i> ○ <i>faire</i> ○ <i>étudier</i> ○ <i>aller</i> ○ <i>habiter</i> ○ <i>manger</i> ○ <i>boire</i> 	<ul style="list-style-type: none"> • <i>il faut</i> + infinitive • question forms • adverbs of quantity and intensity • selected forms of the verb <i>se trouver</i> • singular forms of the following verbs: <ul style="list-style-type: none"> ○ <i>travailler</i> ○ <i>manger</i> ○ <i>préférer</i> ○ <i>protéger</i> ○ <i>aller</i> ○ <i>habiter</i> ○ <i>faire</i> ○ common <i>-er</i> verbs • all forms of the following verbs: <ul style="list-style-type: none"> ○ <i>aimer</i> ○ <i>détester</i>

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
				<ul style="list-style-type: none">• all forms of the verbs:<ul style="list-style-type: none">○ <i>avoir</i>○ <i>être</i>• negative structure <i>ne... pas</i>	

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Reading the Culture Component

The *Cultural Targets* and/or learner outcomes are represented and illustrate the intended developmental flow for French from grades 7 to 9.

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



cluster heading for Linguistic Elements	Students acquire knowledge about Francophone cultures by ...					
	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
grade specific outcomes for Cultural Targets	<ul style="list-style-type: none"> recognizing that the song “Happy Birthday” varies from culture to culture (e.g., “<i>Bonne fête</i>” in most of Canada, “<i>Joyeux anniversaire</i>” in France, “<i>Gens du Pays</i>” in Québec) identifying French songs, nursery rhymes or counting rhymes (e.g., <i>Savez-vous planter les choux?</i>) 	<ul style="list-style-type: none"> seeking out information about Francophones from authentic sources (e.g., an elementary school timetable from Québec or France) learning about <i>Le Festival du Voyageur</i> identifying the location and date of the festival (information can 	<ul style="list-style-type: none"> recognizing that searches can be done on the Internet using French language search engines learning about <i>Le Carnaval de Québec</i> identifying the location and date of the festival (information can be found at http://www.carnav) 	<ul style="list-style-type: none"> identify geographical areas where French is spoken in Canada and other parts of the world recognize, with teacher assistance, that Francophone education is available to Francophones in Alberta and in other provinces 	<ul style="list-style-type: none"> identify, with teacher assistance, concrete facts that reflect the way of life of various Francophone peoples (e.g., Per capita, the French consume the most mineral water in the world.) learning about cuisine of the Francophone 	<ul style="list-style-type: none"> learning about French-Canadian communities (subfield) identify Francophone communities at the local (e.g., <i>Edmonton</i>), provincial (e.g., <i>Saint-Paul, Légal</i>), national (e.g., <i>Saint-Boniface, Manitoba; Shédiac, Nouveau-Brunswick</i>)
	specific learner outcome statements for each grade from the FSL Program of Studies					

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Culture

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

1. Students acquire knowledge about Francophone cultures by ...

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<ul style="list-style-type: none"> recognizing that the song “Happy Birthday” varies from culture to culture (e.g., “<i>Bonne fête</i>” in most of Canada, “<i>Joyeux anniversaire</i>” in France, “<i>Gens du Pays</i>” in Québec) identifying French songs, nursery rhymes or counting rhymes (e.g., <i>Savez-vous planter les choux?</i>) being able to identify, in English, the fact that calendars in France typically display Monday as the first day of the week 	<ul style="list-style-type: none"> seeking out information about Francophones from authentic sources (e.g., an elementary school timetable from Québec or France) learning about <i>Le Festival du Voyageur</i> identifying the location and date of the festival (information can be found at http://www.festivalvoyageur.mb.ca) learning other information about the festival, including symbols and activities (e.g., <i>la ceinture fléchée</i>, <i>le canotage</i>) learning about snacks for elementary students in France, and when/where students eat their snacks identifying that clothing labels in Canada are available 	<ul style="list-style-type: none"> recognizing that searches can be done on the Internet using French language search engines learning about <i>Le Carnaval de Québec</i> identifying the location and date of the festival (information can be found at http://www.carnaval.qc.ca) learning other information about the festival, including symbols and activities recognizing the names of two winter Francophone celebrations in Canada (e.g., <i>Le Festival du Voyageur de Saint-Boniface au Manitoba/Le Carnaval de Québec à Québec</i>) identifying the difference between the names and times of meals in Québec 	<ul style="list-style-type: none"> identify geographical areas where French is spoken in Canada and other parts of the world recognize, with teacher assistance, that Francophone education is available to Francophones in Alberta and in other provinces and territories seek out information about Francophone cultures from authentic sources (e.g., school timetables, weather reports) 	<ul style="list-style-type: none"> identify, with teacher assistance, concrete facts that reflect the way of life of various Francophone peoples (e.g., Per capita, the French consume the most mineral water in the world.) learning about cuisine of the Francophone world (subfield) seek out information about Francophone cultures from authentic sources (e.g., French language recipe books) 	<ul style="list-style-type: none"> learning about French-Canadian communities (subfield) identify Francophone communities at the local, provincial (e.g., <i>Saint-Paul, Légal</i>), national (e.g., <i>Saint-Boniface, Manitoba; Shédiac, Nouveau-Brunswick</i>) and international (e.g., <i>la Louisianne; Saint-Pierre et Miquelon</i>) levels identify some Francophone festivals in Canada and the world in which one could participate (e.g., <i>le Festival du Homard, le Carnaval de Nice</i>) seek out information about Francophone cultures from authentic sources (e.g., <i>Encyclopédie des sports</i>)

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

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Culture

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
	<p>in at least two languages – English and French</p> <ul style="list-style-type: none"> learning that food products sold in Canada have information and instructions in at least two languages – English and French 	<p>and in France</p> <ul style="list-style-type: none"> identifying the difference in the number of food groups in Canada (four) and in France (six) identifying two predominantly Francophone communities in Alberta and their locations (e.g., <i>Beaumont est au sud d'Edmonton./Saint-Isidore est dans le nord de l'Alberta.</i>) 			<ul style="list-style-type: none"> identify, with teacher assistance, concrete facts that reflect the way of life of various Francophone peoples (e.g., One of the main streets in downtown Montreal – <i>boulevard René-Lévesque</i> – is named after a former Québec premier.)

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

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Culture

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

2. Students apply knowledge about Francophone cultures by ...

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<ul style="list-style-type: none"> being able to identify, in English, examples of French used in the immediate environment of the classroom (e.g., bilingual information on labels, bilingual dictionaries) recognizing elements of different Francophone cultures in the classroom 	<ul style="list-style-type: none"> recognizing elements of Francophone cultures in the school (e.g., French posters, a French section in the school library) 	<ul style="list-style-type: none"> identifying elements of the French language in the community (examples of French language names found on signs, in directories, in newspapers, etc., in the students' own neighbourhood or the school's neighbourhood) recognizing elements of Francophone cultures in the community (e.g., a French restaurant offering service in French; a police officer who can speak French and English) recognizing that the Canadian national anthem can be sung in English, in French, or in a combination of both languages 	<ul style="list-style-type: none"> compare and contrast weather proverbs in English and in French compare and contrast, with teacher assistance, their own way of life with the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., the school day in Canada versus France) compare and contrast, with teacher assistance, the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures reflect, with teacher assistance, upon the way of life of individuals or groups 	<ul style="list-style-type: none"> compare and contrast, with teacher assistance, their own way of life with the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., eating-out patterns) compare and contrast, with teacher assistance, the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., the use of animal words in expressions that are similar in English - <i>être fort comme un taureau</i> = to be as strong as a bull, or are not similar- <i>avoir un chat dans la gorge</i>) 	<ul style="list-style-type: none"> explain how Francophone cultures continue to evolve over time (e.g., introduction of new words into the language) compare and contrast, with teacher assistance, their own way of life with the way of life of Francophone individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., choice of physical activity, size of housing) compare and contrast, with teacher assistance, the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these

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

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Culture

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
			from various Francophone cultures as a means of developing an appreciation of these cultures	= to have a frog in one's throat) <ul style="list-style-type: none"> reflect, with teacher assistance, upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures 	cultures <ul style="list-style-type: none"> reflect, with teacher assistance, upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures

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

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Culture

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

3. Students build general cultural awareness by ...

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<ul style="list-style-type: none"> • learning about four holidays and/or celebrations practised in their community or home, or in other communities (Apply this as appropriate for the school year, and for students' personal context.) <ul style="list-style-type: none"> ○ using greetings associated with the holiday or celebration ○ identifying symbols and colours associated with the holiday or celebration • learning about a winter celebration in Alberta (e.g., Jasper Welcomes Winter, Santa Claus parade, New Year's Eve celebration, community holiday lights display, <i>la cabane à sucre</i>) <ul style="list-style-type: none"> ○ identifying the 	<ul style="list-style-type: none"> • learning about four different holidays and/or celebrations practised in their community or home, or in other communities (Apply this as appropriate for the school year, and for students' personal context.) <ul style="list-style-type: none"> ○ using greetings associated with the holiday or celebration ○ identifying symbols and colours associated with the holiday or celebration 	<ul style="list-style-type: none"> • learning about four different holidays and/or celebrations practised in their community or home, or in other communities (Apply this as appropriate for the school year, and for students' personal context.) <ul style="list-style-type: none"> ○ using greetings associated with the holiday or celebration ○ identifying symbols and colours associated with the holiday or celebration • identifying an historical fact about the Canadian national anthem 	<ul style="list-style-type: none"> • learning about four holidays and/or celebrations practised in their community or home or in other communities (Apply this, as appropriate for the school year, for students' personal context.) <ul style="list-style-type: none"> ○ origins of the four holidays and celebrations ○ traditions associated with the four holidays and celebrations 	<ul style="list-style-type: none"> • learning about four different holidays and/or celebrations practised in their community or home or in other communities (Apply this, as appropriate for the school year, for students' personal context.) <ul style="list-style-type: none"> ○ origins of the four holidays and celebrations ○ traditions associated with the four holidays and celebrations • learning about ethnic cuisine (subfield) 	<ul style="list-style-type: none"> • learning about four different holidays and/or celebrations practised in their community or home or in other communities (Apply this, as appropriate for the school year, for students' personal context.) <ul style="list-style-type: none"> ○ origins of the four holidays and celebrations ○ traditions associated with the four holidays and celebrations

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

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Culture

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<ul style="list-style-type: none"> location and date of the celebration o identifying any symbols or activities associated with the celebration • participating in a cultural event (optional) 					

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<ul style="list-style-type: none"> • identifying reasons for learning a second language and more specifically, French • recognizing that learning another language and developing knowledge about other cultures is a lifelong learning process 	<ul style="list-style-type: none"> • identifying a variety of ways for enhancing contact, directly or indirectly, with people of Francophone origin (e.g., pen pals, e-pals, radio, television) 	<ul style="list-style-type: none"> • stating, in French, that Canada has two official languages – French and English • recognizing that subject area content can be learned in French 	<ul style="list-style-type: none"> • recognize, with teacher assistance, that students can obtain French language education at the post-secondary level in different parts of Canada (e.g., <i>Campus Saint-Jean</i> in Edmonton, <i>Université Laval</i> in Quebec City, <i>Université d'Ottawa</i> in Ottawa) 	<ul style="list-style-type: none"> • explore some personal reasons for learning French* 	<ul style="list-style-type: none"> • identify some trades or professions for which knowledge of French is useful or an asset

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

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Culture

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

5. Students practise sociolinguistic conventions by ...

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<ul style="list-style-type: none"> explaining that <i>tu</i> and <i>vous</i> are used to address people in specific social situations 	<ul style="list-style-type: none"> applying the spacing used for four-digit numbers (e.g., 1 000) using the abbreviation for hour (<i>h</i>) writing the abbreviations for <i>Monsieur (M.)</i>, <i>Madame (M^{me})</i>, <i>Mademoiselle (M^{lle})</i> in France) 	<ul style="list-style-type: none"> applying the spacing used for four- to six-digit numbers (e.g., 15 150) applying the spacing between sets of digits in seven-digit numbers (e.g., 1 000 000) using the abbreviations for the cardinal and intermediate points (e.g., <i>N./N.-O.</i>) using the abbreviations for the word <i>rue (r)</i> and <i>avenue (av.)</i> 	<ul style="list-style-type: none"> sociolinguistic conventions listed in grades 4 to 6 appropriate use of <i>tu</i> versus <i>vous</i> appropriate use of formal forms of addressing people – <i>monsieur</i>, <i>madame</i> or <i>mademoiselle</i> (e.g., France) appropriate oral greetings and leave-taking expressions appropriate convention for the date appropriate conventions for time – informal use (12-hour clock) and formal use (24-hour clock) appropriate abbreviations for time – <i>h</i>, <i>min</i>, <i>s</i> appropriate conventions for telephone numbers (e.g., 403-555-0000 <i>au Canada</i>; 	<ul style="list-style-type: none"> sociolinguistic conventions listed in grades 4 to 7 appropriate spacing between sets of digits in large numbers (e.g., 1 500 000) appropriate convention for a written title (e.g., <i>l'entretien des vêtements</i>) appropriate abbreviations or symbols for measurements (e.g., <i>km</i>, <i>g</i>, <i>kg</i>, <i>°C</i>, <i>ml</i>, <i>l</i>) appropriate abbreviations or symbols for Canadian and foreign currencies (e.g., \$ Can., € Euro) appropriate placement and spacing of the currency symbol and the comma (e.g., 1,50 \$) 	<ul style="list-style-type: none"> sociolinguistic conventions listed in grades 4 to 8 appropriate abbreviations or symbols for measurement (e.g., <i>km</i>, <i>m²</i>) appropriate spacing between sets of digits in large numbers (e.g., 2 648 000) appropriate convention for naming buildings (e.g., <i>l'Hôtel du Parlement à Québec</i>), monuments (e.g., <i>la tour Eiffel</i>), streets (e.g., <i>boulevard René-Lévesque</i>) and communities (e.g., <i>Sainte-Agathe-des-Monts</i>) appropriate titles and abbreviations for certain professions (e.g., <i>D^r = Docteur</i>) appropriate conventions for informal letters

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

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Culture

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

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
			<p>01.42.00.48.49 en France)</p> <ul style="list-style-type: none"> • appropriate conventions for addresses (e.g., 234, rue Lajoie) • appropriate conventions for the intermediate and cardinal points • appropriate abbreviations used in addresses (e.g., boulevard – <i>boul.</i>, route – <i>r^{te}</i>) • appropriate abbreviations for height and weight – <i>kg, cm, m.</i> 	<ul style="list-style-type: none"> • appropriate conventions for punctuation (e.g., The typographical symbols « ... » represents <i>les guillemets français.</i>) • appropriate conventions for spacing (e.g., There is one space before and after <i>le deux-points.</i>) 	

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

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Culture

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

6. Students build French language awareness by ...

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
<ul style="list-style-type: none"> recognizing that word processing programs are available in French recognizing that there are often equivalents in French for common English first names (e.g., <i>Pierre</i> = Peter; <i>Marie</i> = Mary) 	<ul style="list-style-type: none"> recognizing that the French accents are accessible on a French keyboard or through the use of specific computer commands identifying that the terms a.m. and p.m. are not used in French to express “before noon” and “after noon” 	<ul style="list-style-type: none"> recognizing that there are natural variations in the French language, and that there can be a variety of words used to describe the same thing (e.g., <i>la bicyclette</i> and <i>le vélo</i>)* 	<ul style="list-style-type: none"> access appropriate Web sites using French language search engines cite copyrighted French language sources when using information from digital technologies 	<ul style="list-style-type: none"> access appropriate Web sites using French language search engines cite copyrighted French language sources when using information from digital technologies recognize and understand how the French language has evolved and is evolving (e.g., <i>le rôle des emprunts et des anglicismes</i>) recognize regional variants in expressions used by different Francophone groups in a similar context (e.g., <i>petit-déjeuner, déjeuner, dîner</i> [France] versus <i>déjeuner, dîner, souper</i> [Canada]; <i>slip</i> [France] versus <i>caleçon</i> [Canada]) 	<ul style="list-style-type: none"> access appropriate Web sites using French language search engines cite copyrighted French language sources when using information from digital technologies recognize the fact that variations in accents exist within and among Francophone cultures in different areas (e.g., Acadian French, <i>Québécois</i> French, Parisian French)

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

Scope and Sequence

Language Learning Strategies

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Reading the Language Learning Strategies Component

The Language Learner Strategies and/or learner outcomes are represented and illustrate the intended developmental flow for French from grades 7 to 9.

<p>General Outcome for Language Learning Strategies (LLS) Students will use their knowledge of strategies to enhance learning and to communicate in French.</p>																																		
<p>Read each page horizontally for developmental flow of language learning strategies and/or learner outcomes from the FSL Program of Studies, from grade to grade. Revisit strategies, as needed.</p>																																		
<p>cluster headings and subheadings for LLS</p>				<p>Communication Strategies</p>																														
<p>1.1 Cognitive</p>				<p>LLS may be revisited at different points in the six-year time period, depending on the learners.</p>																														
<p>GRADE 4</p>					<p>GRADE 5</p>					<p>GRADE 6</p>					<p>GRADE 7</p>					<p>GRADE 8</p>					<p>GRADE 9</p>									
<p>Students develop and use cognitive strategies to facilitate the comprehension of an oral or written message:</p>					<p>Students develop and use a variety of cognitive strategies, with guidance, to facilitate the comprehension of an oral or written message:</p>					<p>Students develop and use a variety of cognitive strategies, with guidance, to facilitate the comprehension of an oral or written message:</p>					<p>Students identify and use a variety of cognitive strategies, with/without guidance, to facilitate the comprehension of an oral or written message:</p>					<p>Students identify and use a variety of cognitive strategies, with/without guidance, to facilitate the comprehension of an oral or written message:</p>					<p>Students identify and use a variety of cognitive strategies, with/without guidance, to facilitate the comprehension of an oral or written message:</p>									
LC	OP	RC	WP		LC	OP	RC	WP		LC	OP	RC	WP		LC	OP	RC	WP		LC	OP	RC	WP		LC	OP	RC	WP						
✓		✓			✓		✓			✓		✓			✓		✓			✓		✓			✓		✓			✓		✓		
<ul style="list-style-type: none"> guess the meaning of an unknown word or expression use visual clues (e.g., pictures, gestures, illustrations) 					<ul style="list-style-type: none"> appropriate strategies from Grade 4 identify cognates (e.g., forest/<i>forêt</i>; 					<ul style="list-style-type: none"> appropriate strategies from grades 4 and 5 predict what 					<ul style="list-style-type: none"> appropriate cognitive strategies from grades 4 to 6 look for patterns or relationships* 					<ul style="list-style-type: none"> appropriate strategies from grades 4 to 7 perceive and note down unknown words and expressions, noting also their context 					<ul style="list-style-type: none"> appropriate strategies from grades 4 to 8 identify similarities and differences between aspects of the language being learned and their 									
<p>specific learner outcome statements for each grade from the FSL Program of studies</p>																																		

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language Learning Strategies

Students will use their knowledge of strategies to enhance learning and to communicate in French.

1. Comprehension Strategies

1.1 Cognitive

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9			
Students develop and use cognitive strategies, with guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with/without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of cognitive strategies, with/without guidance , to facilitate the comprehension of an oral or written message:							
LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP	LC ✓	OP	RC ✓	WP
<ul style="list-style-type: none"> guess the meaning of an unknown word or expression use visual clues (e.g., pictures, gestures,) and auditory clues (e.g., street noises, intonations sighs) activate prior knowledge and experience associate a gesture, a symbol or an illustration with a message activate first language listening and reading skills listen attentively* make personal 				<ul style="list-style-type: none"> appropriate strategies from Grade 4 identify cognates (e.g., forest/<i>forêt</i>, carnival/<i>carnaval</i>) identify word families (e.g., <i>étudiant</i>, <i>étude</i>, <i>étudier</i>) use repetition (e.g., listen again to a text or reread a text that is causing difficulty) represent meaning by using mental images, illustrations or graphic representations listen or read for key words* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 and 5 predict what information a text may contain represent meaning by using mental images, illustrations or graphic representations group together sets of things – vocabulary, structures – with similar characteristics* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 6 look for patterns or relationships* make personal dictionaries* use previously acquired knowledge to facilitate a learning task* infer probable meaning of unknown words or expressions from contextual clues 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 7 perceive and note down unknown words and expressions, noting also their context and function* be aware of the potential of learning through direct exposure to the language* reread several times to understand complex ideas* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 8 identify similarities and differences between aspects of the language being learned and their own language* use key content words or discourse markers (<i>premièrement</i>, <i>prochain</i>, <i>finalement</i>, <i>cependant</i>, <i>malheureusement...</i>) to follow an extended text* 			

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

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language Learning Strategies

Students will use their knowledge of strategies to enhance learning and to communicate in French.

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9																																																
dictionaries* • perform actions to match words of a song, story or rhyme* • use intonation to facilitate comprehension*																																																					
1.2 Socio-affective																																																					
Students develop and use socio-affective strategies, with guidance , to facilitate the comprehension of an oral or written message:	Students develop and use a variety of socio-affective strategies, with guidance , to facilitate the comprehension of an oral or written message:	Students develop and use a variety of socio-affective strategies, with guidance , to facilitate the comprehension of an oral or written message:	Students develop and use socio-affective strategies, with/without guidance , to facilitate the comprehension of an oral or written message:	Students develop and use a variety of socio-affective strategies, with/without guidance , to facilitate the comprehension of an oral or written message:	Students develop and use a variety of socio-affective strategies, with/without guidance , to facilitate the comprehension of an oral or written message:																																																
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<ul style="list-style-type: none"> participate willingly in French language learning experiences take the risk to listen to or read a new text in French tolerate ambiguity – accept that it is not necessary to understand every word in order to glean meaning seek the assistance of a friend to interpret a text* ask the speaker to repeat the message 	<ul style="list-style-type: none"> appropriate strategies from Grade 4 ask questions to clarify understanding collaborate with others to build confidence collaborate with others to exchange information participate in paired and small group reading experiences* 	<ul style="list-style-type: none"> appropriate strategies from grades 4 and 5 be willing to try unfamiliar tasks and approaches* reduce anxiety by using mental techniques, such as positive self-talk or humour* ask the speaker to spell out or draw the unknown word indicate to the speaker that the message was not understood 	<ul style="list-style-type: none"> appropriate strategies from grades 4 to 6 choose learning tasks that enhance understanding and enjoyment 	<ul style="list-style-type: none"> appropriate strategies from grades 4 to 7 participate in cooperative group reading, listening or viewing tasks 	<ul style="list-style-type: none"> appropriate strategies from grades 4 to 8 use support strategies to help peers persevere at reading, listening or viewing tasks; e.g., offer encouragement, praise, ideas* 																																																

French as a Second Language – Scope and Sequence – Grades 7 to 9

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9							
<ul style="list-style-type: none"> ask the speaker to speak more slowly 																											
1.3 Metacognitive																											
Students develop and use metacognitive strategies, with guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of metacognitive strategies, with guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of metacognitive strategies, with guidance , to facilitate the comprehension of an oral or written message:				Students develop and use metacognitive strategies, with/ without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of metacognitive strategies, with/ without guidance , to facilitate the comprehension of an oral or written message:				Students develop and use a variety of metacognitive strategies, with/ without guidance , to facilitate the comprehension of an oral or written message:							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
<ul style="list-style-type: none"> focus attention on the activity to be carried out make choices about how they want to learn* reflect on learning tasks with the help of the teacher* 				<ul style="list-style-type: none"> appropriate strategies from Grade 4 focus attention on required information determine the purpose of listening/reading* decide in advance how to attend to the learning task* activate prediction skills based on previous knowledge and experience 				<ul style="list-style-type: none"> appropriate strategies from grades 4 and 5 focus attention on what is known and ignore what is unknown verify predictions 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 6 determine the purpose of listening, reading or viewing* make predictions about what they expect to hear, read or view based on prior knowledge and personal experience* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 6 listen, read or view selectively based on purpose* use skimming and scanning to locate key information in texts* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 6 assess their own information needs before listening, viewing or reading* reflect on their thinking processes and what helps them read, listen and view French materials* 							

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

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language Learning Strategies

Students will use their knowledge of strategies to enhance learning and to communicate in French.

2. Production Strategies

2.1 Cognitive

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9							
Students develop and use cognitive strategies, with guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of cognitive strategies, with guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of cognitive strategies, with guidance , to facilitate the production of an oral or written message:				Students develop and use cognitive strategies, with/without guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of cognitive strategies, with/without guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of cognitive strategies, with/without guidance , to facilitate the production of an oral or written message:							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
<ul style="list-style-type: none"> repeat a word, an expression, a pattern, a presentation, etc., silently or aloud use models to create a similar text activate prior knowledge and experience prepare a draft of the message use a variety of nonverbal clues to communicate use words that are visible in the immediate environment* 				<ul style="list-style-type: none"> appropriate strategies from Grade 4 experiment with various elements of the language* imitate sounds and intonation patterns* use reference materials (e.g., picture dictionaries, workbooks in the classroom) find a different way of conveying a message (e.g., gestures, drawing, pointing to an example, using a different word or expression to approximate meaning) 				<ul style="list-style-type: none"> appropriate strategies from grades 4 and 5 write down key words or concepts in abbreviated form to assist with a speaking or writing task* use resources to increase vocabulary* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 6 imitate sounds and intonation patterns* use words from their first language to get their meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language* use familiar repetitive patterns from stories, songs, rhymes or media* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 7 learn short rhymes or songs, incorporating new vocabulary or sentence patterns* use a simple word similar to the concept they want to convey, and invite correction use knowledge of sentence patterns to form new sentences* 				<ul style="list-style-type: none"> appropriate strategies from grades 4 to 8 use induction to generate rules governing language use* seek opportunities outside of class to practise and observe* be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing revision (rereading, moving pieces of text, rewriting pieces of text), correction 							

French as a Second Language – Scope and Sequence – Grades 7 to 9

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9							
																				(grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)							
2.2 Socio-affective																											
Students develop and use socio-affective strategies, with guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of socio-affective strategies, with guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of socio-affective strategies, with guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of socio-affective strategies, with/without guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of socio-affective strategies, with/without guidance , to facilitate the production of an oral or written message:				Students develop and use a variety of socio-affective strategies, with/without guidance , to facilitate the production of an oral or written message:							
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
<ul style="list-style-type: none"> • copy what others say and write* • take the risk to say or write something in French • use facial expressions or mime to get the message across • work cooperatively with peers in small groups* 				<ul style="list-style-type: none"> • appropriate strategies from Grade 4 • encourage classmates using expressions of approval or praise (e.g., <i>Bravo!</i>) • seek assistance from the teacher or a peer to clarify instructions, word meaning, etc. • understand that making mistakes is a natural part of language learning* 				<ul style="list-style-type: none"> • appropriate strategies from grades 4 and 5 • collaborate with others to brainstorm, resolve problems, rehearse and communicate messages • participate actively in brainstorming and conferencing as prewriting and postwriting exercises* • experiment with various forms of expression, and note their acceptance or 				<ul style="list-style-type: none"> • appropriate strategies from grades 4 to 6 • watch others' actions and copy them* • encourage themselves to try, even though they might make mistakes* 				<ul style="list-style-type: none"> • appropriate strategies from grades 4 to 7 • invite others into the discussion* • use self-talk to make themselves feel competent to do the task* 				<ul style="list-style-type: none"> • appropriate strategies from grades 4 to 8 • seek help from others* • use social interaction to enhance group learning activities* 							

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

French as a Second Language – Scope and Sequence – Grades 7 to 9

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

GRADE 4				GRADE 5				GRADE 6				GRADE 7				GRADE 8				GRADE 9			
								nonacceptance by more experienced speakers*															
2.3 Metacognitive																							
Students develop and use metacognitive strategies, with guidance , to facilitate the production of an oral or written message :				Students develop and use a variety of metacognitive strategies, with guidance , to facilitate the production of an oral or written message :				Students develop and use a variety of metacognitive strategies, with guidance , to facilitate the production of an oral or written message :				Students develop and use metacognitive strategies, with/ without guidance , to facilitate the production of an oral or written message :				Students develop and use a variety of metacognitive strategies, with/ without guidance , to facilitate the production of an oral or written message :				Students develop and use a variety of metacognitive strategies, with/ without guidance , to facilitate the production of an oral or written message :			
LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP	LC	OP	RC	WP
	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
<ul style="list-style-type: none"> • use checklists, in English, to verify the work • reflect on and articulate, in English, what they have learned and can demonstrate in French • articulate their understanding of the Knowledge of Language Concepts required for Grade 4 • rehearse or role play language* • keep a learning log* 				<ul style="list-style-type: none"> • use checklists, in English, to verify the work • reflect on and articulate, in English, what they have learned and can demonstrate in French • articulate their understanding of the Knowledge of Language Concepts required for Grade 4 • rehearse or role play language* • keep a learning log* 				<ul style="list-style-type: none"> • use checklists, in English, to verify the work • reflect on and articulate, in English, what they have learned and can demonstrate in French • articulate their understanding of the Knowledge of Language Concepts required for Grade 4 • rehearse or role play language* • keep a learning log* 				<ul style="list-style-type: none"> • appropriate strategies from grades 4 to 6 • choose from among learning options* • make a plan in advance about how to approach a speaking or writing task* 				<ul style="list-style-type: none"> • appropriate strategies from grades 4 to 7 • divide an overall task into a number of subtasks* 				<ul style="list-style-type: none"> • appropriate strategies from grades 4 to 8 • keep a notebook or log of ideas to help attend to future speaking or writing tasks 			

French as a Second Language – Scope and Sequence – Grades 7 to 9

General Outcome for Language Learning Strategies

Students will use their knowledge of strategies to enhance learning and to communicate in French.

3. Memory Strategies

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
Students develop and use memory strategies, with guidance , to remember vocabulary or grammatical structures, in order to use them in communicative situations:	Students develop and use a variety of memory strategies, with guidance , to remember vocabulary or grammatical structures, in order to use them in communicative situations:	Students develop and use a variety of memory strategies, with guidance , to remember vocabulary or grammatical structures, in order to use them in communicative situations:	Students develop and use memory strategies, with/without guidance , to remember vocabulary or grammatical structures, in order to use them in communicative situations:	Students develop and use a variety of memory strategies, with/without guidance , to remember vocabulary or grammatical structures, in order to use them in communicative situations:	Students develop and use a variety of memory strategies, with/without guidance , to remember vocabulary or grammatical structures, in order to use them in communicative situations:
<ul style="list-style-type: none"> practise a word, an expression or a grammatical pattern repeat a new word or expression, silently or aloud use physical actions in conjunction with new vocabulary repeat a new word silently and associate it with an image 	<ul style="list-style-type: none"> appropriate strategies from Grade 4 learn short rhymes or songs to remember new vocabulary* repeat a new word saying the letters or syllables that make up the word 	<ul style="list-style-type: none"> appropriate strategies from grades 4 and 5 create a rhyme or a song to help remember vocabulary, expressions or grammatical rules combine new learning of vocabulary with previously learned vocabulary 	<ul style="list-style-type: none"> appropriate strategies from grades 4 to 6 use mental images to remember new information 	<ul style="list-style-type: none"> appropriate strategies from grades 4 to 7 place new words or expressions in a context to make them easier to remember 	<ul style="list-style-type: none"> appropriate strategies from grades 4 to 8 use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

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