

The Ontario Curriculum

French As a Second Language: Core French

Grades 4-8

A large, stylized logo for French as a Second Language (FSL). The letters 'FSL' are rendered in a white, serif font with a slight shadow effect, set against a dark purple rectangular background. The background has a slightly wavy, torn-paper-like edge.

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Introduction

The ability to communicate in French is a valuable skill, because French is one of Canada's two official languages and is also widely used around the world.

Second-language learning in general is valuable for a number of reasons. Research confirms that knowledge of a second language strengthens first-language skills, and that the ability to speak two or more languages generally enhances problem-solving and reasoning skills, the capacity for creative thinking, and the ability to respect and understand other cultures. Second-language learning strengthens students' ability to communicate and participate effectively in the workplace and the global community. It also increases their ability to understand themselves and other people, and helps them to appreciate the power of words and the many different uses of language.

The Purpose of The Ontario Curriculum: French As a Second Language – Core French, Grades 4-8, 1998

Core French is mandatory from Grades 4 to 8 for all students in English-language elementary schools. Policy and program requirements for elementary school Core French programs dictate that students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8, and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. School boards have the authority to introduce Core French before Grade 4. Students should advance through an organized sequence of learning experiences that permits a steady growth of knowledge and skills. Once an instructional sequence has begun, the program must continue uninterrupted to Grade 8.

The purpose of this document is to set the minimum expectations that all students in English-language elementary schools are required to attain in French as a second language. The curriculum describes the required knowledge and skills for each grade from Grades 4 to 8.

As of September 1998, all Core French programs will be based on the expectations outlined in this document. School boards will have to adapt the provincial expectations if their Core French program starts before Grade 4.

The Aim of the Core French Program

The aim of *The Ontario Curriculum: French As a Second Language – Core French, Grades 4-8, 1998* is to develop basic communication skills in French and an understanding of the nature of the language, as well as an appreciation of French culture in Canada and in other parts of the world. The Core French program offers students a valuable educational experience and the opportunity to develop a basic usable command of the French language that can be expanded through further study or contact with French-speaking people.

Features of the New Core French Curriculum

Whereas *The Common Curriculum* identified general outcomes in Core French for Grade 9 only, *The Ontario Curriculum: French As a Second Language – Core French, Grades 4-8, 1998* describes the knowledge and skills that students must develop in Grades 4 to 8, as well as the levels of achievement at which they are expected to master them. Teachers will use these levels to assess students' achievement.

The new Core French curriculum emphasizes the development of oral communication skills with gradual introduction to reading and writing.

The Role of Parents

Studies show that students perform better in school if their parents are involved in their education. Even if they do not speak or understand French, parents still have an important role to play in supporting their child's learning. By reading the curriculum, parents can find out what their children are learning in each grade and why they are learning it. This awareness will enable parents to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their child's progress. Knowledge of the expectations will also help them interpret their child's report card and to work with the teacher to improve the student's learning.

There are many other ways in which parents can express their interest in their child's education. Participating in parent conferences, working on the school council, encouraging children to complete assignments at home, and reinforcing the value of French and other languages and cultures in society are just a few examples.

The Role of Teachers

Teachers must make every reasonable attempt to motivate students to want to learn French by providing a supportive environment where second-language skills are gradually introduced, continuously practised, and consolidated.

Teachers will use their professional judgement in deciding which instructional methods will best foster the learning described in the expectations. They will base their decisions on the needs of students, the resources available, and the recognition that good teaching should build strong personal values and positive attitudes both towards French and towards learning in general. Learning activities that are based on students' interests, needs, and desire to communicate will achieve the best results in a Core French classroom.

Teachers also need to use a range of tools for assessing student achievement, particularly in the area of oral communication. Performance assessment is a powerful tool for improving student learning and measuring the effectiveness of their teaching practices.

The Role of Students

Students also have responsibilities with respect to their learning, which increase as they advance through elementary and secondary school. Students who are willing to make the effort required and who are able to apply themselves will soon learn that there is a direct relationship between achievement and hard work, and will be motivated to work as a result. There will be some students, however, who will find it more difficult to take responsibility for their learning because of special challenges they face. For these students, the attention, patience, and encouragement of teachers may be extremely important factors for success. Regardless of their circumstances, learning to take responsibility for one's progress and learning is an important part of education for all students.

Students are encouraged to pursue opportunities outside the classroom to extend and enrich their skills in French. The ability to communicate in French should be viewed as a valuable skill that enhances and reinforces overall communicative ability.

Curriculum Expectations and Achievement Levels

The Ontario Curriculum: French As a Second Language – Core French, Grades 4-8, 1998, has two elements: expectations and achievement levels. The expectations identified for each grade describe the knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed.

The achievement levels are brief descriptions of four different degrees of achievement of the curriculum expectations for any given grade. These descriptions are among a number of tools that teachers will use to assess students' learning. The achievement levels for Core French focus on the following knowledge and skills: communication; comprehension; organization of ideas; and application of language knowledge. Level 3, which is the "provincial standard", identifies a high level of achievement of the provincial expectations. Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade level. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. For example, a student who is currently able to communicate only with extensive teacher support in highly structured situations, and with many errors in extremely basic language, would be described as achieving at level 1 in the category of communication skills.

Planning Student Programs

French will be the language of communication in class, since classroom interaction provides students with opportunities to speak in French and to hear French spoken. Learning activities must include an appropriate balance of the skills of oral communication, reading, and writing. In Grades 4 to 6, the vast majority of instructional time will be spent on oral communication. In Grades 7 and 8, while the main focus continues to be on oral communication, there will be an increased emphasis on reading and writing. The evaluation of student achievement must reflect the importance placed on the development of oral communication skills.

Core French is an integral part of the elementary school curriculum. Programs should be designed so that elements from the other program areas are integrated into second-language activities. Doing so will help students to see connections and relationships among ideas, people, and things, and to relate their learning to the world within and outside the school. For example, it is assumed that the language skills and knowledge developed in English at a particular grade level can be used in learning French.

Teachers will provide activities and assignments that are interesting, meaningful, and relevant to students. Interviews, oral presentations, playing roles in dramatizations and simulations, dialogues, and cooperative games are examples of effective oral communication activities. Numerous opportunities should be provided for students to interact with one another both on a one-to-one basis and in small- and large-group activities.

Finally, teachers will help students – particularly students in Grades 7 and 8 – understand that second-language skills are important in many careers and can improve their chances for future employment.

Core French for Exceptional Students

Recognizing the needs of exceptional students and providing appropriate programs and services for them are important aspects of planning and implementing the curriculum. Specific procedures are set out in legislation for the identification and placement of exceptional students. The needs of exceptional students are identified by an Identification, Placement, and Review Committee (IPRC).

When an IPRC identifies a student as exceptional, an Individual Education Plan (IEP) must be developed and maintained for that student. (It should be noted that an IEP may also be prepared for students with special needs who are receiving special education programs and/or services but who have not been identified as exceptional by an IPRC). An IEP defines the student's educational program as one that is based on and modified by the results of continuous assessment and evaluation. It identifies the student's specific learning expectations and explains how the school will address these expectations (for example, through appropriate programs and services, modifications in the regular program, and other accommodations). It also identifies the methods by which the student's progress will be reviewed.

In developing the student's IEP, consideration must be given to any recommendations made by the IPRC concerning programs and services that may be particularly appropriate for meeting the student's needs. Also, the school must consult with the parents of the student at the development stage. The IPRC's recommendations and the results of consultation between the parents and the school staff will form the basis of decisions concerning the ways in which the learning expectations set out in the provincial curriculum will be modified to meet the student's special needs. Once the IEP has been developed, the parents of the student must be provided with a copy.

Those involved in developing the IEP should work together on an ongoing basis to review the student's progress and make adjustments to the IEP as necessary. It is important that the school continue to keep parents informed about the program and the progress of the student, as parents can provide valuable support for their child's learning.

In planning Core French programs for exceptional students, teachers must take into account the students' strengths and needs, learning expectations, accommodations, and methods for reviewing progress as outlined in the IEP and/or IPRC's statement of decision. It is important that teachers provide appropriate instruction, activities, and assignments, as well as resources, strategies, and settings that will help exceptional students achieve their learning expectations. Using the most appropriate methods and providing the most appropriate materials may involve making changes in the teaching approaches (e.g., styles of presentation, methods of organization, use of technology and multimedia) and the curriculum content (e.g., amount of material covered, type of material used) that are normally used for most other students. Changes may also need to be made in some assessment and evaluation procedures. For example, exceptional students may need to be given additional time to complete assignments or tests, they may need to do tests orally or in other forms that are not written, and they may need more explanations about what is expected in a particular assignment or test than would normally be given.

Core French and Native As a Second Language

An exemption from French As a Second Language will be granted if parents/guardians want their children to take Native As a Second Language. Where parents/guardians want their children to participate in programs in both Native As a Second Language and French As a Second Language, school boards will need to make arrangements to accommodate both language programs. Policy/Program Memorandum No. 110 specifies the relationship between Native As a Second Language and French As a Second Language.

Achievement Levels

The chart that follows identifies four categories of knowledge and skills: communication, comprehension, organization of ideas, and applications of language knowledge. For each of these categories, there are four levels of achievement. These levels contain brief descriptions of degrees of achievement on which teachers will base their assessment of students' work.

The descriptions are intended to be used to assess each student's achievement of the expectations for any grade. Teachers should use the descriptions to identify the level at which a student has achieved a particular expectation or group of expectations, in the appropriate category of knowledge and skills. For example, one of the expectations for Grade 6 is that students will be able to write sentences and questions containing learned vocabulary and familiar language structures. If the student does this "with constant errors", and "using few of the required elements", the student's achievement of the expectation would be at level 1 for the category "application of language knowledge". However, if the same student organizes ideas "by creating new forms or making some changes and additions to a model", the student's achievement would be at a level 3 for the category "organization of ideas".

The characteristics of student performance given for level 3 represent achievement that is considered to be the standard for the grade. A student's work at level 3 in Core French in any grade may be described in general terms as follows:

The student generally understands written and spoken French that has been introduced, and can express himself or herself in structured and some open-ended situations. He or she communicates, using most basic forms, structures, and vocabulary. The student uses most of the language knowledge elements studied, and makes only occasional errors. Since the student is learning French as a second language, some teacher assistance is needed.

Although the chart is intended to be used mainly for assessing student achievement, teachers may wish to use it for other related purposes; for example, they could use it as a guide when collecting samples of student work to show parents what work at different levels is like.

Achievement Levels: Core French

Knowledge/Skills	Level 1	Level 2	Level 3	Level 4
Communication	The student communicates:			
	<ul style="list-style-type: none"> – only with constant teacher support, in highly structured situations – using a few basic forms, structures, and vocabulary 	<ul style="list-style-type: none"> – with frequent teacher support, in structured situations – using some basic forms, structures, and vocabulary 	<ul style="list-style-type: none"> – with occasional teacher support, in structured and open-ended situations – using most basic forms, structures, and vocabulary 	<ul style="list-style-type: none"> – with little or no teacher support, in structured and open-ended situations – using all or almost all basic forms, structures, and vocabulary
Comprehension	The student demonstrates understanding:			
	<ul style="list-style-type: none"> – of a few of the main ideas and details – relying on non-verbal cues 	<ul style="list-style-type: none"> – of some of the main ideas and details – using some verbal cues, but relying on non-verbal cues 	<ul style="list-style-type: none"> – of most of the main ideas and details – using mostly verbal cues, and a few non-verbal cues 	<ul style="list-style-type: none"> – of all or almost all of the main ideas and details – using all or almost all verbal cues and a very few non-verbal cues
Organization of ideas	The student organizes:			
	<ul style="list-style-type: none"> – only with constant teacher support – by copying from a model 	<ul style="list-style-type: none"> – with frequent teacher support – by using a model and making minor changes to it 	<ul style="list-style-type: none"> – with occasional teacher support – by creating new forms or making some changes and additions to a model 	<ul style="list-style-type: none"> – with little or no teacher support – by creating new forms or making significant changes and additions to a model
Application of language knowledge (spelling, grammar, vocabulary)	The student applies language knowledge:			
	<ul style="list-style-type: none"> – with constant major errors – using few or none of the required elements 	<ul style="list-style-type: none"> – with frequent errors – using some of the required elements 	<ul style="list-style-type: none"> – with occasional errors – using most of the required elements 	<ul style="list-style-type: none"> – with few or no errors – using all or almost all of the required elements

Strands in the Core French Curriculum

The Core French expectations are organized into three strands, which correspond to the three main areas of language use. The three strands are: oral communication, reading, and writing. The grammar, language conventions, and vocabulary expectations have been grouped into one section. These specific skills and knowledge should be developed in the context of oral communication, reading, and writing activities. The overall expectations provide a broad picture of what students should know and be able to do at the end of the grade.

All the knowledge and skills outlined in the expectations for Core French are mandatory. The curriculum in all grades is designed to develop a range of essential skills in reading, writing, and oral language, including a foundation in spelling and grammar. Print and electronic media are used as learning resources.

Oral Communication

In the new Ontario Core French curriculum, there must be a strong emphasis on helping students develop the oral communication skills they need to understand and interact with others, to express themselves clearly and with confidence, and to use the various media to communicate their own ideas. Development of oral language provides the foundation that enables students to learn to read and write. Because listening and speaking are inseparable in real-life situations, these skills should be developed together in the classroom.

Students should have an adequate “listening period” before they are expected to communicate in French. They should develop strategies (such as facial expressions, body language, pictures, intonation, context, and familiar words) to deduce the meaning of new words and to make sense of spoken language.

The program should give students numerous opportunities to use French for real purposes and in real situations; for example:

- listening to French spoken by live and recorded voices, and by people of different ages, speaking in different accents and at different rates;
- discussing subject matter, reading materials, personal concerns and interests;
- preparing and giving oral presentations;
- playing roles in dramatizations and simulations;
- conducting surveys and interviews.

Students should also have opportunities to gain an appreciation of French culture in Canada and in the world.

Reading

Reading is a complex process that provides a bridge between speech and writing. In learning to read texts in French, students build on the knowledge and skills developed through oral communication in order to understand and respond to written materials. Reading skills and knowledge should be developed after language has been introduced orally in a meaningful context that encourages students to think about what they are reading. Oral prereading activities build a bank of vocabulary, set the context for the topic, and relate texts to the students' experience or prior knowledge of a topic. These oral activities play an important role in making written texts accessible to students.

A well-balanced reading program will provide students with opportunities to read for comprehension, consolidation of language learned orally, vocabulary building, information, and enjoyment, and to practise correct pronunciation and intonation.

Students need to read a wide range of materials representing different forms, genres, and styles, and appropriate to their age, interest, and level of proficiency in French. Materials should include signs, charts, menus, song lyrics, poems, books, and selections from magazines, newspapers, and electronic sources.

Students will be using all the basic reading strategies (e.g., visual and verbal cues, information from context, and knowledge of language patterns, conventions, and structures) to help them understand written texts.

Although the lists of expectations might suggest that the skills involved in reading are discrete skills, they are in fact aspects of an integrated process that is best applied in a context that students see as meaningful and that encourages them to think about what they are reading.

Writing

The Core French curriculum emphasizes the basic skills related to the conventions of written language – grammar, spelling, and vocabulary – that must be acquired if students are to produce clear writing. Writing activities serve to support and reinforce the oral introduction of language components. Prewriting activities build a bank of vocabulary, set the context for the topic, and draw on the students' experience or prior knowledge of a topic. These activities play an important role in helping students develop the ability to write in French.

As students read a variety of written texts, they increase and gain command over their vocabulary, and learn to vary their sentence structure, organizational approach, and voice. To become good writers who are able to communicate ideas with ease and clarity, students need frequent opportunities to write for a variety of purposes and audiences.

Writing activities that students see as meaningful and that challenge them to think creatively will also help them achieve a fuller and more lasting mastery of the basic skills. Teachers will find it necessary and even desirable at times to focus a lesson on a particular aspect of grammar, vocabulary, or spelling.

The Writing Process

Writing is a complex process that involves a range of skills and tasks. Because of the limited amount of writing done in French by students in the Junior Division, not all tasks in the writing process will be dealt with, particularly in Grades 4 and 5.

To become good writers who are able to communicate ideas with clarity, students need frequent opportunities to write, and to apply the stages in the writing process they use for writing in English. The writing process comprises several stages, each of which focuses on specific tasks. The main stages of the writing process are: generating ideas; choosing a topic and determining the purpose for writing and the audience to be addressed; developing a plan for writing; writing a first draft; reviewing and revising; editing and proofreading; and producing a final copy.

Throughout the writing process, teachers should demonstrate specific aspects of writing, and guide, facilitate, monitor, and evaluate students' development in writing.

Curriculum Expectations for Grades 4 to 8

In the section that follows, which describes expectations for Grades 4 to 8, a skill may be introduced in earlier grades before it is listed as an expectation, giving students opportunities to practise and refine the skill before being evaluated on it. (For example, while students will begin to use the negative *ne ... pas* in a simple sentence in Grade 4, the skill is not stated as an expectation for all students until Grade 5.) All the skills described in the expectations continue to be developed and refined as students move on through the grades, whether or not the expectations for the skills are repeated.

Grade 4: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 4, students will:

- talk about familiar topics, using very simple phrases and sentences;
- listen to short, very simple oral texts, and respond to specific simple questions;
- read a variety of very simple materials, 50 to 100 words long, containing basic learned vocabulary, and demonstrate understanding;
- write very simple texts and responses following a model;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

Specific Expectations

Oral Communication

By the end of Grade 4, students will:

- follow basic classroom instructions;
- ask very simple questions, and ask for repetition to clarify understanding;
- use visual and verbal cues to understand what they hear, following repetition (e.g., gestures, facial expressions, tone of voice);
- use some conventions of oral language (e.g., pronunciation, intonation) to speak in rehearsed contexts;
- respond briefly to oral texts (e.g., answer short, simple questions; act out the words of a song);
- give an oral presentation of up to five sentences in length (e.g., a description of themselves, skits, songs);
- make simple revisions to oral language in form and content (e.g., correct use of gender), using feedback from the teacher.

Reading

By the end of Grade 4, students will:

- read aloud familiar material, using correct pronunciation and intonation;
- read at least six simple passages or stories (e.g., greeting cards, song lyrics);
- read and respond briefly to written materials (e.g., answer short questions, fill in missing words, draw a picture, select answers);
- use all available cues (e.g., visual cues, knowledge of basic sounds, and context) to determine meaning.

Writing

By the end of Grade 4, students will:

- copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures;
- write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., greeting cards);
- write responses to very simple questions;
- use and spell the vocabulary appropriate for this grade level.

Grammar, Language Conventions, and Vocabulary

Students should develop and apply the language knowledge outlined below through communicative activities in all three strands.

nouns and pronouns

- words and expressions used to identify nouns (e.g., *C'est Lise. Ce sont des crayons. Voilà Céline. Il y a...*)
- pronoun subjects (*je, j', tu, vous, il, elle*)
- addition of *s* to form the plural of nouns (*un enfant/des enfants*)
- agreement of definite articles (e.g., *le/la/l'/les*), and indefinite articles (*un/une/des*) with nouns

verbs

- present tense of *être, avoir*, and some regular *-er* verbs with a singular pronoun or noun subject (e.g., *j'aime, Paul aime*)

adjectives

- addition of *e* to form the feminine of simple, regular adjectives (*grand/grandé*)

prepositions

- prepositions of place (e.g., *sur, sous, dans*) and to indicate possession (e.g., *de*)

interrogative constructions

- questions with rising intonation and with *est-ce que*
- question words (*comment, où, combien, quel/quelle, qu'est-ce que, and qui*)

vocabulary

- basic vocabulary (e.g., colours; numbers from 1 to 31; words associated with classroom objects, time, calendar, family)
- new words from units of study, and words from personal word lists, class lists
- word banks of identical cognates (e.g., *un animal, le golf*)

spelling rules and strategies

- use of lower-case letters for the days of the week and months of the year
- use of rhyming words such as *père* and *mère*, and of basic sounds and their related spelling patterns in French (e.g., *fâché/février, auto/chameau/jaune*)

Grade 5: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 5, students will:

- listen to and talk about short, simple oral texts dealing with familiar topics;
- read a variety of simple materials, 100 to 150 words long, and demonstrate understanding;
- write ideas and facts, or provide written responses to simple questions, using simple sentences;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

Specific Expectations

Oral Communication

By the end of Grade 5, students will:

- follow and give basic classroom instructions;
- ask simple questions, and ask for repetition to clarify understanding;
- use visual and verbal cues to understand and convey the meaning of familiar material;
- use some conventions of oral language (e.g., pronunciation, intonation) to speak and to understand in familiar contexts;
- respond to oral texts, using simple but complete sentences (e.g., *Il ya un cahier sur la table*);
- give an oral presentation of five to ten sentences in length (e.g., description of clothing);
- make simple revisions to oral language in form and content (e.g., number and gender), using resources and feedback from the teacher and their peers.

Reading

By the end of Grade 5, students will:

- read at least nine simple passages or stories (e.g., poems, advertisements);
- read aloud with expression, using correct pronunciation and intonation;
- read and respond briefly to written materials (e.g., short, simple readers; a schedule or a television guide) by answering short questions or restating information;
- use various reading strategies to determine meaning and make sense of unfamiliar words (e.g., visual and verbal cues, and use of context and patterns).

Writing

By the end of Grade 5, students will:

- write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures;
- write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., create a personal ID card with information such as name,

address, hair and eye colour, and personal interests);

- use and spell the vocabulary appropriate for this grade level.

Grammar, Language Conventions, and Vocabulary

Students should develop and apply the language knowledge outlined below through communicative activities in all three strands.

nouns and pronouns

- pronoun subjects (*nous, vous, ils, elles*)

verbs

- present tense of *être, avoir*, and some regular *-er* verbs with a plural pronoun or noun subject (e.g., *nous sommes, Nico et Marie sont*)
- expressions with *avoir* (e.g., *J'ai faim. J'ai dix ans*)
- direct infinitive to show preferences (e.g., *J'aime manger*)

adjectives

- agreement, in gender and number, of regular adjectives with nouns (e.g., *un crayon bleu, des plumes bleues*)

negation

- negative *ne ... pas* in a simple sentence and contracted if necessary (e.g., *Je n'aime pas la musique classique*)

prepositions

- prepositions with nouns in short sentences (e.g., *Paul est derrière Lorraine*)

interrogative constructions

- question words (*pourquoi, à quelle heure, de quelle couleur, quand*)

vocabulary

- basic vocabulary (e.g., numbers from 1 to 69; words associated with weather, seasons, sports, clothing, animals, parts of the body)
- new words from units under study and vocabulary to do simple math (e.g., add, subtract, multiply, divide)
- word lists using identical and similar cognates (e.g., *une comédie, la boîte*), oral vocabulary, personal word lists, and class lists
- use of an English-French dictionary to expand vocabulary

spelling rules and strategies

- use of abbreviations to spell frequently used words (e.g., *Monsieur/M., Madame/Mme, Mademoiselle/Mlle, professeur/prof.*)
- use of basic sounds and their related spelling patterns in French (e.g., *content/grand, cinéma/adorer/craie*)
- use of resources (e.g., classroom-displayed vocabulary, text, visual dictionary) to confirm spelling

Grade 6: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 6, students will:

- participate in dialogues about familiar topics, and listen to and talk about short oral texts;
- read a variety of classroom and simple authentic materials, 150 to 200 words long, containing familiar and new vocabulary, and demonstrate understanding;
- communicate ideas and facts in writing for specific purposes;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

Specific Expectations

Oral Communication

By the end of Grade 6, students will:

- ask and answer simple questions using complete sentences (e.g., *Quelle est ton adresse?*);
- use appropriate pronunciation, liaison (e.g., *nous avons*), intonation, and language in familiar contexts;
- respond to oral texts (e.g., answer questions from a tape);
- give an oral presentation of ten to fifteen sentences in length (e.g., the results of a survey);
- make revisions to oral language in form, content, and organization (e.g., add details, change the order of words), using appropriate resources and feedback from the teacher and their peers.

Reading

By the end of Grade 6, students will:

- read at least nine simple passages or stories (e.g., pamphlets, booklets);
- participate in a variety of reading situations, such as guided, shared, and choral reading, using expression, correct pronunciation, and intonation;
- read and produce simple, structured responses that convey understanding of written text (e.g., arrange sentences in proper sequence, illustrate a few sentences);
- identify the main idea and a few supporting details;
- use various reading strategies to determine meaning (e.g., the glossary at the back of a book, various dictionaries).

Writing

By the end of Grade 6, students will:

- write sentences and questions that contain learned vocabulary and familiar language structures;
- write in different forms (e.g., paragraphs, dialogues, directions);
- write, using a model, a first draft and corrected version in guided and cooperative writing tasks (e.g., pamphlets, booklets);
- use and spell the vocabulary appropriate for this grade level.

Grammar, Language Conventions, and Vocabulary

Students should develop and apply the language knowledge outlined below through communicative activities in all three strands.

nouns and pronouns

- agreement of the partitive article (*du, de la, de l', des*) with nouns

verbs

- present tense of some regular *-ir* and *-re* verbs, and *faire* and *aller*, with singular and plural pronoun or noun subjects (e.g., *Pauline et Catou choisissent*)
- expressions with *faire* (e.g., *faire du ski*)
- imperative forms of known verbs (e.g., *chantons, arrêtez*)

adjectives

- possessive adjectives (*mon/ma/mes, ton/ta/tes, son/sa/ses*)

conjunctions

- conjunctions (*mais, et, parce que/parce qu'*)

adverbs

- common adverbs (e.g., *peu, assez, beaucoup, trop*) and expressions of quantity (e.g., *un verre, un morceau, une boîte, une canette*)

vocabulary

- basic vocabulary (e.g., numbers from 1 to 100; words associated with meals, menus, restaurants, home, space)
- words from units under study and from oral vocabulary, personal word lists, and class lists
- use of an English-French dictionary to expand vocabulary

spelling rules and strategies

- use of basic sounds and their related spelling patterns in French (e.g., *beau/chaud/aujourd'hui*)
- use of resources (e.g., classroom-displayed vocabulary, text, French-English dictionary) to check spelling

Grade 7: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 7, students will:

- listen to and talk about short, oral texts in structured and open-ended situations;
- read a variety of classroom and simple authentic materials, 200 to 400 words long, and demonstrate understanding;
- communicate information and ideas in writing, in structured and open-ended situations, for different purposes;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

Specific Expectations

Oral Communication

By the end of Grade 7, students will:

- use compound sentences in conversations and dialogues (e.g., *Les enfants jouent dans la cour et ils s’amusent beaucoup.*);
- use language appropriately in a variety of rehearsed, routine, and open-ended situations (e.g., a cassette letter, an anti-smoking or anti-drinking message);
- respond to oral texts (e.g., express opinions) and connect to personal experience;
- give an oral presentation of fifteen to twenty sentences in length (e.g., report on reading material);
- make revisions to oral language in form, content, and organization (e.g., sequence of sentences, agreement of irregular adjectives), using resources and feedback.

Reading

By the end of Grade 7, students will:

- read at least twelve simple texts (e.g., letters, descriptions, essays), and identify main ideas and some supporting details;
- produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form (e.g., design a biography card);
- use various reading strategies to determine meaning, such as verbal cues, structures (e.g., inversion), personal experience, and resources;
- express personal preferences or reactions to a text.

Writing

By the end of Grade 7, students will:

- write simple and some compound sentences and questions, using familiar and new vocabulary;
- write in a variety of simple forms (e.g., letters, poems, descriptions), following a model and making substitutions and minor adaptations to the model;
- revise and edit personal writing, using feedback from the teacher and peers, and using resources including technology;
- use and spell the vocabulary appropriate for this grade level.

Grammar, Language Conventions, and Vocabulary

Students should develop and apply the language knowledge outlined below through communicative activities in all three strands.

verbs

- present tense of the irregular verbs *vouloir*, *pouvoir*, *partir*, *sortir*, and *devoir*, with singular and plural subjects
- double verb constructions (e.g., *Je veux écouter de la musique*)
- *aller* plus an infinitive to form *le futur proche*¹ (e.g., *Je vais manger*)
- agreement of verb with compound subject (e.g., *Mon ami et moi allons au cinéma*)
- imperative of some regular *-er*, *-ir*, and *-re* verbs

adjectives

- demonstrative adjectives (*ce/cet/cette/ces*)
- adjectives that precede the noun (e.g., *grand*, *petit*, *nouveau*)
- plural possessive adjectives (*notre/nos*, *votre/vos*, *leur/leurs*)
- singular and plural, feminine and masculine, of some irregular adjectives (e.g., *beau/bel/beaux/belle/belles*)
- agreement, in number and gender, of irregular adjectives with nouns (e.g., *les beaux chandails*)

interrogative constructions

- subject-verb inversions (e.g., *Vas-tu au cinéma?*)

contractions

- the prepositions *à* and *de* plus the definite article (e.g., *au/aux*, *du/des*)

vocabulary

- basic vocabulary (e.g., numbers from 0 to 1000; words associated with outdoor and leisure activities, shopping, current events, food, films, television, radio)
- vocabulary from units under study

spelling rules and strategies

- use of related spelling patterns and sounds associated with accents (e.g., *aigu*, *grave*, *cédille*)
- use of resources (e.g., dictionary, text)

1. See “Explanatory Notes”.

Grade 8: Oral Communication, Reading, and Writing

Overall Expectations

By the end of Grade 8, students will:

- listen to and talk about simple oral texts in structured and open-ended situations;
- express ideas, feelings, and opinions in conversations and discussions, using learned language structures and a variety of vocabulary and expressions;
- read a variety of simple materials, 400 to 600 words long, and demonstrate understanding;
- write in a variety of forms, adjusting language to suit the audience;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

Specific Expectations

Oral Communication

By the end of Grade 8, students will:

- use compound and complex sentences in conversations and discussions (e.g., *Pauline n’a pas fait ses devoirs parce qu’elle a regardé la télé hier soir*);
- respond to oral texts (e.g., answer questions, role-play);
- use language appropriately in a variety of rehearsed, routine, and open-ended situations (e.g., an interview, a song lyric, an advertisement for a new restaurant);
- give an oral presentation of more than twenty sentences in length, adjusting speech to suit the audience.

Reading

By the end of Grade 8, students will:

- read at least fifteen simple texts (e.g., excerpts from newspapers, magazines), and identify the main idea and supporting details;
- produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form (e.g., re-create a scene, design a book jacket);
- express personal preferences or reactions to a text (e.g., in a dramatization).

Writing

By the end of Grade 8, students will:

- use simple and compound sentences, and organize information in paragraphs;
- use strategies (e.g., brainstorming, mind mapping) to plan and write first and final drafts in guided and cooperative writing tasks;
- produce pieces of writing in a variety of simple forms (e.g., lists, dialogues, illustrated stories), following and making adaptations to a model;
- proofread and correct final drafts, focusing on grammar, punctuation, and spelling;
- use and spell the vocabulary appropriate for this grade level.

Grammar, Language Conventions, and Vocabulary

Students should develop and apply the language knowledge outlined below through communicative activities in all three strands.

pronouns

- object pronouns *y* and *en*
- pronoun *on*

verbs

- subject and auxiliary verbs in *le passé composé*²
- *le passé composé* of regular *-er*, *-ir*, and *-re* verbs, and some irregular verbs (e.g., *avoir*, *être*, *faire*, *prendre*) with the verb *avoir*
- singular form of *le passé composé* of a few high-frequency verbs formed with the verb *être* (e.g., *aller*, *partir*)

adjectives

- comparative and superlative forms of adjectives (e.g., *Le fromage est plus cher que le pain. C'est le film le plus populaire*)
- partitive article with negation (e.g., *Je n'ai pas de...*)

adverbs

- formation of adverbs with adjectives (e.g., *naturelle*, *naturellement*, *heureux* / *heureusement*)

vocabulary

- basic vocabulary (e.g., words associated with careers, transportation, clothing, music, films, travel)
- words from units under study, phrases and expressions from oral vocabulary, personal word lists, and class lists

spelling rules and strategies

- use of basic sounds and their related spelling pattern, knowledge of cognates (e.g., *adore* / *adorer*, *nutrition* / *nutritif*, *universel* / *universelle*)
- use of some generalizations about spelling (e.g., word families: *musique* / *musical* / *musicale* / *musicien* / *musicienne*)
- use of resources (e.g., classroom-displayed vocabulary, text, dictionary) to check spelling

2. See “Explanatory Notes”.

Explanatory Notes

The following definitions and lists of examples are intended to help teachers and parents use this document. It should be noted that the examples provided are suggestions and are not meant to be exhaustive.

Achievement levels. Brief descriptions of four different degrees of achievement of the provincial curriculum expectations for any given grade. Level 3, which is the “provincial standard”, identifies a high level of achievement of the provincial expectations. Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard.

Cassette letter. A tape-recorded letter.

Cognate. A word that is related to one in another language because the two words have a common source.

Conventions. Accepted practices or rules in the use of language.

Cues, non-verbal/visual. Aspects of spoken or unspoken communication that convey meaning without the use of words, such as facial expressions, gestures, body language, illustrations, typeface, and punctuation.

Cues, verbal. Aspects of spoken and unspoken language that convey meaning; for example, tone of voice, or intonation, inflection, emphasis; types of words (e.g., nouns, verbs, adjectives); prefixes and suffixes (e.g., indicators of plurals, verb tenses); sound patterns (e.g., rhyme); pauses; pace.

Expectations. The knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities through which their achievement is assessed. The new Ontario curriculum for Core French identifies expectations for each grade from Grade 4 to Grade 8.

Forms of writing. Types of writing that students may be expected to produce; for example, poem, poster, dialogue, label, cartoon caption, word game, advertisement, list, illustrated story, survey, word web, chart, description, letter.

Futur proche. A verb construction used to describe an action that is about to happen in the immediate future (e.g., *Je vais manger*, “I am going to eat.”).

Language knowledge. Knowledge of grammatical forms and conventions, and of the conventions of spelling and punctuation.

Language pattern. A particular arrangement of words that helps the reader determine meaning by providing a certain level of predictability; for example, inversion of subject and verb in interrogative sentences.

Language structures. Verbal forms and structures that are used in speaking and writing; for example, verb tenses (e.g., present, past, future); noun-adjective and subject-verb combinations that agree in number, gender, case, or person; affirmative and negative constructions; conventional sentence structures (e.g., inversion, simple, compound); contractions.

Open-ended activities. Expressions of opinions and answers to personal questions, interviews, impromptu dialogues, presentations, videos.

Passé composé. The past indefinite tense, used in speech and informal writing to express an action in the past that is completed in the past (e.g., *J'ai mangé*, “I ate.” “I have eaten.”).

Pattern book. Book containing text with predictable language patterns.

Print and electronic resources. Materials in print or electronic media, including reference materials; for example, textbooks, magazines, CD-ROMs, computer graphics programs, word processing programs, models for writing (e.g., stories or essays by published writers), dictionaries, visual dictionaries, spell-check programs.

Reading strategies. Methods used in reading to determine the meaning of a text. Examples are: using information from the context, previous knowledge, visual and verbal cues; and knowledge of patterns, cognates, and root words and word families to determine meaning.

Strands. The three major areas of language use into which the curriculum for Core French is organized. The strands for Core French are: Oral Communication, Reading, and Writing.

Structured activities. Answers to factual questions, games, dialogues patterned on a model, cooperative crosswords.

Vocabulary. Vocabulary is grouped into the following categories:

- *Basic vocabulary.* Common, generic vocabulary necessary for communication; not connected to a specific unit.
- *New vocabulary.* Vocabulary related to a unit under study; frequently thematic.

Word pattern. The particular arrangement of the elements in a group of words that have elements in common with respect to meaning, spelling, and/or sound; for example, the addition of *-é* to the verb root in the formation of the past tense in a group of verbs.

Word web. Diagram showing the relationships between ideas.

Writing process. The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. The main stages of the writing process are: generating ideas; choosing a topic and determining the purpose for writing and the audience to be addressed; developing a plan for writing; writing a first draft; reviewing and revising; editing and proofreading; and producing a final copy.

Writing skills. The skills needed to produce clear and effective writing. Writing skills include: brainstorming, using language structures and patterns correctly; using correct grammar, spelling, and punctuation; organizing and developing ideas logically; choosing words, phrases, and structures that are both appropriate for the context and effective in conveying one’s message; editing to correct errors in grammar, vocabulary, spelling, and punctuation.

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