



French Immersion Language Arts and Literature

K–6 Curriculum
March 2023



Subject Overview



French Immersion Language Arts and Literature Overview

In French Immersion Language Arts and Literature, students develop the ability to communicate in French as an additional language. By participating in meaningful and authentic oral communication, students develop their skills to comprehend and to express themselves clearly and fluently in various situations. The learning in this subject is interdisciplinary in that it supports learning in other subjects; language is both an object of and a tool for learning.

By exploring a wide variety of texts, students are exposed to diverse viewpoints and cultural experiences. They open themselves to the world and enrich their understanding of the Francophonie while developing open-mindedness and an appreciation of various communities.

French Immersion Language Arts and Literature allows students to listen, read, view, speak, write, and experience Canadian linguistic duality, to develop a positive image of their own plurilingual identity, and to experience the cognitive and social benefits of learning a new language.



Shifts in K–6 French Immersion Language Arts and Literature

These are the main shifts in knowledge and skill requirements from the current K–6 French Language Arts Program of Studies to the new K–6 curriculum.

Learning French as an Additional Language

- Current – Content to foster an appreciation of the French language is found in one separate section.
- New – There are opportunities to develop an appreciation for learning an additional language and to develop a plurilingual identity throughout the curriculum.
- Current – The relationship between a student’s first language and French is only referenced in Kindergarten.
- New – There are clear references to similarities between languages to support students’ learning of French.

Oral Communication

- Current – Oral language is generally addressed in two separate areas: oral comprehension and oral production.
- New – There is a clear and sequential progression of learning for students to develop oral language skills through understanding, speaking, interacting, and collaborating in authentic situations.

Phonological Awareness

The ability to identify and manipulate sounds in oral language

- Current – There is a limited emphasis on recognizing and manipulating sounds.
- New – There is a strong emphasis on recognition and manipulation of spoken sounds, syllables, and words in Kindergarten to Grade 2 (K–2) to support reading and writing foundational skills.

Phonics

- Current – There is a limited emphasis on understanding the relationship between sounds and letters (phonics).
- New – There is explicit content and clear expectations for students to learn phonics in K–4 to support learning to read and write.

Vocabulary

- Current – There is limited emphasis on learning that supports vocabulary development.
- New – Students learn to develop and use vocabulary through understanding word formation, meaning, and spelling.

Reading

- Current – Reading comprehension strategies are not presented in a clear progression.
- New – Reading comprehension processes and strategies follow a clear progression to enable students to understand information and ideas.
- Current – There is limited emphasis on literary works from diverse sources.
- New – There are opportunities to explore texts from diverse sources to foster the development of comprehension and open-mindedness for diversity and cultures.

Text

- Current – The term *text* is not clearly defined.
- New – The term *text* is clearly defined to be more inclusive and diverse and to support digital and non-digital environments. The term includes all texts that communicate information and ideas, such as stories, reports, websites, media, diagrams, pictures, oral stories, and more.
- Current – There is limited emphasis on the functions, characteristics, and structures of texts.
- New – The functions, characteristics, and structures of various forms of fiction and non-fiction texts are clear and explicit.

Writing

- Current – The writing process is not clearly defined or developed.
- New – The text production process is clearly and explicitly developed to support fiction and non-fiction writing at each grade level.

Grammar

- Current – Content is not clearly defined and is based on traditional French grammar.
- New – The new French grammar is presented in a clear and detailed sequence that takes into account additional language learning.



K–6 French Immersion Language Arts and Literature Snapshot

In K–6 French Immersion Language Arts and Literature curriculum, students explore interdependent organizing ideas that develop essential content for communicating, learning, reflecting, and making connections with others. (Note: The examples below are loose translations that capture the meaning of the original French text rather than being word-for-word translations.)

Kindergarten

- Explore verbal and non-verbal language to show understanding, and communicate using a few familiar words in French.
- Make connections between French words and their meaning.
- Recognize connections between spoken and written language.
- Recognize and explore texts in the immediate environment.
- Recognize letters and a few French words.
- Communicate ideas in different ways.

Grade 1

- Experiment with listening to understand and speaking French on very familiar topics.
- Use new words and make connections between spoken and written language.
- Manipulate words in sentences, and sounds and syllables in spoken words.
- Make connections between letters and the sounds they represent to develop reading and writing.
- Use clues to understand messages on familiar topics.
- Represent ideas using a few sentences, referring to model sentences.

Grade 2

- Understand the overall meaning of spoken messages on familiar topics.
- Speak on familiar topics using basic French sentences.
- Recognize spelling patterns and use new words to communicate.
- Make connections between letters and the sounds they represent (phonics) to read and write.

- Explore the organization and features of fiction and non-fiction texts.
- Demonstrate an understanding of the overall meaning of messages in short fiction and non-fiction texts.
- Write short fiction and non-fiction texts to express ideas, using basic sentences and referring to model sentences as needed.

Grade 3

- Identify important ideas within spoken messages on various familiar topics.
- Speak in French on a variety of familiar topics in spontaneous and prepared situations.
- Use knowledge of words, phonics, and spelling patterns to expand vocabulary.
- Identify features and structures within different fiction and non-fiction texts.
- Use reading strategies and demonstrate comprehension of fiction and non-fiction texts.
- Use the writing process and basic sentences to express ideas in fiction and non-fiction texts.

Grade 4

- Speak and understand messages on various topics in different contexts.
- Expand vocabulary to support understanding and word choice.
- Recognize text types based on purpose, features, and structure of fiction and non-fiction texts.
- Apply reading strategies to understand various fiction and non-fiction texts.
- Use the writing process and complete sentences to express ideas in fiction and non-fiction texts.

Grade 5

- Listen to understand main and secondary ideas in spoken communications on various topics and having various purposes.
- Communicate regularly in French, in spontaneous and prepared situations, considering topic, purpose, and context.
- Make connections between words to support comprehension and expression on various topics.
- Examine connections between a text genre and the type of text.
- Select and apply comprehension strategies and demonstrate understanding of various texts.
- Consider texts and purpose to generate, plan, and write ideas using sentence grammar.
- Set personal language-learning goals.

Grade 6

- Interpret the meaning of messages in spoken communications based on various topics, purposes, and audiences.
- Communicate consistently in French, in spontaneous and prepared situations, considering strategies for improving language skills.
- Analyze words to enrich vocabulary, comprehension, and expression on a wide range of topics.
- Select comprehension strategies to analyze and interpret various genres and types of text.
- Generate, plan, and write ideas, respecting text-type requirements and sentence grammar.
- Demonstrate perseverance in the pursuit of personal goals.