



New K-6 curriculum

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 understand and speak French in various situations.

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 French-speaking communities.

French immersion language arts and literature allows students to experience Canadian linguistic duality, develop a positive image of their own plurilingual identity, and experience the cognitive and social benefits of learning a new language.

From draft to new curriculum – content update summary

What we heard

We listened to all feedback from classroom piloting and engagement activities and heard these common concerns across all draft K-6 subjects:

- Load
 - some content is too heavy within a subject, grade, or learning outcome.
- Age-inappropriateness
 - some knowledge, understandings, and skills and procedures need to be better aligned with students' developmental level in a specific grade.
 - more prerequisite learning is needed in some grades to support the knowledge, understandings, and skills and procedures.
- Wording clarity
 - clearer expectations and verb choices are needed in some content for students to achieve learning outcomes.
 - clearer descriptions are needed for some knowledge, understandings, or skills and procedures.

Classroom piloting feedback on draft K-6 French immersion language arts and literature suggested providing more examples and adjusting the content load to meet the specific needs of students learning an additional language.

What we updated

In March 2023, we finalized new K-6 French immersion language arts and literature curriculum by updating the draft curriculum from May 2022. In addition to making changes that reflect feedback from all engagement activities and classroom piloting, we also aligned the new curriculum with top-performing jurisdictions, both within Canada and internationally, as well as those with knowledge-rich curriculums.

We made the following content updates:

- **Load:** Considered essential content, removed or combined redundancies, and redistributed content while considering additional language learning.

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Classification: Public



- **Age-appropriateness:** Reviewed verbs in skills and procedures to consider additional language learning and the revised Bloom’s Taxonomy. Shifted content within K-6 or into grades 7-12 to strengthen foundational knowledge.
- **Wording clarity:** Reworded content, added examples or details, and edited for cohesiveness and clear language use.
- **Subject-specific content:** Strengthened the content to develop writers’ craft and creativity. Shifted some content to better reflect additional language learning.

Current and new curriculum comparison

The following list shows how elements in the current K-6 French language arts curriculum, published in 1998, compare to the new curriculum. The comparisons provide examples and do not represent all the changes that were made.

	Current curriculum (1998) Examples	New curriculum (March 2023) Examples
Learning French as an additional language	<ul style="list-style-type: none"> • Content to foster an appreciation of the French language is found in one separate section. • The relationship between a student’s first language and French is only referenced in Kindergarten. 	<ul style="list-style-type: none"> • There are opportunities throughout the curriculum to develop an appreciation for learning an additional language and a pluricultural identity. • There are clear references to similarities between languages to support students’ learning of French.
Oral communication	<ul style="list-style-type: none"> • Oral language is generally addressed through listening and speaking. 	<ul style="list-style-type: none"> • There is a clear and sequential progression of learning for students to develop oral language skills by understanding, speaking, interacting, and collaborating in authentic situations.
Phonological awareness	<ul style="list-style-type: none"> • There is a limited emphasis on recognizing and manipulating sounds. 	<ul style="list-style-type: none"> • There is a strong emphasis on recognition and manipulation of spoken sounds, syllables, and words in K-2 to support foundational reading and writing skills.
Phonics	<ul style="list-style-type: none"> • There is a limited emphasis on understanding the relationship between sounds and letters (phonics). 	<ul style="list-style-type: none"> • There is explicit content and clear expectations for students to learn phonics in grades K-4 to support the development of reading and writing skills.
Vocabulary	<ul style="list-style-type: none"> • There is a limited emphasis on learning that supports vocabulary development. 	<ul style="list-style-type: none"> • Students learn to develop and use vocabulary through understanding of word formation, meaning, and spelling.

	Current curriculum (1998) Examples	New curriculum (March 2023) Examples
Reading	<ul style="list-style-type: none"> • Reading comprehension strategies are not presented in a clear progression. • There is a limited emphasis on literary works from diverse sources. 	<ul style="list-style-type: none"> • Reading comprehension processes and strategies follow a clear progression that enables students to understand information and ideas. • There are opportunities to explore texts from diverse sources to foster reading comprehension and open-mindedness for diversity and cultures.
Text	<ul style="list-style-type: none"> • The term text is not clearly defined. • There is a limited emphasis on the function, characteristics, and structure of texts. 	<ul style="list-style-type: none"> • The term text is clearly defined to be more inclusive and diverse, and to support digital and non-digital environments. The term text includes information and ideas provided in books, reports, websites, media, diagrams, pictures, oral stories, and more. • The functions, characteristics, and structures of various forms of fiction and non-fiction texts are clear and explicit.
Writing	<ul style="list-style-type: none"> • The writing process is not clearly defined or developed. 	<ul style="list-style-type: none"> • The writing process is clearly and explicitly developed to support fiction and non-fiction writing at each grade level.
Grammar	<ul style="list-style-type: none"> • Content is not clearly defined and is based on traditional French grammar. 	<ul style="list-style-type: none"> • The new French grammar is presented in a clear and detailed sequence that considers additional language learning.

Snapshot by grade

In the new K-6 French immersion language arts and literature curriculum, students will explore interdependent organizing ideas that develop essential content for communicating, learning, reflecting and making connections with others.

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 their immediate environment.
- Recognize letters and a few French words.
- Communicate ideas in different ways.

Grade 1

- Experiment with listening and speaking in French on very familiar topics.

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- Use new words and make connections between spoken and written language.
- Manipulate words in sentences as well as sounds and syllables in spoken words.
- Make connections between letters and the sounds they represent to develop reading and writing skills.
- 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 using basic French sentences on familiar topics.
- 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 sentence elements.

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 communication 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

- Understand and express 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 and understand primary and secondary ideas in spoken communications.
- 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 text and purpose to generate, plan, and write ideas using sentence grammar.
- Set personal language-learning goals.

Grade 6

- Interpret the meaning of messages in various spoken communications.
- Communicate consistently in French, in spontaneous and prepared situations, considering strategies for improving language skills.
- Analyze words to enhance vocabulary, comprehension, and expression.
- Use comprehension strategies to analyze and interpret various genres and types of texts.
- Generate, plan, and write ideas, respecting text form requirements and sentence grammar.
- Demonstrate perseverance in the pursuit of personal goals.