



# New K-6 curriculum

## French first language and literature

### Overview

In French first language and literature, students in francophone schools acquire knowledge and skills that support them in many areas of their lives and enable them to communicate orally and in writing with confidence and pride in various communication situations. Students read, write, listen, speak, view, and represent and use strategies for understanding and communicating effectively in a variety of situations.

By exploring a wide variety of texts, students are exposed to diverse points of view and cultural experiences, allowing them to develop a francophone identity and contribute to the vitality of francophone communities.

Additionally, French first language and literature fosters students' appreciation for the beauty and richness of the French language and cultures.

### 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 in-appropriateness
  - some knowledge, understandings, and skills and procedures need to be better aligned with students' developmental level in specific grades.
  - more prerequisite learning is needed in some grades to support the knowledge, understandings, and skills and procedures.
- Wording clarity
  - clearer expectations and verb choice are needed in some areas 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 first language and literature content suggested updates to provide:

- additional content to reduce gaps and ensure clear sequencing within a grade and from grade to grade
- updated and strengthened content, including adding spelling rules at each grade level and making changes to text types

#### What we updated

In March 2023, we finalized new K-6 French first language and literature curriculum by updating the draft curriculum from May 2022. In addition to making changes that reflect engagement and piloting feedback, 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:** Refined examples and redistributed content across multiple grades while considering age-appropriateness.

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- **Age-appropriateness:** Shifted content within K-6 or into grades 7-12.
- **Wording clarity:** Analyzed and aligned verbs in learning outcomes to ensure higher-level verbs are used in all grades, and edited for clear and correct language use.
- **Subject-specific content:** Added content to strengthen sequencing within grades and from grade to grade.

## Current and new curriculum comparison

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

	<b>Current curriculum (1998) Examples</b>	<b>New curriculum (March 2023) Examples</b>
<b>Francophones cultures and perspectives</b>	<ul style="list-style-type: none"> <li>● Culture and identity are addressed in a general manner.</li> </ul>	<ul style="list-style-type: none"> <li>● Francophone cultures and perspectives are woven through all grades to develop a francophone identity through a positive relationship with the French language and by cultivating a sense of belonging to diverse francophone communities.</li> </ul>
<b>Text forms and structures</b>	<ul style="list-style-type: none"> <li>● The term <i>text</i> is not clearly defined.</li> <li>● There is limited focus on learning about various forms of fiction and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>● The term <i>text</i> is clearly defined to be more inclusive and diverse and to support digital and non-digital learning. It includes information and ideas provided in books, reports, websites, media, diagrams, pictures, oral stories, and more.</li> <li>● The functions, features, and structures of various forms of fiction and non-fiction texts are clear and explicit.</li> </ul>
<b>Oral communication</b>	<ul style="list-style-type: none"> <li>● Oral language is generally addressed through listening, speaking, and presenting.</li> </ul>	<ul style="list-style-type: none"> <li>● There are clear expectations for students to develop oral language skills by listening, speaking, and presenting to an audience.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● There is a limited focus on acquiring new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● There is consistent focus on developing vocabulary by understanding word formation, spelling, and meaning.</li> </ul>
<b>Phonological awareness</b>	<ul style="list-style-type: none"> <li>● There is a limited emphasis on recognizing and manipulating sounds.</li> </ul>	<ul style="list-style-type: none"> <li>● There is a strong emphasis on spoken sound recognition and manipulation in K-2 to support reading and writing.</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>● There is a limited emphasis on understanding the relationship between sounds and letters.</li> </ul>	<ul style="list-style-type: none"> <li>● There are clear expectations for students to learn phonics from K-3</li> </ul>

	<b>Current curriculum (1998) Examples</b>	<b>New curriculum (March 2023) Examples</b>
		and then apply this learning to reading and writing in later grades.
<b>Reading</b>	<ul style="list-style-type: none"> <li>• There is a limited emphasis on reading fluency.</li> <li>• Reading comprehension strategies are not presented in a clear progression.</li> <li>• There is limited exposure to literary works from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• There is clearly defined and consistent emphasis on developing fluent reading and reading with expression from K-4.</li> <li>• Comprehension strategies follow a clear progression to enable students to understand information and ideas.</li> <li>• Opportunities are provided for students to study a wide variety of texts from many communities, cultures, and perspectives.</li> </ul>
<b>Text production</b>	<ul style="list-style-type: none"> <li>• The writing process is not clearly defined or developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Processes and strategies are explicitly developed to support fiction and non-fiction writing.</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Content is not clearly defined and is based on traditional French grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• The new French grammar is presented in a clear and detailed sequence.</li> </ul>

## Snapshot by grade

In the new K-6 French first language and literature curriculum, students will learn about spoken language, the relationship between letters and sounds, reading fluency, vocabulary, grammar, creating and understanding various fiction and non-fiction texts, and francophone cultures and perspectives. (Note: Examples below are loose translations that capture the meaning of the original French text rather than word-for-word translations)

### Kindergarten

- Recognize texts in their environment.
- Develop verbal and non-verbal language skills to communicate and understand messages.
- Show an understanding of the meaning of words used in daily life.
- Recognize all letters and some words.
- Identify the general meaning of messages read, seen, or heard.
- Communicate ideas in different ways.

### Grade 1

- Distinguish between texts that present ideas and texts that present information.
- Use active listening to understand and speak about familiar topics.
- Use new words and make connections between spoken and written language.
- Explore the meaning of new words and practise spelling them.
- Recognize letters and some words automatically and accurately.
- Consider strategies for making sense of messages in oral, visual, and written texts.
- Express ideas and convey information using simple grammar rules.

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## Grade 2

- Understand the differences between fiction and non-fiction texts.
- Practise active listening and express the value of the French language in various communication situations.
- Explain the meaning of words and spell them using letter-sound correspondence.
- Make connections between letters and the sounds they represent to read fluently.
- Identify the meaning of fiction and non-fiction texts, using comprehension strategies.
- Create fiction and non-fiction texts using complete sentences.

## Grade 3

- Identify the features and structures of fiction and non-fiction texts.
- Demonstrate active listening behaviours and a positive relationship with the French language in a variety of communication situations.
- Consider the meaning and spelling of words to expand vocabulary.
- Read complex words, phrases, and passages fluently and with expression.
- Apply strategies to make sense of messages in texts.
- Use ideas, grammar rules, and creativity to write fiction and non-fiction texts.

## Grade 4

- Recognize fiction and non-fiction texts according to their features and structure.
- Consider the target audience when communicating in various situations.
- Study the formation and spelling of words to enrich vocabulary.
- Make connections between comprehension, experience, and response to various texts.
- Create texts that demonstrate a sense of pride in the French language while applying grammatical conventions.

## Grade 5

- Understand the needs of the target audience when communicating.
- Contribute to the culture of the French language.
- Use knowledge of word formation and spelling to check understanding and expand vocabulary.
- Demonstrate comprehension, explain responses to texts, and develop a sense of belonging to the Francophonie.
- Apply the text creation process and grammatical conventions to write texts of various genres.

## Grade 6

- Adapt communication according to the situation to ensure comprehension and to maintain the attention of the target audience.
- Contribute to a diverse Francophonie.
- Use an enriched vocabulary and spell words correctly.
- Recognize the influence cultural background has on understanding and responding to texts.
- Analyze the text creation process and grammatical conventions to create texts of various genres.