**Core French Cultural Outcomes & Indicators**

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**Level 1:**

**Outcome: 1.C.1**

**Identify elements of Francophone, First Nations, and Métis cultures with prompting. [S] [RP]**

1. Recites a French comptine, sings a First Nations chant, Métis or French song.
2. Employs French forms of address such as Monsieur, Madame appropriately to males or females.
3. Locates cultural artifacts in the classroom, such as books, posters and flags.
4. Sings the Happy Birthday song as Bonne fête (for younger students), Bon anniversaire, or Gens du pays (for older students).
5. Names lundi as the first day of the week on a French calendar.
6. Names traditional transportation common to First Nations and Métis cultures, such as la charrette de la Rivière Rouge (Red River Cart, le travois (horse or dog drawn skis), le traineau (sled).
7. Names items of traditional First Nations, or Métis winter clothing such as l’anorak (hooded waterproof parka), l’atiqik (goose down parka), une cape de bison (bison cape).
8. Participates in Francophone or First Nations and Métis cultural activities, such as games, singing, rhymes, and chants.
9. Self-evaluates participation in cultural activities (e.g., with a thumbs-up or thumbs-down gesture, or with icons).

**Outcome: 2.C.1**

**Identify elements of Francophone, First Nations, and Métis family cultures. [S] [RP]**

1. Represents Francophone cultures by saying a rhyme or singing a song such as a familiar French song commonly sung to children in Francophone families (e.g., *Fais dodo, Frère Jacques, Alouette, Sur le pont d’Avignon*) or a comptine (e.g., *Un et un, deux* or *J’ai dix petits doigts*).
2. Describes some aspects of Francophone families, such as names of family members (e.g., *maman* for *mère*, *papa* for *père*, *grand-papa* for *grand-père*, *grand-maman* for *grand-mère*) as well as aspects of First Nations families (e.g., moshom for grandmother and kokum for grandfather).
3. Names some Francophone foods or snacks and tells what holiday or meal they are traditionaly associated to (e.g., *la tourtière* after midnight during the Christmas season, *la poutine* for a meal or a snack, *la brioche* for breakfast).
4. Names food containers common to Francophone cultures (e.g., *le panier à provisions* (shopping basket), *le panier à salade* (salad basket), *le sac à provisions* (shopping bag), as well as containers common to traditional First Nations cultures such as *le pare-flèche* (parfleche), *le panier au saule rouge* (red willow basket), *le panier à l’écorce de bouleau* (birchbark basket).
5. Examines clothing items common to Francophone cultures (e.g., *le béret, une robe haute-couture, un t-shirt baba-cool* (France : t-shirt with imprinted images and slogans), *la ceinture fléchée* (common to both Métis and Francophone cultures)).
6. Uses knowledge of Francophone cultures to participate in cultural activities, such as games, singing, and rhymes.
7. Self-evaluates participation in cultural activities through the use of satisfaction indicators (e.g., *Pas trop bien. Assez bien. Bien. Très bien. Excellent.* or with an icon).

**Outcome: 3.C.1**

**Compare basic elements of Francophone, First Nations, and Métis family cultures in communities. [S] [RP]**

1. Represents French culture (e.g., by reciting a comptine or by singing a song).
2. Identifies traditional Francophone foods in a lunch (e.g., *les croissants, le fromage*), in comparison to foods in First Nations and Métis cultures (e.g., *les baies* (berries) and *la banique* (bannock)).
3. Examines elements of French culture in the classroom and school, such as posters and books.
4. Describes housing types in various Francophone communities (e.g., *une maison à deux étages, une villa, une maison mobile, un bungalow, un hôtel de glace*) in comparison to the various kinds of traditional housing in First Nations and Métis cultures (*un tipi, une cabane*).
5. Examines meals in different Francophone communities (e.g., *déjeuner/petit déjeuner* and *diner/souper.*).
6. Describes mythic or imaginary animals such as the sea monster *Memphré* in Québecois culture in comparison to animals such as Coyote in many First Nations cultures.
7. Discusses authentic French picture books read by the teacher.
8. Uses knowledge of Francophone cultures to participate in cultural activities (e.g., games, singing, and chants).
9. Self-evaluates participation in cultural activities through the use of satisfaction indicators (e.g., *Pas trop bien. Assez bien. Bien. Très bien. Excellent.*).

**Outcome: 4.C.1**

**Compare elements of Francophone, First Nations and Métis cultures in Saskatchewan. [S]**

1. Represents Francophone cultures (e.g., by singing a song, or reciting a poem previously learned in class).
2. Describes Francophone foods such as the various bread types found locally (e.g., *les galettes* (pancake), *la baguette, les croissants, les crêpes, la brioche* (sweet bun)), in comparison to First Nations and Métis breads such as *la banique* (bannock).
3. Describes elements of Francophone cultures in the classroom, school and province of Saskatchewan (e.g., books, maps, flags, posters, signage, radio and television stations or programs, and internet sites).
4. Locates on a map various Francophone communities in Saskatchewan (e.g., Bellevue, Debden, Gravelbourg, Montmartre, North Battleford, Ponteix, Prince Albert, St. Brieux, Zenon Park, Willowbunch) as well as cultural and historical French and First Nations sites (e.g., Wanuskewin, Batoche and Gravelbourg’s Co-Cathedral).
5. Names provincial Francophone people in music, drama, art, sport and literature (e.g., Jocelyn Frenette (Saskatchewan Roughriders), Joe Fafard (sculptor), *La Troupe du Jour* (professional theatre company), Carmen Campagne (children’s singer-songwriter), singers Mitch Daigneault, Joël Fafard, and Michel Marchildon), and First Nations and Métis writers and artists (e.g., Allen Sapp, David Bouchard, and Jim Poitras).
6. Describes mythic animals across Francophone cultures (e.g., *le loup garou, le corbeau,* and *le hibou*) and mythic animals in First Nations and Métis cultures (e.g., Coyote, Bison, Bear, Wolverine, Eagle, Beaver, Fox, Turtle, Muskrat, and Otter).
7. Describes Francophone and First Nations and Métis festivals and events in Saskatchewan (e.g., “Back to Batoche Days”, *Le festival d’hiver de Gravelbourg* and the First Nations Summer and Winter Games).
8. Describes dances or performances of groups related to Francophone, First Nations and Métis cultures (e.g., *Le Cirque du Soleil, la gigue,* Grass or Hoop Dance).
9. Discusses authentic French picture books read by the teacher.
10. Uses knowledge of Francophone cultures to participate in cultural activities (e.g., games, singing, and celebrations).
11. Self-evaluates participation in cultural activities through the use of satisfaction indicators (e.g., *Pas trop bien. Assez bien. Bien. Très bien. Excellent.* or by using a checklist).

**Outcome: 5.C.1**

**Compare elements of Francophone, First Nations, and Métis cultures in Canada. [S] [RP]**

1. Represents Canadian Francophone cultures by reciting a French poem or singing a song which was previously learned in class.
2. Describes a variety of foods common to traditional Francophone cultures (e.g., *la tarte au sucre* (sugar pie), *la tourtière* (meat pie), *la poutine* (cheese curds and gravy), *le croque-monsieur* (grilled cheese sandwich)) in comparison to First Nations, and Métis cultures (e.g., *les fruits séchées* (dried berries), *le charqui* (dried meat), *la viande crue* (raw meat)).
3. Describes various garments common to Canadian Francophone festivals (e.g., *la ceinture fléchée* (voyageur sash), *les vêtements traditionnels* (traditional clothing), or *la tuque* for mascot *Bonhomme Carnaval*) in comparison to garments and regalia common to First Nations and Métis cultures (e.g., pow wow dress and ribbon shirts).
4. Names famous Canadian Francophones in art, music, dance, sport and environmental issues (e.g., hockey players Martin Brodeur, Jean-Sébastien Diduère, and François Beauchemin, singer Céline Dion, environmentalist/ politician Stéphane Dion, environmental group Québec Nature) and acclaimed First Nations and Métis people (e.g., hoop dancer Terrance Littletent, drumming group Red Bull, artist Allen Sapp).
5. Finds commonalities and differences between celebrations, festivals and competitions in Francophone, First Nations and Métis cultural groups in Canada (e.g., *Le Carnaval de Québec* (February), *La Fête de la St-Jean Baptiste* (June 24), *La Journée Internationale de la Francophonie* (March 20), *Le gala de l’ADISQ, La journée nationale des Autochtones* (June 21), *Le gala annuel Aboriginal People’s Choice Music Awards*).
6. Describes in English the personal advantages of knowing French in bilingual countries such as Canada.
7. Shares information related to Francophone cultures as portrayed through products, internet sites, magazines, TV, or radio programs.
8. Discusses authentic French picture books or magazines read in class.
9. Uses knowledge of Francophone cultures to participate or lead others in cultural activities (e.g., games, singing, and celebrations).
10. Self-evaluates participation in cultural activities through the use of satisfaction indicators such as *Pas trop bien. Assez bien. Bien. Très bien. Excellent.* or by using a rubric.

**Outcome: 6.C.1**

**Relate the influence and contributions of French, First Nations, and Métis languages and cultures to place names, and lifestyles. [S] [L] [R] [W] [V] [RP]**

1. Investigates First Nations and French place names in Canadian provinces and cities and their linguistic derivations:

**Canada** (*kanata*, Huron for village),

**Saskatchewan** (*kisiskatchewan sipi*, Cree for swift-flowing river),

**Saskatoon** (*mis-sask-qua-too-min*, Cree for purple berry),

**Ile-à-la-Crosse**, SK (French for Lacrosse island),

**Fort à la Corne**, SK (for Louis Chapt, Chevalier de la Corne, brother-in law to the La Vérendrye brothers and founder of the fort),

**Qu’Appelle/Katepwa** (*qui appelle*, French for who calls, as in the Cree legend, or *kâ têpwêt* for river that calls),

**Winnipeg**, MB (*win-nipi*, Cree for muddy water),

**Québec**, QC (*kebec*, Algonquin for narrow passage or strait),

**Gaspé**, QC (Mi’kmaq for end or extremity of territory),

**Rimouski**, QC, (Mi’kmaq or Maliseet for land of moose),

**Chicoutimi**, QC, (*shkoutimeo*, Montagnais for the end of deep waters),

**Rivière du Loup**, QC (Wolf River, named in French for the Mahingan Wolf Nation),

**Hochelaga** (Iroquois for big rapids or beaver dam, original name of Montreal), or

**Montréal**, QC (French for Mount Royal).

1. Examines cultural influences in Francophone regions (*la francophonie*) bordering the Atlantic coasts (e.g., *St. Pierre et Miquelon, Sénégal*, Belgium (*la Belgique*), Algeria (*l’Algérie*), Morocco (*le Maroc*), Democratic Republic of Congo (*la République démocratique du Congo*), New Brunswick (*le Nouveau-Brunswick*), Nova Scotia (*la Nouvelle Écosse*), Quebec (*le Québec*), Louisiana (*la Louisiane*), Guadeloupe (*la Guadeloupe*), Martinique (*la Martinique*), St. Martin (*l’île St. Martin*), Haiti (*la République de Haïti*), French Guiana (*la Guyane française*)).
2. Examines examples of conflict resolution in Francophone, First Nations or Métis cultures (e.g., as described by Alexander Mackenzie regarding conflict resolution games, or by Isidore Campbell, English River Reserve who described the case of the Dene or the Cree resolving a conflict by playing lacrosse to resolve hostilities between groups).
3. Shares information about Francophone cultures in French (e.g., lifestyles, sports, food, entertainment, relationships, travel, and media).
4. Integrates knowledge of Francophone cultures for the production of cultural activities in French (e.g., games, singing, food preparation, or skits).
5. Self-evaluates participation in cultural activities on a rating scale or rubric.

**Outcome: 7.C.1**

**Relate the influence and contributions of Francophone, First Nations, and Métis languages and cultures to Canadian legends and stories. [R] [L] [W] [V] [RP] [S]**

1. Discusses authentic French, First Nations, or Métis legends, stories, or mysteries shared in class, such as:
	* *Memphré*, the lake creature reported to live in *Lac Memphrémagog* in *Québec*;
	* *Champ*, the lake creature said to live in *Lac Champlain, Québec*;
	* *Ponik*, the lake creature said to live in *Lac Pohénégamook, Québec*;
	* Ogopogo or Naitaka (Salish: *n’ha-a-itk*, “lake demon”) is the name given to a lake creature reported to live in Okanagan Lake in British Columbia;
	* Sasquatch or Bigfoot ( *Chiha-tanka* in Dakota), large ape-man said to inhabit the forest; revered in some First Nations cultures;
	* Flaming ships said to be seen off the coast of Prince Edward Island and New Brunswick ( *le feu du mauvais temps*);
	* Manipogo, the lake creature said to live in Lake Manitoba, Manitoba;
	* Unnamed lake creature said to live in Turtle Lake, Saskatchewan;
	* Thabeeszus and the Wolverine Legend (Métis); and
	* Thunderbird legends on the Great Plains of North America.
2. Identifies cultural beliefs and values (e.g., fear of the unknown, fear of some animals, belief in the supernatural, respect for various animals) in traditional Francophone, First Nations or Métis legends and mysteries (e.g., *la chasse-gallerie* or flying canoe legend of Québécois folklore; the “Who Calls” legend of Saskatchewan Cree folklore (as portrayed in the *My Town – Fort Qu’Appelle booklet*); the *loup-garou* or Rugaru (also spelled Rougarou) is a Michif pronunciation of the French phrase “loup garou,” or werewolf.). (Note: Some stories about Rugaru come from French werewolf legends, some are adaptations of Algonquian Wendigo/Witiko legends about man-eating ice monsters, and others are combinations of the two. In most Rugaru stories, a Métis person is turned into a Rugaru by catching sight of another Rugaru, not being bitten by one as in French werewolf legends, or by committing acts of cannibalism or greed, as described in Algonquian Windigo legends.)
3. Shares information about a Canadian legend or story with a single French sentence such as *Memphré est un monstre dans une légende québécoise et il habite dans le lac Memphrémagog au Québec*.
4. Integrates elements of Francophone culture for the production of cultural activities in French (e.g., games, songs, shadow plays, skits, readers’ theatre, storytelling, French or *Québécois* cuisine, clothing from French catalogues or websites).
5. Self-evaluates participation in cultural activities on a rating scale or rubric.
6. Sets goals for future participation in cultural activities.

**Outcome: 8.C.1**

**Compare contributions of current and past French, French Canadian, First Nations and Métis individuals and organizations to Canadian society. [S] [L] [V] [R] [RP] [W]**

1. Constructs a timeline of the exploits of past French, French Canadian, First Nations, and Métis contributors to Canadian society, such as Jacques Cartier (explorer, 1534), Samuel de Champlain (founder of Quebec colony, 1608), Marguerite Bourgeoys (teacher, co-founder of Montréal, 1680), Joseph Broussard (Acadian Resistance Leader 1755), Poundmaker (Cree Leader, 1876), Louis Riel (Métis Resistance Leader, 1885), Sir Wilfrid Laurier (Prime Minister, 1905), Pierre Elliot Trudeau (Prime Minister, 1968), René Lévesque (Premier of Québec, 1980), Jeanne Sauvé (Governor General, 1984), Elijah Harper (MP opposed to the Meech Lake Accord, 1990), Marc Garneau (astronaut, 1996), Romeo Dallaire (Peace Keeper, 1995, Senator, 2005), Michaëlle Jean (Governor General, 2005), Leona Aglukkaq (Inuit Cabinet Minister, 2009).
2. Describes Canadian stamps of famous women, French Canadians, First Nations and Métis peoples, and their background histories.
3. Describes Francophone and Métis flags that acknowledge the group and their participation in Canadian society (e.g., *Le drapeau fransaskois est jaune avec une croix verte et une fleur de lys rouge.*).
4. Reports on the numbers of French Canadians, First Nations and Métis peoples in each province and territory of Canada.
5. Describes exploits of famous Canadians in a sentence, using the passé composé (e.g., *Michäelle Jean a été la première Governeure-Générale du Canada de race noire. Elle a été la deuxième immigrante nommée à ce poste.*).
6. Explains the origins of the French version of O Canada in a sentence such as *O Canada a été écrit en français en 1880 par Adolphe-Basile Routhier.* (Note: The song was originally commissioned by Théodore Robitaille, Lieutenant-Governor of Québec and was written as a French poem by Sir Adolphe-Basile Routhier. It was later set to music by Calixa Lavallée. The English version appeared in 1906 but is not a direct translation.).

**Outcome: 9.C.1**

**Determine the effects of past and present French, French Canadian, First Nations and Métis cultures and events on contemporary and future Canadian society. [L] [V] [R] [W] [RP]**

1. Investigates cultural influences of past French, French Canadian, First Nations, and Métis influences in contemporary society, e.g.,
	* clothing and regalia adornment;
	* homes;
	* career;
	* storytelling;
	* decision making;
	* gatherings, events, and associations;
	* celebrations;
	* food procurement and preparation;
	* politeness or greetings;
	* modes of sharing.
2. Projects past and present cultural influences on future societal innovations (e.g., sustainable development of resources, the green movement, schools and schooling, work and workplaces).
3. Examines the effects of story telling in past societies on present-day narrations and cinema.
4. Compares and contrasts the present-day storytelling modes (e.g., oral, films, media, books, email, blogs, podcasts, websites, the Internet, photo stories, or digital storytelling) to oral storytelling traditions of earlier societies.
5. Participates in storytelling activities that are influenced by past cultures (e.g., storytelling events and games).
6. Designs inventions for future homes and schools that may be influenced by past and present cultures.
7. Anticipates future schools based on present-day cultures, events, and innovations.
8. Retells a simple Canadian legend in three to four sentences (e.g., *Je vais raconter l’histoire d’Édouard Beaupré, un géant canadien. Édouard est né à Willow Bunch, en Saskatchewan en 1881. À l’âge de 18 ans il a atteint une grandeur de 2.45 mètres et il a soulevé un cheval.*).
9. Explains the effects on Canadian society of past historical events by choosing cause and effect phrases such as:
	* The Grand Diaspora/La grande diaspora (dispersion) of French people from Nova Scotia to the United States in the 1755’s:

*Les Cajuns habitent en Louisiane. Ils sont les descendants des premiers colons en Acadie (la Nouvelle Écosse). Ils ont déménagé aux États-Unis en 1755. Le déménagement des Acadiens a été forcé par le gouvernement de la Grande Bretagne.* ***Effet*** *: Il y a un lien entre les Cajuns des États-Unis et les Acadiens du Canada à cause de : la grande diaspora, la guerre mondiale, ou la pauvreté?*

* + The Battle of the Plains of Abraham in 1759:

*La guerre entre la France et la Grande Bretagne a commencé en 1756. En 1759, le général Wolfe a gagné contre le général Montcalm sur les Plaines d’Abraham. L’entente entre les deux nations après la guerre a permis aux Français de conserver leur langue. Cela explique un peu pourquoi on parle anglais et français au Canada.* ***Effet*** *: On parle l’anglais et le français au Canada à cause de : l’entente après la bataille des Plaines d’Abraham; les bibliothèques anglais-français; ou la mort de Montcalm?*

* + The Métis Resistance of 1885:

*En 1885, le peuple Métis au Manitoba ont eu peur parce que le gouvernement a décidé de prendre leurs terres. Ils ont demandé à Louis Riel de les aider. Riel a monté une guerre de résistance avec les Métis contre le gouvernement canadien. À cause de cela, on a crée la province du Manitoba.* ***Effet*** *: La province de Manitoba a été créée à cause des efforts de : Louis Riel; Sir John A. Macdonald; ou le chef Sitting Bull?*