Intermediate Extended French (Grade 7 to Grade 8)
French as a Second Language
Strands & Expectations in the Ontario Curriculum

Note to user: This concept map is designed to help pre-service and in-service teachers develop a research strategy to locate library materials relevant to their daily lessons. It should not be used in place of the Ontario curriculum. Please visit the Ontario Ministry of Education website – www.edu.gov.on.ca – to access the Ontario curriculum online.

Grade Seven (Ages 12 – 13)

Listening

A1. Listening to Understand. By the end of Grade 7, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand explicit and implicit messages in a variety of oral French texts, including increasingly complex texts (e.g., make connections to prior knowledge and personal experiences; make predictions; identify cognates and familiar words; summarize important information using an organizational tool)

A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., to identify the intent of a message on an environmental issue in a presentation or report; to appreciate varying beliefs through hearing a legend, myth, or fable; to understand the impact of a commercial on consumer choice; to gain an appreciation for French-speaking cultures through their songs)

A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of various oral French texts containing familiar and unfamiliar words and expressions and dealing with familiar, academic, and personally relevant topics, with support as appropriate (e.g., share personal reactions to an audio text on global warming; draw an object or person based on a description; restate main ideas heard in group discussions; respond in writing or through role play to the point of view in a presentation)
A1.4 Responding to and Evaluating Media Texts: express their personal opinions about the treatment and presentation of the messages in a variety of oral media texts about familiar, academic, and personally relevant topics, and give evidence from the text for their opinions, with teacher support as appropriate (e.g., explain why a media text might have a different impact on different audiences; identify visual elements that support the spoken message in a multimedia text; compare how a current event is represented in various television and radio reports; evaluate radio advertisements for bias and inclusiveness; explain how a public service announcement may influence an audience; articulate personal reactions to an ad campaign regarding mental or physical health)

A2. Listening to Interact. By the end of Grade 7, students will:

A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit the situation while participating in a variety of social and academic interactions about familiar and personally relevant topics (e.g., interpret verbal and non-verbal cues such as gestures, body language, and tone during conversations with peers; ask questions for clarification; paraphrase to confirm understanding)

A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics (e.g., listen to peer presentations related to healthy living and share personal habits; acknowledge the ideas of peers when contributing to a group discussion on an environmental issue; contribute actively in a debate; interview a classmate about their cultural customs)

A2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., evaluate the effectiveness of the strategy used after a listening task; assess their ability to apply listening strategies; record personal goals to improve listening skills and strategies in a learning log)

A3. Intercultural Understanding. By the end of Grade 7, students will:
A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., determine the role of musical elements such as rhythm, tempo, or beat in a particular French-speaking community’s celebrations; identify cultural elements presented during a French artistic performance; visually demonstrate understanding of the beliefs and values orally expressed by an Aboriginal artist in the Americas; locate French-speaking communities in North and South America based on information from audio and audio-visual sources; listen to Franco-Caribbean, Franco-Hispanic, or Cajun music and select images, write a story, or use a graphic organizer to communicate their reactions; listen to text about the Acadian exiles and other French-speaking groups who settled in Louisiana and other U.S. states, and work with classmates to make cross-curricular connections; identify the impact of Métis communities in the United States, such as the Métis community in Montana)

A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of French sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., examine the language used in advertising to persuade different audiences; compare a speech presented to a teacher and one presented to peers; identify ways to verbally introduce an artistic performer; describe the language used to politely introduce arguments or suggestions)

Speaking

B1. Speaking to Communicate. By the end of Grade 7, students will:

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for a variety of purposes and to various audiences (e.g., vary tone and pace during a presentation to engage the audience; speak about familiar topics; use classroom resources [anchor charts, sentence stems, useful expressions] to strengthen oral communications; rehearse before speaking; highlight key words for emphasis in a speech; paraphrase when they can’t find the exact term; refer to success criteria for effective communication)
B1.2 Producing Oral Communications: using familiar words and expressions, produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of immediate personal relevance, with contextual, auditory, and visual support (e.g., deliver a report on a social, economic, or environmental issue that affects the local, provincial, national, or world community; present a monologue on equity; communicate solutions to global warming in a speech or oral report)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and increasingly spontaneous communications about familiar, academic, and personally relevant topics, using familiar words and expressions (e.g., recite a poem with pauses as indicated by the punctuation and/or layout of the lines to communicate the poet’s intended meaning; articulate familiar words in reader’s theatre; use intonation to show surprise; give clear directions with minimal hesitation)

B1.4 Creating Media Texts: create a variety of increasingly complex oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a segment for an entertainment show reviewing a book, video game, or movie; create a multimedia report on renewable sources of energy; create a podcast about the importance of bilingualism/plurilingualism)

B2. Speaking to Interact. By the end of Grade 7, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., paraphrase peers’ point of view during a debate to clarify their meaning; choose the appropriate level of formality in a conversation; appropriately use a variety of non-verbal cues such as gestures, facial expressions, and eye contact in oral interactions)

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics (e.g., ask questions for clarification during a discussion; formulate a respectful and clear argument during a debate; participate in a dialogue with a partner)

B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and
lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., solicit feedback from other students during oral interactions to identify areas of greater or lesser strength; use a portfolio of recorded work to reflect on which strategies are most helpful during oral communication; improve their interactions during group discussion by referring to teachers’ descriptive feedback; evaluate the effectiveness of the speaking strategies used in previous presentations)

B3. Intercultural Understanding. By the end of Grade 7, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in the Americas outside Canada, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., identify and describe characteristics of French-speaking communities in Haiti, Guadeloupe, or Louisiana; describe examples of Cajun cuisine and/or the traditions of the Mardi Gras festival; research the roots of French-speaking communities in the French West Indies, St. Martin, St. Lucia, Martinique, Louisiana, and the New England states and report their findings to the class; identify and make a presentation on some traditions of Haitian, French Guyanese, Cajun, or other French-speaking communities in the Americas and compare them with traditions in their own community; compare songs or anthems from different French-speaking countries; compare the rights and responsibilities of children from different French-speaking communities around the world and make connections to their own; report on environmental factors that influence the way of life in various French-speaking communities in the Americas)

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in spoken interactions (e.g., explore how different French-speaking communities use intonation, pauses, and tone; compare common proverbs used in various French-speaking communities and use them in social situations; use slang and anglicisms from different French-speaking communities in conversations and role-playing)
Reading

C1. Reading Comprehension. By the end of Grade 7, students will:

C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate (e.g., use a graphic organizer to record and share prior knowledge before reading; make inferences to explain how a character’s actions illustrate traits of his or her personality; use visual and contextual cues to support their comprehension; ask questions after reading to confirm or revise predictions)

C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts about familiar, academic, and personally relevant topics, with contextual and visual support (e.g., visually represent their understanding of the message of a poem; summarize an informational text in their own words; explain the choice of pictures the author has included in a children’s book; choose appropriate material to include in a welcome package for a newcomer student who has joined their class; develop questions they would ask the author to clarify his or her point of view)

C1.3 Reading with Fluency: read French texts containing familiar vocabulary and language structures, and dealing with familiar, personally relevant, and academic topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues (e.g., adjust reading speed according to the difficulty of the text or the purpose for reading; make predictions as to what comes next in a passage; read a script in role with expression and appropriate pace to reveal a character’s personality; use knowledge of prefixes and suffixes to automatically read familiar words; record a brief passage read aloud to solicit feedback from a peer)

C1.4 Developing Vocabulary: identify and use a range of different strategies to expand vocabulary through reading (e.g., use prefixes and suffixes to create new words; create a personal lexicon; develop a list of word patterns to determine the meaning of new words; use a thesaurus to generate synonyms and antonyms of frequently used words)

C1.5 Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of media texts about familiar, academic, and personally relevant topics, with teacher support as
appropriate (e.g., analyse the point of view presented in online texts, such as social media sites; identify the use of emotive language in the song lyrics of a francophone artist and discuss its effectiveness; identify and compare the positions of several newspaper articles on a specific current event; evaluate the presentation of the material in billboard advertisements or banner ads and discuss possible reactions; analyze information from a multimedia presentation on a social or environmental issue and discuss their personal opinions with peers)

C2. Purpose, Form, and Style. By the end of Grade 7, students will:

C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., myth – to explain the world through imaginary and supernatural characters; advertisement – to sell a product or promote awareness of an issue; owner’s manual – to inform about the use or maintenance of a product; map – to convey geographical relationships; directions for a science experiment – to order and explain the steps to be followed)

C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages, with support and guidance from the teacher (e.g., Aboriginal myth/legend – characters, personification of objects or animals, moral or lesson; newspaper article – captions, headline, subheadings; map – legend, coordinates, grid; persuasive letter – argument and supporting information; poetry – alliteration and rhyme, personification, metaphor, symbolism; narrative – comparison, simile, contrast, sarcasm/irony)

C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., use a journal to keep track of the tools and reading strategies used for improvement and next steps; use descriptive feedback from the teacher and peers to set goals; discuss strategies to self-monitor reading comprehension)
C3. Intercultural Understanding. By the end of Grade 7, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., read information about landmarks and attractions in various French-speaking communities; compare and contrast celebrations from Louisiana, French Guyana, and Haiti as recorded in arts and entertainment reports; infer from posted signage the interests, values, and societal norms of a French-speaking community [such as ideas about pastimes, science and technology, or environmental stewardship]; research aspects of life for French-speaking individuals or groups in the Americas and use a T-chart to make connections to life in their own community; describe ways in which various French-speaking minority groups celebrate and maintain their cultural identity)

C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., regional colloquial expressions in selected French-speaking communities [Louisiana Creole: “Konmen to yê?” “Konmen ç’ap(é) kouri?” “Konmen ça va?” for “Comment allez-vous?” “Comment vas-tu?” “Comment ça va?”; Antillean Creole: “Ka ou fè?” (Guadeloupe), “Sa ou fè” (Martinique), “Sa k ap fet” (Haiti) for “Comment ça va?”]; language conventions of informational texts; language conventions in comic strip dialogue; abbreviations, acronyms, and symbols used in text messages and posts on social networking sites)

Writing

D1. Purpose, Audience, and Form. By the end of Grade 7, students will:

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (e.g., to develop persuasive arguments in support of a proposed course of action for their class; to express concerns in a letter about an issue in their school; to express a personal point of view on a current event in a rap, poem, or rant)
D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form (e.g., create an instructions manual for a sport or game; describe a life-changing event in a mini-autobiography; write a critique of a piece of art; write a report on the results of a survey, including visuals).

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., use print and online resources such as a thesaurus or French dictionary; in a small-group activity discuss and record words that would enhance their writing about a specific topic; create a word web about the selected topic before writing; create a word game about a topic of interest to enhance word choice in their writing).

D1.4 Using Stylistic Elements: use word choice and stylistic elements to establish a personal voice and a clear point of view (e.g., rewrite a story from the point of view of another character; use rhyme, alliteration, and personification to create an engaging advertisement; use similes and metaphors to reinforce an opinion expressed in a newspaper article).

D1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using several media forms and the conventions and techniques appropriate to the chosen form (e.g., create a website or newsletter to inform Grade 6 students about daily life and routines in Grade 7; create a blog promoting healthy habits for teens; create a photo essay about an environmental or social issue to increase public awareness of the targeted issue).

D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., indirect object pronouns “y” and “en”; personal direct and indirect object pronouns “me”, “te”, “lui”, “nous”, “vous”, “leur”; past, present, and future tenses of familiar regular and irregular verbs; conjunctions such as “car”, “comme”, “puisque”, “afin que”, “si”; use of the infinitive as an imperative; the relative pronoun “ou” to describe where or when an action has taken place).

D2. The Writing Process. By the end of Grade 7, students will:
D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., keep a journal of possible topics of interest to write about; use sticky notes to record and sort important details; determine the order of events with a peer before writing an account of them)

D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a range of strategies (e.g., make an outline before writing a report; use a graphic organizer to organize main points and supporting details; refer to teacher models and exemplars to revise work; use highlighters to identify ideas or information that can be omitted or changed; cut and paste to improve logic of organization; use an asterisk to identify sentences that require further clarification; identify repetitive words and substitute alternatives; implement descriptive feedback from the teacher or peers)

D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate (e.g., use checklists and anchor charts to verify that criteria have been met; use comments from peers to edit their writing; choose relevant graphics and images to enhance the message; read their written draft aloud to verify logical organization; use proofreading tools such as spell check to identify mistakes)

D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., determine which strategies helped them organize information and ideas effectively; evaluate the effectiveness of peer editing and peer feedback; use a writer’s notebook to identify improvements and to plan next steps)
D3. Intercultural Understanding. By the end of Grade 7, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about Frenchspeaking communities in the Americas outside Canada, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., write about the accomplishments of an individual or group from the Americas that has contributed to la francophonie; create a pamphlet about a cultural exchange opportunity in a Frenchspeaking region of the Americas; write an opinion piece about the role of sports in various Frenchspeaking communities; write about the status of Métis people in the United States; write a nutrition plan outlining healthy food choices for their family and a family in Haiti or Martinique based on local agriculture)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in their written work (e.g., conventions of thank-you letters with different levels of formality; regional expressions and terminology in different French-speaking communities; regional idiomatic expressions)
Grade 8 (ages 13-14)

Listening

A1. Listening to Understand. By the end of Grade 8, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand explicit and implicit messages in a variety of oral French texts, including increasingly complex texts (e.g., activate prior knowledge before listening and make connections to the information heard; retell or paraphrase what was heard to reinforce understanding; identify and organize main ideas and supporting details; visualize to interpret or to recount a description)

A1.2 Understanding Purposes for Listening: demonstrate an understanding of the purpose for listening in a variety of situations (e.g., to learn about an environmental issue that affects their community; to interact in a debate about global economic inequity; to be entertained by music; to be informed about secondary school options by a guest speaker)

A1.3 Listening for Meaning: demonstrate an understanding of the intent and meaning of various oral French texts containing familiar and unfamiliar words and expressions and dealing with a variety of familiar, academic, and personally relevant topics, with support as appropriate (e.g., describe the effects of the melting of the polar ice caps after listening to a news report; describe personal connections made while listening to accounts from survivors of natural disasters; use visual art to represent important ideas heard in an audio text; evaluate the platforms presented in a student presidential debate; track short-term, long-term, and monthly weather patterns based on radio forecasts)

A1.4 Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts about familiar, academic, and personally relevant topics, with teacher support as appropriate (e.g., infer the story behind a song’s lyrics; explain how a movie trailer affects their decision to go see the movie; evaluate the effectiveness of the language used in a fundraising advertisement by a humanitarian group, and express their reactions to the appeal)
A2. Listening to Interact By the end of Grade 8, students will:

A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit various situations while participating in a variety of increasingly extended interactions in familiar social and academic contexts (e.g., ask questions to clarify information; paraphrase a peer’s point of view during a group discussion; ask for repetition when conferencing with a teacher)

A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about familiar, academic, and personally relevant topics (e.g., respond to opposing points of view in a debate about nutritional guidelines in school or the environmental impact of bottled water; participate in an improvisational role play; mediate a conflict by suggesting solutions; role-play a dialogue between two historical figures with different points of view)

A2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., discuss how anticipating what other group members will say helps spontaneous interaction during improvisation; use a personal journal to reflect on areas of need and to set goals to improve their listening skills; use a checklist based on success criteria to identify listening strategies that might be helpful during a group discussion)

A3. Intercultural Understanding. By the end of Grade 8, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in France, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., identify similarities and differences in French and Canadian advertisements promoting the same product; listen to varying accounts of French seasonal/holiday traditions and relate them to their own; listen to various media clips describing French family matters and draw comparisons to their own family; listen to descriptions of tourist destinations in France and identify and describe significant landmarks; listen to/view a French cooking show and describe the
dishes prepared; view a fictional or documentary video about aspects of life in a region in France and make connections to their own community)

A3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of French sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., recognize and interpret expressions that are specific to spoken language in an interview with an athlete, political figure, environmental activist, or musical artist; identify differences in pronunciation and vocabulary between speakers from different French-speaking regions; relate the colloquial language of French-speaking adolescents to their own)

Speaking

B1. Speaking to Communicate. By the end of Grade 8, students will:

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for a variety of purposes and to various audiences (e.g., vary volume and rate of speech to engage and maintain the audience’s interest; use tone of voice and facial expressions to emphasize emotion; select appropriate vocabulary; use speaking notes in a debate; use known vocabulary when speaking about familiar subjects)

B1.2 Producing Oral Communications: produce planned, rehearsed, and spontaneous messages in French containing information and ideas about academic topics and matters of personal interest, with contextual, auditory, and visual support (e.g., present a monologue describing stereotypes in an advertisement; deliver a speech about adolescents’ versus parents’ point of view on curfews; critique a documentary on endangered species)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and spontaneous communications about a variety of academic and personally relevant topics, using familiar words and expressions (e.g., use expression and effective pacing during reader’s theatre; present a monologue using appropriate intonation; use correct pronunciation while participating in a class discussion; articulate new and familiar vocabulary when dramatizing a poem or participating in a skit)
B1.4 Creating Media Texts: create a variety of increasingly complex oral media texts using forms, conventions, and techniques appropriate to the purpose and audience (e.g., create a jingle or testimonials to advertise a product; create an online documentary about an issue that affects their life; create a commercial promoting inclusiveness in the school community; write and record a voiceover narration for a video; present a personal point of view in a news broadcast)

B2. Speaking to Interact. By the end of Grade 8, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., ask questions of classmates to extend and deepen discussions; use pauses appropriately during a conversation; adjust the volume of their voice to suit the purpose for speaking; anticipate what their partner might say next)

B2.2 Interacting: engage in rehearsed and spontaneous spoken interactions, in guided and increasingly spontaneous social and academic contexts, about personally relevant and academic topics (e.g., discuss coping strategies for dealing with stressful situations; role-play a negative social situation and verbalize possible resolutions; exchange ideas about topics under study; debate the advantages and disadvantages of Canada’s involvement in major trade associations and agreements; interview their peers on a current issue)

B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., listen to their recorded voice to identify areas for improvement; use feedback from a peer and/or teacher to set goals; use success criteria to self-monitor their interaction skills; record improvement in speaking skills in a journal; discuss in a small group the strategies they found helpful in specific speaking situations, and comment on their use in a reflection log)

B3. Intercultural Understanding. By the end of Grade 8, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in France, including aspects of their cultures and their
contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., use an audio-visual presentation to describe significant landmarks, local cuisine, and/or traditions and customs in France; deliver a presentation about the lifelong benefits of learning French and exploring other cultures – including improved opportunities for careers, summer jobs, friendship, and travel; identify and report on examples of the use of French in their immediate environment)

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in spoken interactions (e.g., use greetings and expressions of courtesy when introducing a guest speaker; compare telephone etiquette of two different French-speaking communities and use them in a role play; select formal or informal language based on the audience)

Reading

C1. Reading Comprehension. By the end of Grade 8, students will:

C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them appropriately before, during, and after reading to understand a variety of French texts, with support as appropriate (e.g., use prior knowledge to help decode the meaning of new vocabulary in a text; skim a textbook to extract the key concepts of a given chapter; make inferences from visual elements to identify explicit and implicit messages)

C1.2 Reading for Meaning: demonstrate an understanding of the intent and meaning of French texts about familiar, academic, and personally relevant topics, with support as appropriate (e.g., identify and discuss story elements in a literature circle; dramatize the main events and/or relationships described in a short story; create a media text to illustrate the ideas and/or emotions expressed in a poem; explain how pertinent details in a print advertisement enable them to understand the message conveyed; draw conclusions from texts with statistics on economic inequity)

C1.3 Reading with Fluency: read a variety of French texts containing increasingly complex vocabulary and language structures, and dealing with familiar, academic, and personally relevant topics, at a sufficient rate and with sufficient expression to convey the sense of the text, using a variety of cues (e.g., read in role with suitable emphasis and phrasing to dramatize a text for an audience; read aloud with
appropriate expression selected excerpts from poetry, song lyrics, or stories; read the class or school daily announcements)

C1.4 Developing Vocabulary: identify and use a range of different strategies to expand vocabulary through reading (e.g., record new words from texts read; construct a word web of vocabulary related to specific topics; decode unfamiliar words by using prefixes and suffixes; relate new vocabulary to known words and cognates)

C1.5 Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of media texts about familiar, academic, and personally relevant topics, with teacher support as appropriate (e.g., describe the use of graphic images to convey the implied message in a public service announcement; analyse the elements presented on the packaging for a video game that make it appealing to teenagers; identify the bias found within the message of a print advertisement; analyse the effectiveness of different organizations in promoting their messages on their website)

C2. Purpose, Form, and Style. By the end of Grade 8, students will:

C2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., novel/short story – to give realistic portrayals of imaginary characters; owner’s manual – to inform about the use or maintenance of a product; poetry/song lyrics – to tell a story, inform about an aspect of culture, entertain, or make a social commentary)

C2.2 Characteristics and Stylistic Elements of Text Forms: identify some characteristics and/ or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages, with support and guidance from the teacher (e.g., poetry/song lyrics – repetition, rhyme, and use of descriptive words and metaphors to help the reader visualize; invoice or bill – headings, subheadings, tables, graphs; catalogue or flyer – categories, descriptions, and images to promote products)

C2.3 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after reading to understand texts; (b) determine their areas of greater and lesser strength as readers, and plan
steps they can take to improve their reading skills (e.g., assess how making connections to a text helped them relate to specific elements of a text, such as theme, events, point of view, characters; evaluate the effectiveness of asking questions to clarify meaning and to monitor their understanding of a text; explain how synthesizing ideas during reading helped them generate a new understanding of a text)

C3. Intercultural Understanding. By the end of Grade 8, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in France, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., read tourist brochures from different regions in France to identify elements of daily life or culture in each; read restaurant menus from different regions of France to compare dishes with their own food; using an online encyclopedia and maps of France, identify the major regions and cities and discuss local agriculture or businesses; identify symbols, personalities, landmarks, organizations, and traditions related to France and former French colonies and make connections to their own experiences; explain the reasons that early French settlers left France for “new worlds”; read promotional brochures or advertisements about the benefits of learning another language – such as opportunities for careers, summer jobs, friends, travel – and describe opportunities that interest them)

C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., local colloquialisms found in media texts; regional vocabulary used in children’s stories written by authors from two different regions; popular expressions specific to a particular region in song lyrics from different francophone artists)
Writing

D1. Purpose, Audience, and Form. By the end of Grade 8, students will:

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for French texts they plan to create (e.g., to communicate with a friend or relative in an email or text message; to persuade someone to continue studying French in high school; to write a biography providing information about the accomplishments of a notable person; to write an advertisement promoting a product)

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, following models appropriate to the purpose and applying their knowledge of the basic structural and stylistic elements of each form (e.g., compose an email or text message to a friend using informal or social language; write a character sketch to describe a main character in a story; develop an expository text regarding a social, economic, or environmental issue outlining arguments from multiple perspectives; write a script for a campaign speech to promote a candidate for class government; write a memoir of an early European settler during the development of New France)

D1.3 Developing Vocabulary: confirm word meanings and review, refine, and vary word choices, using a variety of resources (e.g., select words to suit the desired tone and expression in electronic messages; use online and print French dictionaries to confirm meaning; use subject-specific vocabulary from classroom resources such as word walls or textbooks)

D1.4 Using Stylistic Elements: use word choice, stylistic elements, and conventions of text to establish a personal voice and a clear point of view (e.g., use repetition to emphasize a key point in an electronic message; use figures of speech to develop a specific point of view in a biography or character sketch; use the active and passive voices when writing a report on a specific topic)

D1.5 Creating Media Texts: using words and expressions suited to the context, create a variety of media texts in French for specific purposes and audiences, using a range of media forms and the conventions and techniques appropriate to the chosen form (e.g., create a brochure to support the message conveyed in a public
service announcement about impaired driving aimed at teenagers; create a profile for a social networking site based on a character in a novel; create a multimedia text to introduce themselves to their new teachers in high school)

D1.6 Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use diverse punctuation throughout an electronic message to enhance the meaning of the message; agree on the spelling of words they have brainstormed in groups; vary sentence types in a summary to emphasize the key ideas of an article or a lesson)

D2. The Writing Process. By the end of Grade 8, students will:

D2.1 Generating, Developing, and Organizing Ideas: generate, develop, focus, and organize ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., access prior knowledge to develop a series of instructions explaining how to use a new technology; solicit opinions from peers to provide the basis for a play on an issue of importance to the class; organize ideas to emphasize the impact of the opinions being presented; brainstorm ways to express their ideas and views in a creative and novel way)

D2.2 Drafting and Revising: plan and produce drafts, following established criteria, and revise their writing to improve its content, clarity, and interest, using a range of strategies (e.g., use a template to write a rough draft of a script for a play; engage in a peer editing session to ensure that their text is clearly understood; reread their draft to evaluate their choice of vocabulary and sentence structure)

D2.3 Producing Finished Work: edit, proofread, and publish a variety of written pieces, following a model or a set of guidelines to meet established criteria, with support as appropriate (e.g., use online resources to improve or correct use of language; use success criteria to ensure proper formatting of their script; publish an instruction manual in a medium of their choice, such as online, in a booklet, or as a visual representation, following conventions specific to that medium)

D2.4 Metacognition: (a) identify, in conversation with the teacher and their peers, a few strategies they found helpful before, during, and after writing; (b) determine their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., determine which graphic organizers helped to
organize information and ideas effectively; use feedback from peers to identify areas of greater strength in writing, and set learning goals to improve areas of lesser strength; in conference with the teacher, discuss goals for improving writing, and develop a checklist of specific steps to achieve those goals)

D3. Intercultural Understanding. By the end of Grade 8, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in France, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., write an article for a travel magazine about the benefits of travelling to a lesser-known region of France; write a biography of a French political figure or celebrity; create and label a map for a food-tasting tour across France; recount an important historical event and how it affected the French people; write about the relationships between early French explorers and First Nations peoples)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in their written work (e.g., incorporate popular expressions particular to youth of a specific francophone region into electronic messages; rewrite a formal text using current expressions and slang to convey the same meaning as the original text; create a legend emulating the style and vocabulary used in Aboriginal folklore; use appropriate greetings and formality of language depending on the situation when writing a dialogue)