

GRADE 8

Note

The examples of language learning strategies in the specific expectations for each strand (A1.1, A2.1, B1.1, B2.1, C1.1, C1.4, D2.1, D2.2, and D2.3) are not grade specific, but students' use of such strategies will become more complex as they progress through the grades. Students will be introduced to these strategies through teacher modelling, and they will have multiple opportunities to practise their use in a variety of contexts. Students will also be encouraged to reflect on their use of the strategies and the strategies' effectiveness (A2.3, B2.3, C2.3, D2.4).

A. LISTENING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- A1. Listening to Understand:** determine meaning in a variety of oral French texts, using a range of listening strategies;
- A2. Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
- A3. Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

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 before, during, and after listening to understand oral French texts (*e.g., activate prior knowledge and apply it to new learning; make predictions about the content of a narrative or presentation based on the presenter's opening remarks; use self-questioning to monitor understanding of what is being said; ask questions to rank ideas in order of importance; use a range of note-taking strategies to keep track of key ideas and supporting details*)

Teacher prompts: “Quelles sortes de questions te poses-tu pour mieux comprendre ce que tu entends?” “Pourquoi est-il important de penser à une expérience ou à une situation semblable à celle que tu entends? Est-ce que cela t’aide à mieux comprendre?” “Comment est-ce que plusieurs écoutes d’un clip audio t’aident-elles à mieux saisir le message?” “Comment les descriptions que tu entends t’aident-elles à visualiser le message dans ta tête?”

Instructional tip: Teachers can suggest that students listen for the use of comparative adjectives and adverbs, such as “moins...que”, “plus...que”, to rank ideas in order of importance.

A1.2 Demonstrating Understanding:

demonstrate an understanding of the purpose and meaning of oral French texts containing increasingly complex messages about everyday matters and matters of personal interest, with contextual and visual support (*e.g., listen to a review of a movie and identify what the reviewer enjoyed about it, and the reasons for her or his opinion; listen to a radio interview about a familiar topic such as the use of cell phones in the classroom and identify the main ideas; listen to a slogan and infer what the product is; listen to a question-and-answer session on a social or environmental issue and create a poster to illustrate the message; listen to a commercial for a product and list the advertiser's key claims in order of importance*)

Teacher prompts: “Quand tu écoutes la critique d’un film, quels mots et expressions t’aident à identifier l’opinion exprimée?” “Dans quelle mesure le point de vue d’une autre personne a-t-il une influence sur ton opinion?” “De quelle façon le fait d’écouter des clips sur Internet t’aide-t-il à te divertir?”

Instructional tips:

- (1) In a think-aloud, teachers can model ways to interpret the meaning of “on” (“nous”, “ils”, “quelqu’un”) used in statements of opinion.
- (2) Teachers can encourage students to listen for constructions using the verbs “vouloir”, “pouvoir”, and “devoir” plus the *infinitif*, as signs that the speaker is discussing wishes or possibilities.
- (3) Teachers can encourage students to identify the use of the past tenses in a movie or book review.

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 a variety of situations while participating in social and academic interactions (e.g., *in a group discussion, follow the conversation and make relevant contributions when it is their turn to speak; disagree with or challenge the ideas of others respectfully and without making it personal; show interest in what is being said by commenting and questioning*)

Teacher prompts: “Quelle stratégie t’aide à faire part de tes commentaires pour démontrer ta compréhension lors d’une discussion de groupe?” “Quelle stratégie t’aide à organiser tes idées pour fournir une rétroaction pertinente?”

Instructional tip: Teachers can encourage students to listen for adverbs of degree (e.g., “assez”, “autant”, “aussi”, “beaucoup”, “moins”, “peu”, “très”, “fort”, “si”, “tant”, “combien”, “davantage”, “environ”, “plus”, “tellement”, “trop”) used to emphasize a speaker’s assertions.

A2.2 Interacting: respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest (e.g., *listen to a peer’s reaction to a review of a video game and identify areas of agreement and disagreement; in a small-group discussion about tourist attractions, listen to others’ opinions, agree or disagree, and share their own preferences; listen to a description of a worthy cause and participate in a group discussion about how to raise funds to support the cause*)

Teacher prompts: “Comment est-ce que tu peux demander à un ami de clarifier son opinion avant de répondre?” “Comment peux-tu valoriser la position d’un camarade de classe?”

Instructional tip: Teachers can help students recognize the use of the “si” clause with the *imparfait* followed by the *conditionnel présent* to indicate hypothetical situations (e.g., “Si je suivais ta suggestion, je pourrais...”, “Si j’étais dans ta situation, je dirais...”).

A2.3 Metacognition:

(a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively (e.g., *lack of familiarity with vocabulary, difficulty processing information quickly*) and 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., *engage in dialogue with the teacher and peers to determine criteria for effective listening; use a personal journal to reflect on areas of need and ways to listen more effectively when interacting; use feedback from the teacher and peers to identify areas of strength and set listening goals*)

Teacher prompts: “Comment est-ce que le fait de développer des critères d’évaluation peut améliorer tes stratégies d’écoute?” “Dans quelle mesure la rétroaction de tes pairs et ton auto-évaluation te permettent-elles d’identifier et de planifier tes prochaines étapes pour améliorer ta compréhension?”

Instructional tip: Teachers can emphasize the value of active listening strategies in interactions in any language and in any curriculum area.

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 Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *listen to descriptions of tourist destinations in French-speaking parts of Europe 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 French-speaking region in Europe and make connections to their own community; identify topics of interest in songs, stories, and legends by European artists and authors, such as MC Solaar – “Lève-toi et Rap”*)

Teacher prompts: “Qu’est-ce que tu as appris à propos de cette région? Est-ce que tu aimerais la visiter? Pourquoi?” “Quels sont tes liens personnels avec le message ou le personnage de la chanson? Est-ce que la chanson t’a aidé à mieux comprendre la situation des jeunes dans cette communauté?” “Comment est-ce que les informations présentées dans le texte à propos des valeurs et traditions culturelles t’aident à créer des liens avec tes propres traditions?” “Comment est-ce que le fait d’écouter t’aide à comprendre le sens et la valeur du point de vue des autres personnes?”

A3.2 Awareness of Sociolinguistic Conventions:

using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., *identify appropriate ways to initiate and conclude a telephone conversation; listen to an interview with a sports personality, political figure, environmentalist, or musician and identify vocabulary/expressions that are specific to the occupation of the person being interviewed; listen to French speakers from two different regions in Europe, identify differences in pronunciation and word choice, and make comparisons with the French they are learning in class; identify the difference between the names and times of meals in French-speaking communities in Canada and France*)

Teacher prompts: “Pourquoi est-il important de reconnaître les différents mots utilisés pour décrire les repas dans les communautés francophones au Canada et en France?” “Quels éléments entendus t’aident à reconnaître la relation entre les personnes qui parlent?” “Comment vas-tu commencer, poursuivre et terminer une conversation téléphonique dans le cadre d’une simulation en utilisant les conventions appropriées?”

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

B. SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience;
- B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;
- B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

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 various purposes and to a variety of audiences (*e.g., adjust volume and tone to suit the message and context; use dramatic pauses in a role play to create suspense; rehearse the delivery of spoken messages*)

Teacher prompts: “Comment est-ce que tu peux utiliser ta voix pour convaincre ton auditoire?”
“Comment est-ce que la voix, le débit et l’expression vont changer quand on joue des jeux de rôle différents?”

B1.2 Producing Oral Communications:

produce rehearsed and increasingly spontaneous messages in French to communicate ideas and information about matters of personal interest, with contextual, auditory, and visual support (*e.g., give commands, directions, and instructions; ask for and give advice; share information about their activities and interests; present a critique of a graphic novel, film, or video game; create and deliver an oral presentation about an environmental issue or a financial issue of concern to adolescents; prepare and present a commercial to convince a*

peer to visit a country or a French-speaking Aboriginal community of their choice; present feelings and new learning related to an Aboriginal story or book, such as a Louis Riel comic strip)

Teacher prompts: “Comment vas-tu organiser tes idées pour préparer et présenter ton opinion?”
“Comment est-ce que tu vas retenir l’attention de ton auditoire quand tu fais une présentation orale? Quels éléments faut-il y incorporer?”

Instructional tip: Teachers can model and promote the use of the pronoun “on” to present general/collective/widely shared opinions or ideas.

B1.3 Speaking with Fluency:

speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about a range of familiar topics (*e.g., give clear directions with minimal hesitation; recite a poem using appropriate pauses as indicated by the punctuation and/or layout of the lines to communicate the poet’s intended meaning accurately*)

Teacher prompts: “Comment est-ce que le fait de partager tes idées avec un partenaire avant de les partager avec le groupe t’aide à améliorer ta précision et ta fluidité verbale?” “Pourquoi faut-il répéter ta présentation avant de la faire devant toute la classe?”

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., speak clearly; look at the listener/audience; demonstrate an understanding of when to speak and when to listen; take turns; paraphrase information to confirm understanding; request repetition and explanation from others when meaning is unclear; acknowledge the contributions of others before stating their own views; show respect for different points of view*)

Teacher prompts: “Comment le fait de poser des questions à quelqu’un lors d’une conversation t’aide-t-il à éclaircir son message et à faire des liens avec ta situation?” “Quel est le rôle des pauses dans une conversation?” “Dans un débat, quelles stratégies peux-tu utiliser pour soutenir ton argument et clarifier ton point de vue?”

Instructional tip: Teachers can model the use of sentence starters that introduce an inference (*e.g., “Je pense que”, “Je crois que”, “Il me semble que”*), and encourage students to use them when commenting on a remark made by a peer or an adult.

B2.2 Interacting: exchange information and ideas with the teacher and their peers in guided, increasingly spontaneous spoken interactions about matters of personal interest, with teacher modelling and support as appropriate (*e.g., exchange information with peers and the teacher about activities and interests; contribute information in a jigsaw group discussion about current events; share their ideas and respond to others’ opinions in a literature circle; contribute comments and respond to classmates’ contributions in cooperative group activities; provide feedback to a classmate in a peer-assessment activity; contribute and respond to comments in interactive games and role plays; discuss personal preferences with a classmate; defend their opinion/point of view in a debate*)

Teacher prompts: “Comment est-ce qu’on peut appuyer son point de vue dans un débat?” “Comment partages-tu ton opinion dans une discussion?” “Comment choisis-tu les moments opportuns pour communiquer tes idées?”

Instructional tips:

(1) Teachers can model the use of impersonal expressions (*e.g., “Il est important de...”, “Il est nécessaire de...”*) followed by an *infinitif* for giving an opinion.

(2) Teachers can use scaffolding to help students expand their repertoire of expressions for stating opinions (*e.g., “À mon avis”, “C’est mon opinion”, “D’après moi”, “En ce qui me concerne”, “Il est/C’est certain que”, “Il est/C’est clair que”, “C’est évident que”*).

(3) Teachers can encourage students to use the appropriate form of the past tense when discussing a character or events in a literature circle.

B2.3 Metacognition:

(a) describe, in conversation with the teacher and their peers, some 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., explain during a student-teacher conference how they monitor their speaking skills; make and record revisions to the form and content of speech using feedback from peers and teacher; identify and describe the key elements used by peers and others during oral presentations; set small, attainable goals to improve oral communication, increase confidence, and sustain motivation*)

Teacher prompts: “Quels aspects de tes présentations désires-tu améliorer? Quelles sont les étapes à suivre pour y arriver?” “Quelles stratégies sont les plus efficaces pour t’aider à exprimer tes idées plus clairement?” “À quoi penses-tu quand tu prépares une présentation pour tes auditeurs?” “Quels sont les critères qui font qu’une présentation orale est efficace?” “Comment les stratégies de communication orale sont-elles utiles dans la vie de tous les jours?”

Instructional tips:

(1) Teachers can encourage students to use the comparative and superlative forms of adjectives and adverbs when evaluating speaking strategies and identifying those they found helpful (*e.g., “Cette stratégie est plus efficace que celle de mon pair”*).

(2) Teachers can work with students to help them develop tools such as organizers and checklists to assess their skills and identify next steps.

(3) Teachers can model the use of various negative constructions (*e.g., “ne...plus”, “ne...jamais”*) as they provide feedback on students’ use of speaking strategies.

B3. Intercultural Understanding

By the end of Grade 8, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Europe, 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 of European countries where French is widely spoken, such as France, Switzerland, and Belgium; identify and explain reasons for learning French; deliver a presentation about the lifelong benefits of learning another language 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*)

Teacher prompts: “Comment le fait de t’informer sur les symboles d’une autre communauté t’aide-t-il à apprécier la raison d’être des valeurs sociales de la communauté en question?”
 “Comment le fait de comparer la vie quotidienne des enfants de différentes communautés va-t-il t’aider à contribuer de façon active et positive à la société?” “Comment est-ce que la géographie d’une région a un impact sur la vie culturelle et sociale d’une communauté francophone?”
 “Comment peux-tu articuler ton message et ton point de vue en respectant les idées et les opinions des autres?”

Instructional tip: Teachers can model the use of the pronoun “y” and highlight its use as a substitute for a preposition followed by a place name to avoid repetition of the place name during conversations (e.g., “Veux-tu aller en France? Oui, je veux y aller!”).

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., *select and use formal or informal language and forms of address to suit the situation, such as when greeting an Aboriginal Elder; select and use expressions for opening, maintaining, and closing a conversation as appropriate to the relationship between the speakers; identify and use appropriate conventions in informal oral interactions such as telephone calls – for example, standard phrases for greeting the listener, asking to speak to someone, identifying themselves, asking to leave a message*)

Teacher prompts: “Comment te présentes-tu au téléphone à quelqu’un que tu ne connais pas? Quelles informations communique-tu?”
 “Quelles expressions peux-tu utiliser pour encourager la poursuite d’une conversation? Comment est-ce que ces expressions changent selon la situation?”

Instructional tip: Teachers can model the use of words and expressions designed to elicit additional information and/or sustain a conversation in a variety of social contexts (e.g., “Ce n’est pas possible!”, “Et alors?”, “Qu’est-ce qui est arrivé après?”, “Tu blagues!”, “Franchement?”).

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

C. READING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- C1. Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies;
- C2. Purpose, Form, and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of Grade 8, students will:

C1.1 Using Reading Comprehension Strategies:

identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modelled, shared, guided, and independent reading contexts (e.g., *use brainstorming to relate prior knowledge and experiences to specific ideas in a text; use pictorial clues, including cover art, to predict the type of content in a text; make predictions about a text based on knowledge of similar text forms; using think-aloud techniques modelled by the teacher, scan texts for specific information or to identify important ideas; monitor comprehension by rereading or asking questions*)

Teacher prompts: “Y a-t-il une stratégie de compréhension qui est plus efficace pour toi? Pourquoi?” “Comment est-ce que les images t’aident à faire des prédictions à propos du texte?” “Quelles questions te poses-tu pendant la lecture des publicités?”

C1.2 Reading for Meaning:

demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (e.g., *choose their favourite dishes from a menu; find scheduled classes on a school timetable; share details from a pen pal’s letter with a peer; read the instructions for playing a video game and demonstrate how to play for a classmate; role-play a talk show interview with a character from a text they have read; in a small-group “placemat” activity, list*

Louis Riel’s leadership qualities and explain how they influenced his actions)

Teacher prompts: “Quelles informations tirées d’un menu t’aideront à choisir un mets nutritif?” “Après avoir lu des instructions pour jouer un jeu vidéo, comment peux-tu expliquer le jeu plus facilement à un camarade de classe?” “Comment est-ce que le fait de faire un jeu de rôle t’aide à mieux connaître le personnage d’un texte lu?”

Instructional tip: Teachers can model the use of various types of questions (e.g., “hand”, which implies literal, “head”, which denotes inferential, and “heart”, which refers to evaluative questions) for responding to texts.

C1.3 Reading with Fluency:

read a variety of texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., *use graphophonic cues to recognize and pronounce familiar words within larger words; make reading aloud sound like spoken language, with appropriate expression and emphasis, and pauses, stops, and starts as indicated by the punctuation; recognize and pronounce smoothly previously encountered words from oral vocabulary and grade-level texts, terminology used regularly in discussions and posted on anchor charts, and words from shared/guided/independent-reading texts and resource materials*)

Teacher prompts: “Pourquoi est-il important de faire des pauses et des arrêts lorsqu’on lit à voix haute?” “Comment est-ce que la reconnaissance des expressions et mots familiers dans un texte

pendant la lecture t'aide à mieux comprendre le message?"

Instructional tip: Teachers can encourage students to read expressively with a partner or a small group to make their reading sound more natural.

C1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words (e.g., *develop a personal list of words related to specific topics or themes that interest them; develop a bank of sight words using visual dictionaries, the word wall, words from oral vocabulary, and grade-level texts; compile a list of terminology regularly used in discussions and posted on anchor charts; use a thesaurus to expand vocabulary; use technological aids such as online dictionaries to expand vocabulary*)

Teacher prompt: "Comment est-ce que la technologie et les ressources en ligne peuvent t'aider à élargir ton vocabulaire?"

Instructional tip: Teachers can introduce vocabulary and expressions related to social media and technology to foster the development of media literacy in French comparable to that in students' first language.

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., *magazine – to provide a range of informational, imaginative, and graphic pieces in one volume; website or encyclopedia entry – to provide an organized summary of key information about a subject; fictional narrative/short story/novel – to depict imaginary events, characters, and experiences in an engaging, entertaining form; book jacket or DVD cover – to describe the type of content and reading/viewing experience provided by the text in language that will capture the reader's/viewer's attention and stimulate interest*)

Teacher prompts: "Comment est-ce que l'auteur peut exprimer différemment son message en utilisant des formes de texte variées?" "Comment est-ce que le message de l'auteur change quand on modifie la forme de texte?" "Pourquoi penses-tu que l'auteur a choisi de présenter son message sous forme de bande dessinée?"

Instructional tip: During a read-aloud or shared reading activity, teachers can draw

students' attention to the author's use of words that signal explanations or instructions.

C2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., *magazine – cover image(s) and caption(s) highlighting key features, table of contents, advertisements, featured articles, editorial, letters to the editor, photographs, illustrations; fictional narrative/short story/novel – plot/action related to gaining an insight or resolving a problem, descriptions of characters and their thoughts, dialogue, descriptions of settings or historical events; book jacket or DVD cover – illustration(s), title, author name, advertising copy and reviewers' quotations, synopsis of story*)

Teacher prompts: "Quelles sont les caractéristiques de texte que l'auteur a employées pour exprimer son point de vue?" "Quelles sont les caractéristiques les plus efficaces pour convaincre un public d'acheter un nouveau produit?" "Quels éléments de style est-ce que l'auteur peut employer pour renforcer ou clarifier son message?" "Comment est-ce que le fait de faire des prédictions à partir d'éléments d'organisation du texte (p. ex., lier le titre, les sous-titres et les illustrations à tes connaissances antérieures sur le sujet) t'aide à activer tes connaissances antérieures pour les lier au texte ou au sujet?"

Instructional tip: Teachers and students can work together to create an anchor chart listing the major characteristics and stylistic elements of a variety of text forms and formats.

C2.3 Metacognition:

(a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after reading to understand texts;
(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., *plan to: look for transition words to identify relationships between ideas, scan texts to identify and look up unfamiliar technical words related to the subject matter*)

Teacher prompts: "Quelles stratégies est-ce que tu utilises le plus quand tu lis?" "Quelle stratégie est-ce que tu utilises pour résumer un texte?" "Pourquoi est-ce qu'il est important d'identifier tes points forts et faibles en lecture?" "Quelle nouvelle stratégie peux-tu essayer pour améliorer ta compétence en lecture?"

Instructional tips:

(1) Teachers can model the use of adverbs of time (e.g., "toujours", "souvent", "parfois",

“jamais”) for discussing the effectiveness of reading comprehension strategies.

(2) Teachers can encourage students to record their strengths, areas of need, and goals for improvement in a reader’s notebook.

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 Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., *using an online encyclopedia and maps of Europe, identify French-speaking countries and countries where French is widely spoken – such as France, Switzerland, and Belgium; identify symbols, personalities, landmarks, organizations, and traditions related to French-speaking communities in Europe and make connections to their own experiences; identify examples of French texts that may be seen in their community; 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*)

Teacher prompts: “Es-tu d’accord avec le point de vue de l’auteur à propos de cette communauté?” “Comment est-ce que la recherche que tu as faite à propos de la cuisine suisse va t’aider à créer une présentation multi-média pour décrire cette tradition culturelle?” “Tu as lu une annonce publicitaire qui décrit les avantages d’apprendre une autre langue. Comment est-ce que cette information peut avoir une influence sur ton choix de carrière?”

Instructional tip: Teachers can encourage students to summarize details from multiple sources of information about the contributions of French-speaking personalities or organizations to *la francophonie*.

C3.2 Awareness of Sociolinguistic Conventions:

identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., *compare menus from Switzerland, Belgium, and France and identify different ways of describing similar dishes; identify the use of slang/colloquial/familiar versus “standard” French in posters, cartoons, graphic novels, or advertisements; identify expressions of gratitude and formulas for making excuses or extending invitations used in different French-speaking communities*)

Teacher prompts: “Comment peux-tu identifier les différentes façons de décrire des plats semblables dans diverses régions francophones?” “En examinant les affiches des différentes régions, peux-tu identifier l’usage du joul/du patois/du langage familier/du français standard?”

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.

D. WRITING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- D1. Purpose, Audience, and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for this level;
- D2. The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
- D3. Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

SPECIFIC EXPECTATIONS

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 in writing and the audience for French texts they plan to create (*e.g., to highlight the environmental impact of different kinds of transportation systems in a poster for a community conservation campaign; to email or text information about an upcoming school event to classmates and/or the teacher; to describe a favourite activity, animal, person, or place in an article for the class newspaper; to describe career opportunities for bilingual workers and related education/training requirements in a brochure for distribution at a job fair; to describe “special offers” in an advertising flyer*)

Teacher prompts: “Comment peux-tu rédiger un texto à tes camarades pour décrire les détails d’un événement scolaire?” “Comment peux-tu composer un article pour le journal de classe afin de décrire une de tes activités préférées?”

- D1.2 Writing in a Variety of Forms:** write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (*e.g., information poster/brochure/advertising flyer – title or phrase identifying the topic, illustrations, captions, brief explanations; email/text message about a school outing – subject line, salutation, closing or signature line, abbreviations for high-frequency words, date and time of event, information about relevant details*

such as transportation, cost, appropriate clothing; descriptive article – introductory paragraph, additional paragraphs with topic sentences and supporting details, conclusion)

Teacher prompts: “Pourquoi est-il important de connaître le langage et les abréviations utilisés dans un texto?” “Pourquoi est-ce que des détails supplémentaires sont nécessaires dans un article descriptif?” “En quoi la structure d’une affiche est-elle différente de celle d’une brochure?” “Quels éléments sont semblables dans un courriel et dans un texto?”

Instructional tip: Teachers can encourage students to use words and expressions appropriate to the social context when writing dialogue or speech bubbles for graphic texts (*e.g., “Ce n’est pas possible!”, “Et alors?”, “Qu’est-ce qui est arrivé après?”, “Tu blagues!”, “Franchement?”*).

D1.3 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 classroom resources to check word choice; express likes and dislikes using verbs of emotion; describe personal routines using reflexive verbs*)

Teacher prompts: “Comment peux-tu exprimer tes préférences en utilisant des verbes d’émotion (p. ex., aimer, adorer, détester)?” “Comment est-ce que les verbes réfléchis (p. ex., se laver, se maquiller, se peigner) t’aident à décrire une journée typique?”

D2. The Writing Process

By the end of Grade 8, students will:

D2.1 Generating, Developing, and Organizing

Content: generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., *use guiding questions to identify the purpose and audience for a letter-writing exercise; use graphic organizers to sort and sequence ideas; use “quick writes” based on a read-aloud or shared reading text to capture the main points to include in a summary; use the word wall to activate ideas about vocabulary relevant to a topic; identify big ideas/topics for writing from read-alouds and shared reading activities; consider peer and teacher discussion and feedback when determining their approach or focus in a piece of writing; use print, electronic, and audio-visual resources to gather background material about a topic; write an adaptation based on an oral tradition of a First Nation, Métis, or Inuit storyteller*)

Teacher prompts: “Comment est-ce qu’une écriture spontanée t’aide à identifier des idées principales?” “Comment peux-tu identifier et utiliser les grandes idées tirées d’une activité de lecture partagée dans ton écriture?”

Instructional tip: Teachers can model the use of organizational patterns such as chronological order, cause and effect, and order of ascending or descending importance for structuring the content of written work.

D2.2 Drafting and Revising: plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies (e.g., *participate in a teacher-student conference to evaluate a first draft; reread and reorder information to improve organization; refer to teacher and peer feedback to help them identify gaps and awkward transitions; use teacher and class co-created checklists and models and student exemplars to guide revision; use knowledge of sound-symbol relationships, familiar words, French spelling patterns, and a variety of appropriate resources to confirm or correct spelling and use of verbs in the past, present, and future tenses*)

Teacher prompts: “Comment est-ce que le fait de participer à une conférence d’écriture t’aide à évaluer ta première ébauche?” “Comment est-ce que l’usage de mots familiers, de structures de la langue française et des ressources disponibles dans la classe peuvent t’aider à vérifier et à corriger l’orthographe dans ton travail écrit?”

Instructional tips:

(1) Teachers can review with students the correct use of adverbs of time (e.g., “jamais”, “toujours”, “souvent”, “quelquefois”, “rarement”, “parfois”) in accounts of historical or current events, and of possessive adjectives (e.g., “ma/mon”, “notre”, “leur”) in emails about personal interests or activities.

(2) Teachers can encourage students to use the pronoun “y” as a substitute for a preposition followed by a place name to avoid repetition of the place name (e.g., in an email response to the question “Veux-tu aller en France?”, replying “Oui, je veux y aller!”).

(3) Teachers can suggest students use a variety of adjectives (e.g., “attirant”, “dérangeant”, “provocant”) to qualify their feelings and opinions in their written responses to media texts.

D2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication (e.g., *a cover page, different font sizes for titles and headings, labelled diagrams, illustrations, photographs, borders and shading, graphics*)

Teacher prompt: “Pourquoi est-il important d’utiliser toutes les ressources disponibles dans la classe pour améliorer ton travail écrit?”

Instructional tip: Teachers can remind students to use transitional words and phrases (e.g., “ensuite”, “aussi”, “car”, “puisque”, “cependant”, “néanmoins”) to clarify the connections between ideas and improve the flow of their writing.

D2.4 Metacognition:

(a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing;

(b) identify 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 to organize information and ideas effectively; evaluate the effectiveness of peer editing and peer feedback; identify areas for improvement and plan next steps, recording both in a writer’s notebook*)

Teacher prompts: “Comment te prépares-tu à écrire? Réfléchis aux comportements appropriés pour mieux se concentrer lors d’une tâche écrite.” “Comment la révision des textes de tes pairs t’aide-t-elle à réviser tes propres textes?” “Comment le fait de consulter ton cahier

d'écriture peut-il t'aider pendant le processus d'écriture?" "Comment le fait de réfléchir sur la rétroaction de ton enseignante ou enseignant à propos de tâches d'écriture précédentes t'aide-t-il à planifier tes prochaines tâches d'écriture?" "Quels sont tes forces et tes défis comme écrivain?" "Quelle nouvelle stratégie peux-tu utiliser pour rédiger une ébauche?"

Instructional tips:

(1) Teachers and students can co-create an anchor chart with success criteria for effective writing strategies (e.g., "Je peux identifier mon point de vue", "Je peux vérifier que mon écriture s'adresse au public ciblé", "Je peux utiliser des organigrammes pour organiser mon écriture").

(2) Teachers can review with students the correct use of comparative and superlative forms of adjectives and adverbs in notebook entries evaluating their writing skills and plans for improvement.

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 Europe, 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 entry about a French-speaking community in Europe for an online encyclopedia; write and perform a jingle about a popular tourist destination in*

a French-speaking part of Europe; write an email giving directions for travelling from la Tour Eiffel to l'Arc de Triomphe in Paris)

Teacher prompts: "Quel est ton message?" "Sur quelles informations t'es-tu basé pour former ton point de vue?" "Comment peux-tu organiser tes idées pour décrire les origines du chocolat belge dans une entrée d'encyclopédie en ligne?" "Comment peux-tu fournir des instructions pour voyager d'un site touristique à un autre dans un courriel?"

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., *greetings, leave-taking expressions, and expressions of courtesy; the proper format for salutations and closings in a personal [informal] letter, on a postcard, or in an email; formulas for introducing themselves to someone, asking for and providing information, describing family/personal interests/hobbies/holiday plans; conventions for writing the date in French*)

Teacher prompt: "Pourquoi est-il important de connaître quelques expressions pour se présenter dans différentes situations sociales?"

Instructional tip: Teachers can model for students the use of the *conditionnel présent* in formal written communications as a mark of politeness and/or respect.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in Europe) but are not expected to do so.