

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 appropriate 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 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*)

Teacher prompts: “Pourquoi tes connaissances antérieures t’aident-elles à mieux comprendre un texte audio?” “Dans quelle mesure est-il efficace ou non de redire le message entendu dans tes propres mots pour vérifier ta compréhension?” “Comment peux-tu identifier et organiser les idées clés et les détails importants du texte audio que tu as entendu?” “De quelle façon est-ce que les stratégies d’écoute t’aident à enrichir ta compréhension d’un texte audio?” “De quelle façon la visualisation t’aide-t-elle à comprendre les événements racontés dans un texte audio?”

Instructional tip: Teachers can direct students to use a learning log to record and consolidate information presented in an audio text.

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)

Teacher prompts: “Comment est-ce que le fait d’écouter les arguments d’un groupe environnementaliste t’aide à prendre une décision pour réduire l’effet du réchauffement planétaire?” “Dans quelle mesure est-ce que les points de vue des autres ont une influence sur tes arguments dans un débat?” “De quelle façon le fait d’écouter des vidéoclips sur Internet t’aide-t-il à te divertir?” “Comment est-ce que la foire des cours/discussion avec un orienteur t’aide à choisir le champ d’études que tu vas suivre?”

Instructional tip: Teachers can model and encourage the use of the *conditionnel présent* for discussing possible future choices.

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*)

Teacher prompts: “Comment le reportage que tu as entendu sur la fonte des calottes polaires te permet-il de réagir sur l’impact de ce changement

sur la vie des Inuits et sur la tienne?" "Comment tes expériences personnelles t'ont-elles permis de mieux comprendre les expériences exprimées par les victimes d'une catastrophe naturelle?" "Quelle forme d'art visuel choisis-tu afin de représenter les idées principales d'un texte audio?" "Comment est-ce que les plateformes des candidats à la présidence du conseil d'école présentées durant un débat auront un impact sur ton vote?"

Instructional tips: Teachers can suggest that students listen for transition words (e.g., "premièrement", "puis", "prochainement", "ensuite", "enfin") and temporal expressions (e.g., "en" plus a date) to identify and chronologically order key events recounted in a report.

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*)

Teacher prompts: "Comment les mots choisis par l'auteur de la chanson entendue t'aident-ils à raconter une histoire?" "Comment les éléments de la bande-annonce d'un film peuvent-ils te convaincre d'aller ou de ne pas aller voir le film?" "Comment les informations exprimées dans une annonce publicitaire influencent-elles ta perception et ton opinion du film/de l'émission?"

Instructional tip: Teachers can encourage students to use both affirmative and negative expressions to give opinions.

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*)

Teacher prompts: "Selon toi, pourquoi est-il important de poser des questions aux autres pendant ou après une discussion?" "De quelle façon le fait de redire le point de vue d'un ami

t'aide-t-il à interagir pendant une discussion de groupe?" "Comment le fait de demander à l'enseignant(e) de clarifier son message t'aide-t-il à échanger et à partager tes arguments sur le sujet discuté?"

Instructional tip: Teachers can model paraphrasing with sentence starters such as "Donc...", "Tu veux dire...", "Je déduis que, selon toi...", and "À ton avis...".

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*)

Teacher prompts: "Dans quelle mesure le débat te permet-il de te familiariser avec des points de vue différents que le tien en ce qui concerne l'alimentation saine à ton école?" "De quelle façon l'improvisation peut-elle t'aider à émettre des idées et à approfondir le sujet?" "Pourquoi est-il important d'écouter la position des autres lors d'un conflit?"

Instructional tip: Teachers can suggest students use the *conditionnel présent* to discuss conflict resolution (e.g., "Si j'écoutais ton idée davantage, je pourrais...").

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*)

Teacher prompts: "Comment le fait d'écrire tes forces et tes défis au niveau de l'écoute dans un journal personnel te permet-il de réfléchir à des stratégies qui t'aideront à identifier tes prochaines étapes?" "Comment le fait de discuter avec un partenaire au sujet d'un texte que tu as entendu t'aidera-t-il à interagir avec d'autres partenaires dans le futur?"

Instructional tips:

(1) Teachers can encourage students to use the appropriate past tenses (e.g., *passé composé*,

imparfait, plus-que-parfait, and passé récent) when reflecting on their listening strengths and challenges.

(2) Teachers can likewise encourage students to use the appropriate future tenses when setting goals and discussing next steps.

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*)

Teacher prompts: “En faisant l’écoute de deux annonces publicitaires diffusées dans des régions différentes, mais présentant un même produit, quelles différences peux-tu percevoir dans ces annonces au sujet des valeurs culturelles qui y sont véhiculées?” “Quel effet la découverte d’autres traditions culturelles a-t-il sur tes propres traditions, et quelle influence cela aura-t-il sur

tes futures décisions?” “En quoi les valeurs familiales visionnées dans des clips médiatiques sont-elles comparables à celles de ta famille, et pourquoi?”

Instructional tip: Teachers can prompt students to use tools, such as a Venn diagram, to make comparisons between different communities.

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*)

Teacher prompts: “De quelle façon les expressions entendues au cours de l’entrevue d’un personnage célèbre te permettent-elles de comprendre le dialogue entre l’intervieweur et la personne interviewée?” “Quelles stratégies te permettent d’identifier les accents des personnes parlant français?” “Comment l’écoute de textes audio de différentes régions te permet-elle de mieux connaître différentes expressions françaises?”

Instructional tip: Teachers can encourage students to record new expressions in their personal dictionary, word wall, or learning journal.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in France) 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 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 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*)

Teacher prompts: “Comment le changement de volume et de débit pendant un discours aide-t-il à capter et à maintenir l'intérêt du public?” “Pourquoi est-il important d'adapter ton expression et d'ajuster ton débit de voix lorsque tu livres des messages oraux?”

Instructional tip: Teachers can model and encourage the use of the *conditionnel présent* to present alternative points of view in a speech.

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*)

Teacher prompts: “De quelle façon le fait de présenter un monologue te permet-il d'exprimer ton opinion sur les stéréotypes mis en avant dans une annonce publicitaire?” “Comment un discours oratoire t'aide-t-il à présenter les points de vue des adolescents et des parents sur l'heure du couvre-feu?” “En quoi la critique d'un documentaire sur la préservation des animaux en voie de disparition t'incite-t-elle à évaluer cette crise? Comment cette critique te sensibilise-t-elle aux implications pour les générations à venir?”

Instructional tip: Teachers can model and encourage the use of “on” in a monologue.

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*)

Teacher prompts: “De quelle façon une prononciation correcte t'aide-t-elle à exprimer ton message clairement?” “Comment le fait de pratiquer une saynète plusieurs fois avant de la présenter te donne-t-il la possibilité d'améliorer ta précision et ta fluidité verbale?”

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 on-line documentary about an issue that affects their life; create a commercial promoting inclusiveness in the school community; write and record a voice-over narration for a video; present a personal point of view in a news broadcast)

Teacher prompts: “Comment le choix d’un public précis influence-t-il ta création d’un refrain publicitaire?” “Quelles stratégies peux-tu utiliser dans une annonce publicitaire pour inciter les autres à acheter un produit?” “Comment la création d’un documentaire en ligne t’aide-t-elle à informer les autres à propos de ce sujet?”

Instructional tip: Teachers can model and encourage the use of conjunctions and adverbs such as “puisque”, “parce que”, “donc”, “alors”, “ainsi”, and “mais” for discussing the causes or effects of an action.

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)

Teacher prompts: “Comment le fait de poser des questions à ton partenaire lors d’une conversation t’aide-t-il à éclaircir son message et à faire des liens avec ton expérience personnelle?” “De quelle façon les pauses peuvent-elles prolonger et/ou raccourcir une conversation?” “Quel impact a l’abus excessif du volume de la voix lors d’une discussion de groupe, et pourquoi?”

Instructional tip: Teachers can encourage students to make inferences using familiar sentence starters when interacting with peers (e.g., “Je pense que...”, “Je déduis que...”, “Il me semble que...”).

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)

Teacher prompts: “Comment l’échange d’idées lors d’une discussion centrée sur l’appartenance à un groupe t’aide-t-il à identifier les stratégies qui te sont utiles pour faire face au problème du stress dans ta vie quotidienne?” “De quelle façon un jeu de rôle axé sur les situations sociales négatives (p. ex., la pression des pairs, l’abus d’alcool) t’aide-t-il à prendre conscience de l’impact de ces dernières sur la vie des adolescents et à verbaliser des solutions possibles?” “De quelle façon est-ce que le fait d’anticiper les idées de tes pairs peut t’aider à formuler tes réponses lors d’un débat?” “Comment le fait de mener des entrevues spontanées auprès de tes pairs te sensibilise-t-il à l’importance de bien choisir les mots pour accomplir une tâche?”

Instructional tips:

(1) Teachers can encourage students to use the *présent*, *passé composé*, and *imparfait* when discussing current and historical situations.

(2) Teachers can encourage students to vary their questions with different question words when conducting on-the-spot interviews.

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)

Teacher prompts: “Comment est-ce que le fait d’enregistrer ta voix t’aide à identifier tes forces et tes défis afin d’améliorer tes futures présentations orales?” “Comment l’échange de rétroaction avec tes pairs et ton enseignant(e) après une discussion de groupe t’aide-t-il à identifier tes forces et tes défis?” “De quelle façon les critères de réussite t’indiquent-ils les points forts et les points faibles à améliorer dans tes habiletés à interagir?” “De quelle façon est-ce que le fait de discuter avec un partenaire

l'aide à identifier les stratégies qui te sont utiles dans des situations verbales?" "Comment le journal de réflexion peut-il t'amener à réfléchir sur l'efficacité des stratégies que tu utilises lorsque tu interagis avec tes pairs, et t'inciter à utiliser celles qui sont efficaces?"

Instructional tip: Teachers can encourage students to use the superlative forms of adjectives and adverbs when identifying helpful 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 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)

Teacher prompts: "Dans quelle mesure un échange sur les éléments culturels qui incitent les touristes à visiter certains endroits te permet-il

de prendre conscience de ceux qui reflètent ta propre communauté, et pourquoi?" "Comment est-ce que la publicité qui promeut le français sur le marché du travail influence ton opinion sur la valeur de l'apprentissage de la langue française?"

Instructional tip: Teachers can suggest that students use prepositions and conjunctions (e.g., "car", "comme", "afin que", "si") to express their thoughts and personal experiences.

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)

Teacher prompts: "En quoi les mots que tu choisis pour présenter un conférencier sont-ils compatibles avec le titre de cette personne?" "Comment la dramatisation d'une conversation téléphonique te fait-elle prendre conscience des différences régionales?" "Comment vas-tu adapter ton langage selon le contexte?"

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in France) 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 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*)

Teacher prompts: “De quelle façon les autres langues que tu parles t’aident-elles à mieux saisir un nouveau mot ou une nouvelle expression?” “Comment est-ce que le fait de survoler un manuel d’histoire t’aide à discerner les concepts clés dans le chapitre à l’étude?” “Comment les éléments d’une affiche publicitaire t’aident-ils à inférer le message de l’auteur, et pourquoi?”

Instructional tip: Teachers can suggest that students use a learning journal to record the comprehension strategies used in various reading situations.

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)

Teacher prompts: “Comment tes expériences personnelles et celles de tes camarades enrichissent-elles ta compréhension d’un texte?” “Dans quelle mesure la dramatisation d’une nouvelle t’aide-t-elle à révéler les traits de caractère d’un personnage?” “Comment peux-tu représenter les idées ou le thème de ce poème?” “Comment est-ce que les détails trouvés dans une annonce publicitaire (p. ex., les couleurs, les formes, la police) te permettent de comprendre le message de la compagnie?”

Instructional tips:

(1) Teachers can show students that conjunctions such as “puisque” and “tandis que” indicate that the subordinate clause contains an explanation or a reason that is needed for understanding the main idea of the message.

(2) Teachers can show students how to use various types of questions to help them understand a text (*e.g., questions beginning with “qui”, “quoi”, “comment”, “quand”, or “où”*).

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)

Teacher prompts: “Pendant ta lecture d’un texte de style ‘théâtre des lecteurs’, quelles stratégies t’ont aidé à garder l’attention de ton public afin qu’il comprenne le message véhiculé dans ta présentation?” “Comment le fait de lire à voix haute avec expression va-t-il influencer la fluidité de ta lecture d’un texte littéraire?” “Comment le débit d’une annonce lue à l’interphone influencera-t-il la compréhension du message véhiculé?”

Instructional tips:

(1) When reading aloud, teachers can model the correct pronunciation of contractions and abbreviated words in song lyrics, dialogue, or poetry (e.g., “j’suis”, “y’a pas”, “pis”, “ben”).

(2) Teachers can encourage students to use their knowledge of pronunciation (e.g., liaisons, elisions, silent letters, reading of accents) to help them read more fluently.

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*)

Teacher prompts: “Comment les préfixes et les suffixes t’aident-ils à décoder les mots inconnus?” “Comment le fait d’identifier les mots apparentés et les mots familiers dans la lecture d’un texte te permet-il d’enrichir ton vocabulaire?”

Instructional tip: Teachers can help students understand new words by explaining the meanings of common prefixes and suffixes (e.g., “re-”, “pré-”, “a-”, “-ment”, “-age”, “-et(te)”).

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*)

Teacher prompts: “Comment est-ce que les images graphiques peuvent influencer ta perception du message?” “Quels sont les éléments qui

influencent ta décision d’acheter ou non ce jeu vidéo?” “Pourquoi est-il important de reconnaître les préjugés qui peuvent être intégrés dans une annonce publicitaire?” “Comment tes expériences personnelles peuvent-elles influencer ta perception d’une publicité?” “Quel est le message promu par cette compagnie? Est-ce que ce message pourrait être présenté d’une façon différente?”

Instructional tips:

(1) Teachers can suggest that students use the *superlatif* (e.g., “le meilleur”, “le plus rapide”) when describing the factors that influence their purchase of video games.

(2) Teachers can encourage students to use the *conditionnel* (e.g., “j’aimerais”, “je voudrais”) and connecting words such as “premièrement”, “cependant”, “pourtant” to enhance the expression of their opinions.

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*)

Teacher prompts: “Comment la lecture d’un texte narratif te sensibilise-t-elle aux émotions véhiculées par les personnages dans l’histoire?” “De quelles façons les directives et les schémas d’un manuel d’instruction te permettent-ils de compléter la tâche ou le modèle présenté?” “Dans quelle mesure la lecture de poèmes t’informe-t-elle sur les traditions de cultures différentes?”

Instructional tip: Teachers can draw attention to descriptive language in novels or short stories that enables students to empathize with the feelings of specific characters.

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)

Teacher prompts: “Lorsque tu lis les paroles d’une chanson, de quelle façon les rimes t’aident-elles à choisir la bonne expression et le bon rythme?” “Lorsque tu lis une facture, comment les titres et les sous-titres orientent-ils la découverte de l’information recherchée?”

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) 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*)

Teacher prompts: “Comment est-ce que le fait de faire des liens entre toi-même et un personnage présenté dans une biographie te permet de t’identifier à cette personne?” “Comment est-ce que le fait de te poser des questions durant ta lecture t’aide à mieux comprendre le texte?” “Comment est-ce que la synthèse des idées t’a aidé à mieux comprendre le texte?”

Instructional tip: Teachers can encourage students to choose an appropriate method (such as learning journals, graphic organizers, jot notes) to record their reflections and to plan next steps.

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)

Teacher prompts: “Comment est-ce que la lecture de différentes brochures touristiques peut influencer ton choix de destination pour tes vacances?” “Dans quelle mesure la lecture de différents menus de restaurant t’informe-t-elle sur les habitudes alimentaires des cultures de ta communauté et te sensibilise-t-elle aux choix qui te sont offerts?”

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*)

Teacher prompts: “Comment la lecture d’un texte médiatique te permet-elle d’identifier le vocabulaire familier d’une région?” “Comment les expressions régionales utilisées dans une chanson te permettent-elles de savoir d’où vient l’artiste?”

Instructional tip: Teachers can model and encourage the use of inquiry and research skills to further students’ knowledge of regionalisms, slang, and dialects.

* Students are encouraged to identify examples of usage that is specific to particular regions or communities (e.g., French-speaking communities in France) 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 in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively;
- 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 written 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 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*)

Teacher prompts: “De quelle façon les technologies de communication écrite peuvent-elles t’aider à communiquer avec tes amis ou ta famille?” “Quels sont les mots persuasifs que tu choisiras pour souligner l’importance de poursuivre des études en français?” “Dans quelle mesure une biographie représente-t-elle les expériences vécues par une personne d’importance?” “Comment peux-tu persuader ton lecteur d’acheter un produit?”

Instructional tips:

(1) Teachers can suggest that students use the appropriate past tenses as they begin the process of writing a biography.

(2) Teachers can suggest that students use impersonal expressions such as “C’est essentiel...”, “Il est primordial...”, “Il est capital...” in persuasive texts.

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*)

Teacher prompts: “Comment changes-tu le vocabulaire que tu utilises selon le destinataire de ton message électronique?” “De quelle façon le fait de préparer un portrait de personnalité d’un personnage t’aide-t-il à développer ton point de vue?” “Quel impact ton choix de mots aura-t-il sur ta capacité de persuader tes lecteurs?” “Comment est-ce que le fait de visualiser la vie d’une autre personne t’aide à écrire biographie de cette personne?”

Instructional tip: Teachers can suggest that students use conjunctions indicating cause and effect (*e.g., “à cause de”, “parce que”, “alors”, “donc”*) to add complexity to their expository writing.

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)

Teacher prompts: “Comment le ton de ton message électronique pourrait-il être interprété différemment selon les mots que tu choisis?”
 “Quelle est la ressource que tu trouves la plus efficace pour élargir ton vocabulaire? Est-ce que cette source est fiable? Comment le sais-tu?”
 “Pourquoi est-il nécessaire d’employer un vocabulaire spécifique à un sujet lorsque tu rédiges un texte?”

Instructional tip: Teachers can encourage students to explore the use of synonyms and antonyms of common adjectives and adverbs to add variety to their descriptive writing.

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)

Teacher prompts: “Comment la répétition de mots clés dans un message électronique permet-elle au destinataire de mieux comprendre l’objectif du message?” “De quelle façon les métaphores aident-elles à renforcer le point de vue que tu veux exprimer?” “Comment le sens de ton message changerait-il si tu utilisais la voix active au lieu de la voix passive?”

Instructional tips:

- (1) Teachers can help students recognize the difference between the active and passive voices and suggest students experiment with the use of these voices in their own writing.
- (2) Teachers can support student learning by reviewing the agreement of past participles in gender and number in writing in the passive voice.

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)

Teacher prompts: “Comment peux-tu utiliser des images dans ton dépliant pour renforcer ton message et souligner l’importance de reconnaître les dangers de l’alcool au volant?” “De quelle façon le fait d’interagir au sein d’un réseau social t’aide-t-il à mieux comprendre le personnage du roman?” “Dans quelle mesure l’organisation du texte et l’utilisation des images, de la police, du son, etc. sur un site Web t’aident-elles à présenter des messages explicites et implicites?”

Instructional tip: Teachers can encourage students to consult resources (e.g., dictionaries, thesauri, classroom visuals) in order to expand their use of descriptive language in introducing themselves to their new teachers or fellow classmates.

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)

Teacher prompts: “De quelle façon la ponctuation d’un message électronique pourrait-elle influencer les sentiments que tu tentes d’exprimer?” “Comment est-ce que le fait de vérifier l’orthographe lors de ton remue-méninges facilitera la rédaction de ton ébauche/brouillon?” “De quelle façon des types de phrases variés pourraient-ils faciliter la compréhension des idées principales de l’article ou de la leçon?”

Instructional tip: Teachers can suggest that students use a variety of question words (e.g., “comment”, “pourquoi”, “dans quelle mesure”) and question types (e.g., “est-ce que”, subject-verb inversion) to create a study framework when reviewing the key ideas of an article or 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)

Teacher prompts: “Comment tes connaissances antérieures te permettent-elles d’écrire des directives pour aider quelqu’un plus âgé à créer un tableateur pour organiser ses achats?” “Comment les opinions de tes pairs influencent-elles le développement du script?” “Comment partages-tu tes idées afin de faire valoir ton opinion?”

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)

Teacher prompts: “Comment un modèle de script facilite-t-il le développement de l’ébauche et la rédaction d’une pièce?” “De quelle façon l’échange avec un partenaire te permet-il de savoir si ta liste d’instructions est facile à suivre?” “Dans quelle mesure le fait de relire ta critique t’aide-t-il à déterminer que tu as bien choisi le vocabulaire de ton texte?”

Instructional tips:

(1) Teachers can suggest that students create a word bank when revising a peer’s work to help them expand their own vocabulary.

(2) Teachers can suggest that students use subjunctive phrases (e.g., “il faut que tu ailles...”, “il est nécessaire que vous soyez...”) to emphasize their point of view.

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)

Teacher prompts: “Comment les critères de succès établis avec la classe te permettent-ils de structurer ton script selon les conventions appropriées à ce genre?” “Comment l’ajout

d’images à la copie finale de ton guide d’utilisation te permet-il de rejoindre plus de lecteurs?”

Instructional tip: Teachers can encourage students to use a checklist based on co-constructed success criteria to help them format their written work.

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)

Teacher prompts: “Quels sont tes forces et tes défis comme auteur?” “Comment les questions et les commentaires générés par tes pairs, dans votre discussion, te permettent-ils d’améliorer tes habiletés et ton travail aujourd’hui et à l’avenir?”

Instructional tip: Teachers can encourage students to use the *conditionnel* when determining and discussing next steps in their writing (e.g., “j’aimerais...”, “je voudrais...”).

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)

Teacher prompts: “De quelle façon le fait d’écrire un éditorial dans une revue de voyage te permet-il de promouvoir l’exploration de diverses cultures francophones moins connues?” “Quels événements historiques ont eu

un grand impact sur la population francophone? Comment est-ce que cela t'aide à mieux comprendre leur histoire?"

Instructional tip: Teachers can suggest that students use verbs such as “pouvoir”, “vouloir”, and “devoir” to persuade their readers to visit a particular region (e.g., “On peut voir...”, “Vous voulez visiter...”, “Nous devons aller...”).

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*)

Teacher prompts: “Jusqu’à quel point les expressions familières de ta région que tu utilises dans tes messages électroniques facilitent-elles la compréhension de ces derniers?” “Comment peux-tu t’assurer que le sens du texte original ne change pas lorsque tu le réécrites en utilisant des expressions populaires et de l’argot?” “Dans quelle mesure le langage que tu choisis pour écrire une légende peut-il transformer son sens?” “Comment peux-tu changer la formalité du langage utilisé dans un dialogue selon la situation?”

Instructional tip: Teachers can suggest that students research expressions and slang used in various francophone communities or regions and use them in the proper context in their writing.

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