

## Grade 8 - Ontario FSL Curriculum Correlation and *Mon réseau, ma vie 2*

Overall Expectation	Specific Expectations	Module 1 <i>On reste en bonne santé!</i>	Module 2 <i>On se prépare pour l'avenir!</i>	Module 3 <i>On s'informe!</i>	Module 4 <i>On s'organise!</i>
<b>By the end of Grade 8, students will:</b>					
<b>A. Listening</b>					
<b>A1. Listening to Understand:</b> determine meaning in a variety of oral French texts, using a range of listening strategies.	<b>A1.1 Using Listening Comprehension Strategies:</b> 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) <b>Teacher prompts:</b> <i>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?</i>	Student Resource pp. 4-5, 8-9, 10-11, 12-13  Teacher's Guide Lessons 1, 2, 7, 9, 10, 11	Student Resource pp. 4-5, 6-7, 8-9, 10-11, 14-15  Teacher's Guide Lessons 1, 2, 5, 6, 7, 8, 9, 11, 17	Student Resource pp. 4-5, 12-13, 27  Teacher's Guide Lessons 2, 10, 32	Student Resource pp. 12-13  Teacher's Guide Lesson 13
	<b>A1.2 Demonstrating Understanding:</b> 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	Student Resource pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29,	Student Resource pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23,	Student Resource pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21,	Student Resource pp. 4-5, 6-7, 8-9, 10-11, 12-13, 16-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-

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	(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) <b>Teacher prompts:</b> <i>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?</i>	30-31 Teacher's Guide Lessons 1, 2, 3, 4, 7, 9, 10, 11, 15, 17, 21, 24, 26, 31, 33, 34, 36, 38	24-25, 26-27, 28-29, 30-31  Teacher's Guide Lessons 1, 2, 5, 6, 7, 8, 9, 11, 12, 17, 20, 22, 24, 27, 32, 35, 37, 38, 40	22-23, 24-26, 27, 28-29  Teacher's Guide Lessons 1, 2, 4, 5, 7, 9, 10, 11, 15, 16, 19, 20, 21, 26, 30, 32, 35	31  Teacher's Guide Lessons 2, 3, 5, 9, 10, 11, 13, 14, 22, 25, 27, 30, 33, 36, 38
<b>A2. Listening to Interact:</b> interpret oral messages accurately while interacting in French for a variety of purposes and with diverse audiences.	<b>A2.1 Using Interactive Listening Strategies:</b> 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) <b>Teacher prompts:</b> "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?"	Student Resource pp. 12-13  Teacher's Guide Lesson 9	Student Resource pp. 4-5, 14-15, 18-19, 20-21, 22-23, 24-25  Teacher's Guide Lessons 3, 17, 22, 23, 25, 29, 31	Student Resource pp. 8-9, 16-17, 20-21  Teacher's Guide Lessons 7, 16, 21	Student Resource pp. 8-9, 10-11, 12-13  Teacher's Guide Lessons 9, 12, 14
	<b>A2.2 Interacting:</b> 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')	Student Resource pp. 4-5, 6-7, 10-11, 12-13, 16-17  Teacher's Guide Lessons 1, 2, 4, 8, 9, 13, 17	Student Resource pp. 6-7, 14-15, 18-19, 24-25  Teacher's Guide Lessons 5, 15, 17, 22, 31	Student Resource pp. 14-15, 16-17, 18-19, 20-21  Teacher's Guide Lessons 15, 17, 20, 24	Student Resource pp. 4-5, 6-7, 8-9, 10-11, 12-13, 16-19  Teacher's Guide

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	<p>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)</p> <p><b>Teacher prompts:</b> <i>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?</i></p>				Lessons 2, 3, 6, 9, 12, 14, 20
	<p><b>A2.3 Metacognition:</b> (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)</p> <p><b>Teacher prompts:</b> <i>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?</i></p>	<p>Student Resource pp. 6-7, 12-13, 22-23, 40</p> <p>Teacher's Guide Lessons 3, 13, 28, 41</p>	<p>Student Resource pp. 6-7, 8-9, 16-17, 20-21, 40</p> <p>Teacher's Guide Lessons 4, 8, 18, 23, 44</p>	<p>Student Resource pp. 6-7, 8-9, 14-15, 18-19, 20-21, 40</p> <p>Teacher's Guide Lessons 4, 6, 15, 18, 21, 40</p>	<p>Student Resource pp. 6-7, 8-9, 12-13, 40</p> <p>Teacher's Guide Lessons 6, 9, 14, 43</p>
<b>A3. Intercultural Understanding:</b> demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking	<p><b>A3.1 Intercultural Awareness:</b> 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</p>	<p>Student Resource pp. 7-8, 10-11, 20-21</p> <p>Teacher's Guide Lessons 5, 9, 24</p>	<p>Student Resource pp. 8-9</p> <p>Teacher's Guide Lesson 8</p>	<p>Student Resource pp. 24-26, 27</p> <p>Teacher's Guide Lessons 28, 29, 31</p>	<p>Student Resource pp. 6-7</p> <p>Teacher's Guide Lesson 6</p>

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<p>communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>	<p>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 – <i>Lève-toi et Rap</i>)</p> <p><b>Teacher prompts:</b> <i>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?</i></p>				
	<p><b>A3.2 Awareness of Sociolinguistic Conventions:</b> 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)</p> <p><b>Teacher prompts:</b> <i>Pourquoi est-il important de reconnaître les différents mots utilisés pour décrire les repas dans les communautés francophones au</i></p>	<p>Student Resource pp. 8-9</p> <p>Teacher's Guide Lesson 5</p>	<p>Student Resource pp. 6-7, 8-9</p> <p>Teacher's Guide Lessons 5, 7</p>	<p>Student Resource pp. 24-26</p> <p>Teacher's Guide Lesson 30</p>	<p>Student Resource pp. 6-7, 10-11</p> <p>Teacher's Guide Lessons 6, 10</p>

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	<i>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?</i>				
<b>By the end of Grade 8, students will:</b>					
<b>B. Speaking</b>					
<b>B1. Speaking to Communicate:</b> 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.	<b>B1.1 Using Oral Communication Strategies:</b> 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) <b>Teacher prompts:</b> <i>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?</i>	Student Resource pp. 6-7, 14-15, 22-23 Teacher's Guide Lessons 3, 16, 26	Student Resource pp. 4-5, 8-9, 12-13, 18-19, 22-23  Teacher's Guide Lessons 2, 7, 13, 14, 21, 27	Student Resource pp. 10-11, 12-13  Teacher's Guide Lessons 9, 11	Student Resource pp. 6-7, 16-19, 22-23  Teacher's Guide Lessons 4, 22, 27
	<b>B1.2 Producing Oral Communications:</b> 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	Student Resource pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 28-29  Teacher's Guide Lessons 16, 17, 18, 19, 24, 28, 31, 35	Student Resource pp. 4-5, 6-7, 8-9, 10-11, 12-13, 18-19, 20-21, 28-29  Teacher's Guide Lessons 2, 3, 4, 5, 6, 7, 9, 10, 14, 22, 25, 37	Student Resource pp. 4-5, 6-7, 8-9, 10-11, 12-13, 28-29  Teacher's Guide Lessons 2, 5, 7, 9, 12, 34	Student Resource pp. 6-7, 8-9, 12-13, 14-15, 16-19, 20-21, 22-23  Teacher's Guide Lessons 6, 8, 9, 16, 19, 22, 23, 25, 28

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	strip) <b>Teacher prompts:</b> <i>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?</i>				
	<b>B1.3 Speaking with Fluency:</b> 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) <b>Teacher prompts:</b> <i>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?</i>	Student Resource pp. 14-15, 28-29 Teacher's Guide Lessons 16, 35	Student Resource pp. 12-13 Teacher's Guide Lesson 14	Student Resource pp. 12-13, 18-19 Teacher's Guide Lessons 12, 20	Student Resource pp. 22-23 Teacher's Guide Lesson 28
<b>B2. Speaking to Interact:</b> participate in spoken interactions in French for a variety of purposes and with diverse audiences.	<b>B2.1 Using Speaking Interaction Strategies:</b> 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) <b>Teacher prompts:</b> <i>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?</i>	Student Resource pp. 6-7, 8-9, 12-13 Teacher's Guide Lessons 3, 5, 11	Student Resource pp. 6-7, 8-9, 14-15, 16-17, 18-19, 20-21, 22-23 Teacher's Guide Lessons 6, 7, 9, 17, 20, 22, 25, 29	Student Resource pp. 16-17, 18-19, 20-21, 22-23 Teacher's Guide Lessons 16, 18, 21, 26	Student Resource pp. 10-11, 12-13, 28-29 Teacher's Guide Lessons 12, 14, 35



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	<p><b>B2.2 Interacting:</b> 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)</p> <p><b>Teacher prompts:</b> <i>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?</i></p>	<p>Student Resource pp. 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 26-27</p> <p>Teacher's Guide Lessons 1, 2, 4, 6, 8, 9, 13, 15, 16, 17, 20, 22, 24, 33, 34</p>	<p>Student Resource pp. 6-7, 8-9, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27</p> <p>Teacher's Guide Lessons 5, 6, 9, 15, 20, 21, 22, 23, 25, 27, 30, 31, 34</p>	<p>Student Resource pp. 4-5, 6-7, 8-9, 14-15, 16-17, 18-19, 20-21, 27, 28-29</p> <p>Teacher's Guide Lessons 1, 4, 6, 15, 17, 18, 20, 24, 32, 34</p>	<p>Student Resource pp. 4-5, 6-7, 8-9, 10-11, 12-13, 16-19, 20-21, 28-29</p> <p>Teacher's Guide Lessons 2, 3, 6, 7, 9, 11, 12, 16, 21, 25, 35</p>
	<p><b>B2.3 Metacognition:</b> (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)</p> <p><b>Teacher prompts:</b> <i>Quels aspects de tes présentations désires-tu améliorer? Quelles sont les étapes à suivre</i></p>	<p>Student Resource pp. 6-7, 12-13, 16-17, 20-21, 22-23, 40</p> <p>Teacher's Guide Lessons 3, 13, 17, 22, 28, 41</p>	<p>Student Resource pp. 6-7, 8-9, 16-17, 20-21, 22-23, 40</p> <p>Teacher's Guide Lessons 4, 8, 18, 23, 29, 44</p>	<p>Student Resource pp. 6-7, 8-9, 12-13, 14-15, 18-19, 20-21, 40</p> <p>Teacher's Guide Lessons 4, 6, 12, 15, 18, 21, 40</p>	<p>Student Resource pp. 6-7, 8-9, 12-13, 14-15, 20-21, 22-23, 40</p> <p>Teacher's Guide Lessons 6, 9, 16, 19, 23, 28, 43</p>

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	<i>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?</i>				
<b>B3. Intercultural Understanding:</b> 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.	<p><b>B3.1 Intercultural Awareness:</b> communicate information orally about French-speaking communities in Europe, including aspects of their cultures and their contributions to <i>la francophonie</i> 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)</p> <p><b>Teacher prompts:</b> <i>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?</i></p>	Student Resource pp. 26-27  Teacher's Guide Lesson 32	Student Resource pp. 4-5, 6-7  Teacher's Guide Lessons 3, 5	Student Resource pp. 16-17  Teacher's Guide Lesson 16	Student Resource pp. 20-21  Teacher's Guide Lesson 24
	<p><b>B3.2 Awareness of Sociolinguistic Conventions:</b> 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</p>	Student Resource pp. 4-5, 6-7, 24-25 Teacher's Guide Lessons 1, 3, 30	Student Resource p. 20-21  Teacher's Guide Lesson 24	Student Resource pp. 18-19	Student Resource pp. 4-5  Teacher's Guide Lesson



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	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) <b>Teacher prompts:</b> <i>Comment te présentes-tu au téléphone à quelqu'un que tu ne connais pas? Quelles informations communiquez-tu? Quelles expressions peux-tu utiliser pour encourager la poursuite d'une conversation? Comment est-ce que ces expressions changent selon la situation?</i>			Teacher's Guide Lesson 18	1
<b>By the end of Grade 8, students will:</b>  <b>C. Reading</b>					
<b>C1. Reading Comprehension:</b> determine meaning in a variety of French texts, using a range of reading comprehension strategies.	<b>C1.1 Using Reading Comprehension Strategies:</b> 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) <b>Teacher prompts:</b> <i>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?</i>	Student Resource pp. 10-11, 16-17, 22-23, 24-25, 32-33 Teacher's Guide Lessons 8, 17, 25, 29, 39	Student Resource pp. 4-5, 6-7, 8-9, 10-11, 14-15, 16-17, 18-19, 20-21, 24-25, 26-27, 32-33 Teacher's Guide Lessons 1, 4, 7, 10, 15, 18, 21, 24, 30, 33, 41	Student Resource pp. 4-5, 6-7, 10-11, 16-17, 20-21, 22-23, 30-31 Teacher's Guide Lessons 1, 4, 8, 16, 21, 25, 37	Student Resource pp. 6-7, 8-9, 10-11, 14-15, 16-19, 20-21, 22-23, 24-25, 30-31, 32-33 Teacher's Guide Lessons 4, 7, 10, 17, 20, 23, 26, 29, 37, 42

	<p><b>C1.2 Reading for Meaning:</b> 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)</p> <p><b>Teacher prompts:</b> <i>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?</i></p>	<p>Student Resource pp. 6-7, 8-9, 10-11, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33</p> <p>Teacher's Guide Lessons 3, 5, 6, 7, 8, 14, 15, 17, 19, 21, 22, 23, 25, 29, 30, 32, 33, 35, 36, 37, 39</p>	<p>Student Resource pp. 4-5, 6-7, 8-9, 10-11, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33</p> <p>Teacher's Guide Lessons 1, 4, 7, 8, 10, 15, 16, 18, 21, 23, 24, 26, 30, 33, 34, 36, 37, 39, 40, 41</p>	<p>Student Resource pp. 6-7, 10-11, 14-15, 16-17, 18-19, 20-21, 22-23, 24-26, 28-29, 30-31</p> <p>Teacher's Guide Lessons 4, 8, 13, 14, 16, 18, 19, 21, 25, 28, 34, 38</p>	<p>Student Resource pp. 4-5, 6-7, 8-9, 14-15, 16-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33</p> <p>Teacher's Guide Lessons 1, 4, 5, 7, 8, 17, 18, 19, 20, 21, 23, 24, 26, 29, 32, 34, 37, 42</p>
	<p><b>C1.3 Reading with Fluency:</b> 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)</p> <p><b>Teacher prompts:</b> <i>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?</i></p>	<p>Student Resource pp. 14-15, 24-25</p> <p>Teacher's Guide Lessons 15, 30</p>	<p>Student Resource pp. 24-25</p> <p>Teacher's Guide Lesson 32</p>	<p>Student Resource pp. 22-23</p> <p>Teacher's Guide Lesson 26</p>	<p>Student Resource pp. 14-15</p> <p>Teacher's Guide Lesson 18</p>

Overall Expectation	Specific Expectations	Module 1 <i>On reste en bonne santé!</i>	Module 2 <i>On se prépare pour l'avenir!</i>	Module 3 <i>On s'informe!</i>	Module 4 <i>On s'organise!</i>
	<p><b>C1.4 Developing Vocabulary:</b> 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)</p> <p><b>Teacher prompts:</b> <i>Comment est-ce que la technologie et les ressources en ligne peuvent t'aider à élargir ton vocabulaire?</i></p>	<p>Student Resource pp. 6-7, 14-15, 20-21, 24-25, 28-29 Teacher's Guide Lessons 3, 14, 23, 30, 35</p>	<p>Student Resource pp. 16-17, 18-19 Teacher's Guide Lessons 19, 21</p>	<p>Student Resource pp. 18-19 Teacher's Guide Lesson 18</p>	<p>Student Resource pp. 8-9, 20-21 Teacher's Guide Lessons 8, 23</p>
<p><b>C2. Purpose, Form, and Style:</b> identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms.</p>	<p><b>C2.1 Purposes of Text Forms:</b> 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)</p> <p><b>Teacher prompts:</b> <i>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?</i></p>	<p>Student Resource pp. 30-31 Teacher's Guide Lesson 38</p>	<p>Student Resource pp. 4-5, 10-11, 14-15, 16-17, 18-19, 20-21, 22-23, 28-29 Teacher's Guide Lessons 1, 10, 15, 16, 19, 21, 24, 26, 36</p>	<p>Student Resource pp. 18-19 Teacher's Guide Lesson 18</p>	<p>Student Resource pp. 8-9, 24-25, 26-27, 30-31 Teacher's Guide Lessons 7, 29, 31, 32, 37</p>

Overall Expectation	Specific Expectations	Module 1 <i>On reste en bonne santé!</i>	Module 2 <i>On se prépare pour l'avenir!</i>	Module 3 <i>On s'informe!</i>	Module 4 <i>On s'organise!</i>
	<p><b>C2.2 Characteristics of Text Forms:</b> 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)</p> <p><b>Teacher prompts:</b> <i>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?</i></p>	<p>Student Resource pp. 6-7, 8-9, 14-15, 18-19, 20-21, 26-27, 30-31</p> <p>Teacher's Guide Lessons 3, 5, 14, 19, 22, 32, 37</p>	<p>Student Resource pp. 4-5, 10-11, 14-15, 16-17, 22-23, 24-25, 26-27</p> <p>Teacher's Guide Lessons 1, 10, 15, 16, 19, 26, 30, 33</p>	<p>Student Resource pp. 6-7, 10-11, 14-15, 18-19, 22-23, 24-26, 27, 28-29, 30-31</p> <p>Teacher's Guide Lessons 4, 8, 13, 18, 25, 26, 28, 30, 31, 32, 34</p>	<p>Student Resource pp. 4-5, 8-9, 24-25, 26-27, 28-29, 30-31, 32-33</p> <p>Teacher's Guide Lessons 1, 7, 29, 31, 32, 33, 34, 37, 42</p>
	<p><b>C2.3 Metacognition:</b> (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</p>	<p>Student Resource pp. 16-17, 20-21, 26-27, 28-29, 32-33, 40</p> <p>Teacher's Guide Lessons 17, 22, 32, 25, 40, 41</p>	<p>Student Resource pp. 16-17, 20-21, 22-23, 26-27, 28-29, 40</p> <p>Teacher's Guide Lessons 18, 23, 29, 34, 37, 44</p>	<p>Student Resource pp. 14-15, 18-19, 24-26, 28-29, 30-31, 40</p> <p>Teacher's Guide Lessons 15, 18, 28, 34, 39, 40</p>	<p>Student Resource pp. 14-15, 20-21, 26-27, 32-33, 40</p> <p>Teacher's Guide Lessons 19, 23, 32, 42, 43</p>

	<p>technical words related to the subject matter)</p> <p><b>Teacher prompts:</b> <i>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?</i></p>				
<p><b>C3. Intercultural Understanding:</b> 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.</p>	<p><b>C3.1 Intercultural Awareness:</b> 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)</p> <p><b>Teacher prompts:</b> <i>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 multimédia 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?</i></p>	<p>Student Resource pp. 8-9, 10-11, 16-17</p> <p>Teacher's Guide Lessons 5, 8, 18</p>	<p>Student Resource pp. 4-5, 14-15, 28-29</p> <p>Teacher's Guide Lessons 3, 17, 37</p>	<p>Student Resource pp. 4-5, 8-9, 10-11, 24-26, 27</p> <p>Teacher's Guide Lessons 2, 6, 8, 9, 28, 29, 31</p>	<p>Student Resource pp. 14-15, 20-21, 30-31</p> <p>Teacher's Guide Lessons 18, 19, 24, 37</p>
	<p><b>C3.2 Awareness of Sociolinguistic Conventions:</b> identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with</p>	<p>Student Resource pp. 16-17</p>	<p>Student Resource pp. 30-31</p>	<p>Student Resource pp. 20-21</p>	<p>Student Resource pp. 4-5, 14-15, 30-31</p>

	<p>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)</p> <p><b>Teacher prompts:</b> <i>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?</i></p>	Teacher’s Guide Lesson 17	Teacher’s Guide Lesson 39	Teacher’s Guide Lesson 21	Teacher’s Guide Lessons 1, 18, 37
<p><b>By the end of Grade 8, students will:</b></p> <p><b>D. Writing</b></p>					
<p><b>D1. Purpose, Audience, and Form:</b> write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for this level.</p>	<p><b>D1.1 Identifying Purpose and Audience:</b> 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)</p> <p><b>Teacher prompts:</b> <i>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?</i></p>	<p>Student Resource pp.24-25, 30-31, 32-33</p> <p>Teacher’s Guide Lessons 31, 38, 39, 40</p>	<p>Student Resource pp. 10-11, 18-19, 28-29, 32-33</p> <p>Teacher’s Guide Lessons 11, 21, 38, 42</p>	<p>Student Resource pp. 4-5, 16-17</p> <p>Teacher’s Guide Lessons 3, 17</p>	<p>Student Resource pp. 24-25, 28-29, 32-33</p> <p>Teacher’s Guide Lessons 30, 35, 40</p>



	<p><b>D1.2 Writing in a Variety of Forms:</b> 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)</p> <p><b>Teacher prompts:</b> <i>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?</i></p>	<p>Student Resource pp. 6-7, 8-9, 10-11, 14-15, 16-17, 18-19, 20-21, 24-25, 26-27, 28-29, 30-31, 32-33</p> <p>Teacher's Guide Lessons 4, 5, 6, 7, 8, 9, 16, 17, 19, 20, 22, 31, 34, 35, 37, 38, 40</p>	<p>Student Resource pp. 6-7, 8-9, 10-11, 16-17, 18-19, 20-21, 24-25, 26-27, 28-29, 32-33</p> <p>Teacher's Guide Lessons 6, 9, 11, 20, 21, 23, 32, 34, 35, 37, 43</p>	<p>Student Resource pp. 4-5, 6-7, 8-9, 14-15, 16-17, 18-19, 27, 28-29</p> <p>Teacher's Guide Lessons 3, 5, 7, 15, 16, 19, 29, 32</p>	<p>Student Resource pp. 4-5, 6-7, 8-9, 10-11, 16-19, 20-21, 24-25, 26-27, 28-29, 30-31, 32-33</p> <p>Teacher's Guide Lessons 3, 6, 7, 9, 11, 12, 21, 23, 30, 33, 35, 38, 39, 40</p>
	<p><b>D1.3 Applying Language Conventions:</b> 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)</p> <p><b>Teacher prompts:</b> <i>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?</i></p>	<p>Student Resource pp. 6-7</p> <p>Teacher's Guide Lesson 4</p>	<p>Student Resource pp. 4-5, 10-11, 18-19</p> <p>Teacher's Guide Lessons 11, 21</p>	<p>Student Resource pp. 22-23, 27, 28-29</p> <p>Teacher's Guide Lessons 27, 33, 36</p>	<p>Student Resource pp. 16-19</p> <p>Teacher's Guide Lesson 22</p>
<p><b>D2. The Writing Process:</b> use the stages of the writing</p>	<p><b>D2.1 Generating, Developing, and Organizing Content:</b> generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g.,</p>	<p>Student Resource pp. 4-5</p>	<p>Student Resource pp. 4-5, 24-25, 32-33</p>	<p>Student Resource pp. 22-23, 27, 28-29, 30-31</p>	<p>Student Resource pp. 24-25, 28-29, 32-33</p>

<p>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.</p>	<p>use guiding questions to identify the purpose and audience for a letterwriting 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</p> <p><b>Teacher prompts:</b> <i>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?</i></p>	<p>Teacher’s Guide Lesson 2</p>	<p>Teacher’s Guide Lessons 3, 32, 42</p>	<p>Teacher’s Guide Lessons 26, 27, 33, 36, 38</p>	<p>Teacher’s Guide Lessons 30, 35, 40</p>
	<p><b>D2.2 Drafting and Revising:</b> 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)</p> <p><b>Teacher prompts:</b> <i>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</i></p>	<p>Student Resource pp. 8-9, 16-17</p> <p>Teacher’s Guide Lessons 6, 17</p>	<p>Student Resource pp. 6-7, 8-9, 10-11, 16-17, 24-25, 32-33</p> <p>Teacher’s Guide Lessons 6, 9, 11, 20, 32, 43</p>	<p>Student Resource pp. 22-23, 27, 28-29, 30-31</p> <p>Teacher’s Guide Lessons 26, 27, 33, 36, 38</p>	<p>Student Resource pp. 6-7, 24-25, 28-29, 30-31, 32-33</p> <p>Teacher’s Guide Lessons 6, 30, 31, 35, 36, 38, 39, 40, 41</p>

	<i>t'aider à vérifier et à corriger l'orthographe dans ton travail écrit?</i>				
	<p><b>D2.3 Producing Finished Work:</b> 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., different fonts and type sizes, colour, labels, text boxes, graphics)</p> <p><b>Teacher prompts:</b> <i>Comment est-ce que les ressources dans la classe t'aident à inclure tous les éléments de cette forme d'écriture? Comment est-ce que l'usage de la couleur enrichit un produit final?</i></p>	<p>Student Resource pp. 8-9</p> <p>Teacher's Guide Lesson 6</p>	<p>Student Resource pp. 6-7, 8-9, 10-11, 16-17, 24-25, 32-33</p> <p>Teacher's Guide Lessons 6, 9, 11, 20, 32, 43</p>	<p>Student Resource pp. 22-23, 27, 28-29, 30-31</p> <p>Teacher's Guide Lessons 27, 33, 36, 39</p>	<p>Student Resource pp. 24-25, 28-29, 32-33</p> <p>Teacher's Guide Lessons 31, 36, 39, 41</p>
	<p><b>D2.4 Metacognition:</b> (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)</p> <p><b>Teacher prompts:</b> <i>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?</i></p>	<p>Student Resource pp. 26-27, 28-29, 32-33, 40</p> <p>Teacher's Guide Lessons 32, 35, 40, 41</p>	<p>Student Resource pp. 26-27, 28-29, 32-33, 40</p> <p>Teacher's Guide Lessons 34, 37, 43, 44</p>	<p>Student Resource pp. 24-26, 28-29, 30-31, 40</p> <p>Teacher's Guide Lessons 28, 34, 39, 40</p>	<p>Student Resource pp. 26-27, 30-31, 40</p> <p>Teacher's Guide Lessons 32, 38, 43</p>

<p><b>D3. Intercultural Understanding:</b> 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.</p>	<p><b>D3.1 Intercultural Awareness:</b> in their written work, communicate information about French-speaking communities in Europe, including aspects of their cultures and their contributions to <i>la francophonie</i> 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) <b>Teacher prompts:</b> <i>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?</i></p>	<p>Student Resource pp. 10-11 Teacher’s Guide Lesson 8</p>	<p>Student Resource pp. 4-5, 14-15 Teacher’s Guide Lessons 3, 17</p>	<p>Student Resource pp. 10-11 Teacher’s Guide Lesson 9</p>	<p>Student Resource pp. 6-7, 30-31 Teacher’s Guide Lessons 6, 37</p>
	<p><b>D3.2 Awareness of Sociolinguistic Conventions:</b> 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) <b>Teacher prompts:</b> <i>Pourquoi est-il important de connaître quelques expressions pour se présenter dans différentes situations sociales?</i></p>	<p>Student Resource pp. 10-11 Teacher’s Guide Lesson 8</p>	<p>Student Resource pp. 8-9, 16-17, 30-31 Teacher’s Guide Lessons 9, 20, 39</p>	<p>Student Resource pp. 6-7, 8-9 Teacher’s Guide Lessons 5, 7</p>	<p>Student Resource pp. 26-27 Teacher’s Guide Lesson 33</p>