

CORE FRENCH - Ontario Curriculum Tracking Templates Grades 4-8 - Grade 4

GRADE 4 - CORE FRENCH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

GRADE 4 | LISTENING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

1. Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening strategies;
2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
3. 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.

	Needs Improvement	Satisfactory	Good	Excellent

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 4, students will:

- 1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts. (e.g., identify familiar words and phrases and frequently used expressions; use contextual and/or visual clues in oral texts, including the speaker's body language and tone of voice, to confirm or clarify meaning; activate prior knowledge and make connections to personal experiences to confirm understanding; ask questions to obtain additional information; visualize, sketch, or draw to record information and ideas)
- 1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about everyday topics and situations, with contextual and visual support. (e.g., follow classroom directions; follow a series of Total Physical Response [TPR] commands; sequence a group of pictures or images for a storyboard, based on a description; make drawings to illustrate objects in an oral description; find a specific classroom object by following directions from the teacher and class; identify refrains, rhyme schemes, and other word/sound patterns in songs, poems, read-alouds, chants, and rhymes; listen to a description and identify the object described)

2. Listening to Interact

By the end of Grade 4, students will:

- 2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions. (e.g., demonstrate an understanding of when to listen and when to speak; look at the speaker; listen without interrupting; make connections between personal experiences and what is being said; reconsider their point of view after hearing what others say; repeat a partner's ideas in their own words as a way of confirming understanding; ask for repetition, confirmation, or clarification of what they hear using phrases such as "Un instant... Je ne comprends pas. Pourriez-vous répéter cela, s'il vous plaît? Qu'est-ce que cela veut dire...?"; use body language such as a nod to indicate understanding and/or agreement)
- 2.2 Interacting: respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support. (e.g., respond appropriately to questions requiring a brief answer in paired and small-group interactions on familiar topics; respond constructively to a partner's ideas in think-pair-share sessions, using gestures, visual aids, and/or familiar words and phrases; share reactions to a partner's plans for a celebration or for the weekend)

- 2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, a few 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 with a partner some strategies and tools that have helped them improve their listening skills; self-monitor listening during a group discussion)

3. Intercultural Understanding

By the end of Grade 4, students will:

Metacognition

- 3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to directions and locate on a map historic Franco-Ontarian or Métis communities such as Sault Ste. Marie or Mattawa; identify examples of the use of French in their immediate environment – such as the bilingual version of the national anthem sung at sports events; listen to a peer describe a family tradition and make connections to a similar tradition in their own family)

- 3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., formal and informal expressions of courtesy such as different types of salutations; verbal and non-verbal cues appropriate to different environments, such as social gatherings versus classroom contexts; brief expressions used to introduce themselves and others).

GRADE 4 | SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

1. 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;
2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
3. 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

1. Speaking to Communicate

By the end of Grade 4, students will:

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1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., use and reuse familiar language structures and patterns, such as repetition, and incorporate previously learned words and phrases to clarify the meaning of oral messages; use visual, nonverbal cues such as gestures, facial expression, body position, and eye contact – pointing, smiling, nodding, leaning forward – and vocal effects such as changes in pitch, tone, pace, and volume to support and clarify meaning; refer to classroom visuals such as anchor charts to help them clarify a message)

1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (e.g., describe classroom routines; prepare and deliver a presentation introducing themselves, family members, and/or pets; recount a sequence of events from a fictional or news story; deliver brief, rehearsed oral presentations; give concise directions to a classmate describing how to perform an action or find an object)

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics (e.g., use accepted pronunciation for high-frequency words, regularly used phrases, and words with personal significance in brief oral exchanges, dialogues, and presentations; accurately pronounce familiar vocabulary when introducing themselves or their friends and family; speak at a comfortable pace in short, rehearsed question-and-answer routines about familiar topics; pronounce words smoothly and accurately as modelled by the teacher when reciting tongue twisters, chants, rhymes, and newly acquired vocabulary and when participating in choral speaking and/or shared reading activities; use intonation as modelled by the teacher to ask questions; deliver a rehearsed oral presentation at a smooth pace with appropriate phrasing and emphasis).

2. Speaking to Interact

By the end of Grade 4, students will:

2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., restate the contributions of other group members to confirm understanding and share preferences; use facial expressions, tone of voice, and gestures that are appropriate to the context and audience; ask questions to clarify the context and purpose for exchanging information)

2.2 Interacting: engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support (e.g., contribute brief oral instructions and responses in interactive games and role plays; ask and answer questions in surveys and interviews; participate in simulated telephone conversations; answer the teacher's or their classmates' questions about their oral presentations).

2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, a few 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., determine the elements of effective presentations; provide feedback on a peer's oral presentation and listen to peers' comments about their own presentations; evaluate their use of French in daily interactions with peers and the teacher).

3. Intercultural Understanding

By the end of Grade 4, students will:

Reading Familiar Words

3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Ontario, 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., share ideas about the importance of French as demonstrated by its status as an official language of Canada and a required subject in the Ontario elementary curriculum; repeat phrases from songs by Franco-Ontarian musicians that reveal aspects of French Canadian cultures; give brief oral presentations describing traditions and festivals such as le Bal de Neige in Ottawa; use a T-chart to organize information and guide discussions about aspects of Franco-Ontarian cultures, such as family, school life, traditions, and festivals, and make connections to their own culture).

3.2 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, leave-taking expressions, and expressions of courtesy – “bonjour”, “salut”, “au revoir”, “à demain”, “oui”, “non”, “merci”, “s’il vous plaît”, “excusez-moi” – as appropriate to the social context; use the verb “avoir” to state their age; use gestures and other forms of nonverbal communication as appropriate to the social context – bowing, shrugging, hand shaking; use standard introductory phrases to give personal information – “Je m’appelle... J’habite...”).

GRADE 4 | READING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;

2. 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;

3. 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

1. Reading Comprehension

By the end of Grade 4, students will:

1.1 Using Reading Comprehension Strategies: identify a few reading comprehension strategies and use them before, during, and after reading to understand texts (e.g., activate prior knowledge by brainstorming about the cover, title page, and/or topic of a text; preview vocabulary to identify familiar words and cognates; create key questions as a class before reading; relate prior knowledge and personal experiences to topics in texts; discuss how they visualize a character or a scene in a text; discuss, draw, or write about evidence in the text that can be used to predict possible outcomes; use pictorial clues to predict meaning and confirm understanding of a text; use contextual clues to determine the meaning of new words; recognize relationships between words with common spelling patterns and use them to determine the meaning of new words, as in “an/année/anniversaire”; use visual clues such as illustrations, photos, and charts to help clarify meaning).

1.2 Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required (e.g., draw pictures to retell a story; restate the main idea in a text using familiar vocabulary; create a tableau to dramatize a scene from a story they have read; use drama, music, or visual arts to respond to an issue raised in a text).

1.3 Reading with Fluency: read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., recognize high-frequency words, most regularly used words, and words of personal interest; recognize the same word in different graphic representations – such as on the word wall, in shared/guided/independent-reading texts, on shared- and interactive-writing charts in personal writing, and in a variety of fonts; make oral reading sound like spoken language, with appropriate pauses, stops, and starts as indicated by the punctuation).

2. Purpose, Form, and Style

By the end of Grade 4, students will:

2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms (e.g., poem/song – to express ideas or convey a mood in figurative, evocative language; pattern book story – to entertain and/or explore problems, characters, and ideas; menu – to describe food offerings; calendar, list, or chart – to communicate information in an organized, easy-to-understand form; non-fiction book – to explain or describe something or explore an issue or topic; greeting card – to send good wishes or convey thanks; sign – to attract attention and/or give directions; advertisement – to attract attention and persuade).

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2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms (e.g., poem/song – rhyming or non-rhyming patterns and use of imagery; pattern book story – title page, illustrations, repetitive use of familiar words and phrases, description of characters/setting/conflict, possible resolution; menu – subsections listing offerings of salads/main courses/desserts/ beverages, prices, illustrations; calendar, list, or chart – table or column format; greeting card – brief text message in special fonts, illustrations/graphics; non-fiction book – table of contents, illustrations, and captions; sign – distinctive fonts, colours, and symbols related to the content of the message; advertisement – eye-catching graphics, fonts, colours, and illustrations).

2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, a few 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., use book reviews written by peers to expand choices for independent reading; discuss useful strategies for understanding a new expression in a text; share helpful strategies with peers; establish next steps after a guided reading lesson).

3. Intercultural Understanding

By the end of Grade 4, students will:

3.1 Intercultural Awareness: using information from a variety of French texts, identify Frenchspeaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., information about traditions, powwows, and festivals such as le Bal de Neige or le Festival des tulipes – Ottawa, le Festival des voyageurs – Mattawa, Métis rendez-vous – Rivière des Français, sporting events such as les Jeux franco-ontariens, children’s games such as voyageur competitions and blanket throwing, family traditions, and favourite songs in various communities; read about Franco-Ontarian Métis, such as Marcel Labelle and Christian Pilon, and identify some of their accomplishments).

3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., the use of “Salut” instead of “Bonjour”, “la fin de semaine” instead of “le week-end”, “mon mari/ma femme” instead of “mon époux/mon épouse”, “mon amie/mon ami” instead of “ma copine/mon copain”).

GRADE 4 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

- Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;
- 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;
- 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

1. Purpose, Audience, and Form

By the end of Grade 4, students will:

1.1 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 convey best wishes to a friend in a card/email/note; to complete a registration form or provide personal information in an application to a summer sports camp; to share a list of favourite activities with a friend in an email or text message; to communicate information in a report; to persuade people to protect the environment or to buy an environmentally responsible product in an advertisement).

1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (e.g., postcard/greeting card/email/announcement/invitation – salutation and closing and a clear message; information sentence on a topic of interest – sentence starter followed by specific details; captions for a series of photographs of a class activity – classmates’ names and information about what they are doing; recipe for an easy-to-prepare meal, such as corn soup – lists of ingredients and instructions for combining them; survey/questionnaire – numbered questions in list format, with subsections for different subtopics, interrogative pronouns to introduce questions; shopping list – names of items, categories, prices).

2. The Writing Process

By the end of Grade 4, students will:

2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities (e.g., brainstorm ideas for writing using visual prompts; gather ideas for writing from shared classroom experiences such as read-alouds and shared reading; activate prior knowledge about personal, family, and community experiences through brainstorming and think-alouds; do research to identify key ideas related to a topic; use graphic organizers to create a list of words related to a topic and/or to sort and classify ideas; discuss the topic with peers and the teacher to focus thinking; draw or sketch to formulate ideas and thoughts; jot down plans and draft an outline).

2.2 Drafting and Revising: plan and produce drafts following a model (e.g., email, postcard, procedure, directions to determine location), and revise their writing using a variety of strategies, with teacher support (e.g., reread, change, add, subtract, and/or reorganize content; rewrite, edit, and revise drafts based on feedback from the teacher and peers).

2.3 Producing Finished Work: make improvements to their written work, using knowledge of a few of the conventions of written French (e.g., spell familiar words correctly and with appropriate accents; use high-frequency adjectives of colour, quantity, location, and sentiment to enhance their messages; use the correct subject pronouns to refer to family members, friends, and community members; use high-frequency verbs in the present tense to describe things that are happening to and around them), and use a few elements of effective presentation to produce a polished product for publication (e.g., a larger font for heading; bold/italics/underlining for emphasis).

2.4 Metacognition: (a) describe, in conversation with the teacher and their peers, a few 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., when conferencing with the teacher, evaluate their plan for writing; use comments on their written text from the teacher and their peers to plan next steps; reflect on their ability to represent familiar words in writing).

3. Intercultural Understanding

By the end of Grade 4, students will:

3.1 Intercultural Awareness: in their written work, communicate information about Frenchspeaking communities in Ontario, 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., select pictures of a Franco-Ontarian, Aboriginal, or Métis community such as Sturgeon Falls, Verner, Noelville, or Mattawa and create descriptive captions for them; create a poster with illustrations and text to promote interest in speaking French in Ontario; research a famous Franco-Ontarian legend, myth, or story and write a poem about it).

3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work (e.g., greetings and expressions of courtesy such as “bonjour”, “au revoir”, “non”, “merci”, “s’il vous plaît”; standard formats for personal letters, postcards, emails; conventions for writing the date).

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GRADE 5 - CORE FRENCH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher

Tracking:

Needs Improvement Satisfactory Good Excellent

Grade 5 | LISTENING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

1. Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening strategies;
2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
3. 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

1. Listening to Understand

By the end of Grade 5, students will:

- 1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts (e.g., talk about ideas and personal experiences related to a topic before beginning a listening task to make predictions about it; take notes to confirm what they have heard; ask questions to determine next steps; use visual and auditory clues in multimedia texts to help determine meaning; sequence actions in descriptions of past, present, and future events)
- 1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about themselves, family, friends, and their immediate environment, with contextual and visual support (e.g., listen and re-listen to a read-aloud and note key ideas in a class-generated graphic organizer; identify a classmate from a physical description; listen to a classmate or teacher describe the weather and draw a picture to illustrate the description; use a checklist to indicate the important ideas in an oral text or presentation; construct or draw a model of an object based on a partner's instructions; identify key concepts and vocabulary in recorded messages, songs, and audio webcasts, and use multiple intelligences to represent them; listen to a description of a classmate's personal collection, favourite activity, or family celebration and write, draw, or choose images to compare it with their own)

2. Listening to Interact

By the end of Grade 5, students will:

- 2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions. (e.g., build on what others are saying by offering relevant comments when participating in paired and small-group exchanges on familiar topics; observe a peer's body language to help understand his or her intended message; ask questions in paired and small-group activities to clarify their understanding of what is said)
- 2.2 Interacting: respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support. (e.g., using familiar words/expressions and/or actions, respond appropriately to questions in paired and small-group exchanges on familiar topics or to a partner's comments in a think-pair-share session; listen and respond to questions about familiar topics such as personal preferences, interests, and past or future events or experiences; offer a classmate comparable information in response to a description of his or her family; interview a classmate and use the information to introduce him or her to a group)

- 2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, a few 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., plan to keep a journal of listening strategies they have found helpful, for future reference)

3. Intercultural Understanding

By the end of Grade 5, students will:

Metacognition

- 3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to and identify topics of interest in songs, stories, and legends by Québécois artists and authors, such as Anthony Phelps – "Et moi, je suis une île", Laïla Hélooua – "Mandarine et Kiwi"; using a graphic organizer to guide listening, organize information from French texts about family, school life, traditions, powwows, and festivals in Québécois communities, such as Quebec City – Festival des journées d'Afrique, Danses et Rythmes du Monde, Trois-Rivières – Festival urbain, Montreal – Festival du monde arabe, and make connections to their own culture; listen to the recitation of a traditional French Canadian story used by Métis, such as La Chasse-galerie, and make connections to a familiar tale)
- 3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., compare French expressions to expressions used in English and/or their first language; compare different types of body language used in social interactions in various cultures; identify French phrases that are used to initiate, interrupt, and conclude conversations politely).

Grade 5 | SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

1. 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;
2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
3. 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

1. Speaking to Communicate

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By the end of Grade 5, students will:

1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., use a familiar model to structure messages; use think-aloud stems to structure descriptions and comments; use changes in pitch, tone, and volume to maintain the interest of listeners; vary the pace of speech to hold the audience's attention when presenting)

1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (e.g., make introductions; respond to questions and instructions using previously learned vocabulary; ask questions to obtain additional information about healthy food choices; describe themselves, other people, and places using familiar expressions; state their reactions to information in texts such as posters, food guides, environmental brochures, and Aboriginal songs and stories)

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics (e.g., speak about familiar topics using planned pauses and few hesitations; pronounce new words from shared reading activities accurately, as modelled by the teacher).

2. Speaking to Interact

By the end of Grade 5, students will:

2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., demonstrate an understanding of when to speak and when to listen, for instance using a talking stick/stone/feather to indicate the speaker; take turns; speak clearly; look at the listener/ audience; use visual supports, facial expression, tone of voice, and gestures such as nodding, pointing, and shrugging to help clarify their meaning; when working in pairs or in a group, acknowledge the contributions of others before stating their own views; make personal connections to the experiences of others when responding; show awareness of and sensitivity towards the background and experiences of others when expressing their views)

2.2 Interacting: engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support (e.g., ask and answer questions about name, age, and family; ask questions to clarify meaning before responding; share their ideas and respond to others' opinions in a literature circle; make constructive comments when giving feedback to a classmate in a peer-assessment activity; contribute and respond to comments in interactive games and structured oral activities; participate in role-play conversations that simulate the authentic use of language; respond to questions from the teacher and their peers about their oral presentations; ask and answer questions about healthy food choices or environmental issues).

2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, a few 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., share and discuss a strategy used to participate in a discussion; compare speaking situations to reflect on their own ability to communicate; use classroom visuals and reference material to give feedback).

3. Intercultural Understanding

By the end of Grade 5, students will:

Reading Familiar Words

3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Ontario, 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., describe a specific region or community in Quebec, including Aboriginal communities, using a poster they have created or obtained from a travel agency to illustrate their remarks; describe the ingredients and procedure for making a familiar Québécois dish such as poutine; recite or paraphrase songs, stories, and/or legends by Québécois artists and authors; identify some famous Québécois[es], such as Michaëlle Jean, Maurice Richard, Mario Lemieux, Boucar Diouf, Nikki Yanofsky, Gilles Vigneault, William Shatner, Simple Plan, Pierre Trudeau, Samian, Emmanuelle Chriqui, Alexandre Bilodeau, Julie Payette, Marc Garneau, or Guy Laliberté, and describe some of their accomplishments; deliver a brief oral presentation comparing important issues or events in a Quebec community and their own community).

3.2 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., identify and use appropriate forms of address to suit formal and informal situations – such as “tu” versus “vous” or the use of “Oui” by itself with their peers versus “Oui, Madame/Monsieur” with adults; use gestures and other forms of non-verbal communication – such as kissing and hand shaking – as appropriate to the social context; use greetings, leave-taking expressions, and expressions of courtesy – such as “bonjour”, “au revoir”, “s’il vous plaît”, “merci” – as appropriate to the social context; use accepted verbal formulas for interrupting, initiating, and concluding conversations politely – such as “Pardon, Madame/Monsieur”).

Grade 5 | READING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;

2. 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;

3. 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

1. Reading Comprehension

By the end of Grade 5, students will:

1.1 Using Reading Comprehension Strategies: identify a few reading comprehension strategies and use them before, during, and after reading to understand texts (e.g., preview texts by looking at images, captions, headlines, and tables to gain a sense of the subject matter and structure; use brainstorming to activate prior knowledge about a topic; preview vocabulary to identify familiar words and cognates; predict possible outcomes to a story based on knowledge of similar text forms; create mental images of the setting or characters based on descriptive details; use contextual clues to infer meaning; reread a section of text to confirm or clarify understanding).

1.2 Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and phrases, with teacher support as required (e.g., retell the events of a narrative in pictures and simple phrases using a graphic organizer to identify the beginning, middle, and end; create skits or commercials based on a text; make graphs or T-charts to organize information from a text; dramatize a story they have read using puppets or oral accounts; use visual art, music, or dance to communicate their reactions to a text; identify a classmate's favourite pastime from information on his or her web page).

1.3 Reading with Fluency: read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., make reading aloud sound like spoken language, with appropriate expression and emphasis, and pauses, stops, and starts as indicated by the punctuation; recognize familiar language structures in different contexts; identify the same word in different graphic representations – such as on the word wall, in shared/guided/independent-reading texts, on shared- and interactive-writing charts used in personal writing, in a variety of fonts).

1.4 Developing Vocabulary: use a few vocabulary- acquisition strategies before, during, and after reading to determine or confirm the meaning of new and unfamiliar words (e.g., update a personal list of familiar words using resources such as dictionaries and the word wall; develop lists of cognates to expand vocabulary; use knowledge of word structure [prefixes, stems, suffixes] to determine the meaning of unfamiliar words)

2. Purpose, Form, and Style

CORE FRENCH - Ontario Curriculum Tracking Templates Grades 4-8 - Grade 5

By the end of Grade 5, students will:

2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms (e.g., letter/email – to ask for information, share news with a friend, extend or reply to an invitation, express thanks; list – to record or communicate information or instructions; fictional story/legend, such as the Métis legend Ti-Jean –to entertain or enlighten through a description of imaginary events, places, and people; travelogue –to describe the experience of travelling to or in a country or region; newspaper/magazine article –to explore/describe a contemporary issue, event, person in the news, or trend).

2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms (e.g., travelogue – sequential/chronological order, descriptions of experiences and key sites/ landmarks, maps/illustrations/photographs, captions; newspaper/magazine article – statement of theme or topic, photographs/illustrations, captions, title, author name, subheadings, sidebars, pull quotes; fictional story/legend – description of characters and setting, plot line involving a problem or conflict, resolution; textbook/informational text – table of contents, title page, chapter or section divisions, subsections with headings, charts/diagrams, labels/captions).

2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, a few 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., use an interest survey to identify reading preferences and opportunities to expand choices for independent reading; reflect on the texts listed in a personal reading log and set a goal to read other genres).

3. Intercultural Understanding

By the end of Grade 5, students will:

3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., determine the ingredients in a typical Québécois dish such as “le pouding chômeur”; describe ideas, themes, and characters depicted in music, stories, and legends by Québécois artists and authors such as Alain M. Bergeron, Sheldon Cohen, or Samian; read about Québécois person-allies such as Régine Chassagne, Bruny Surin, Céline Dion, Gilles Pelletier, or Marc Favreau, or historical figures, and describe some of their accomplishments).

3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., in the lyrics of a popular Québécois rap or song, recognize and explain variations in the spelling of a common word – such as “p’tit” versus “petit”; identify salutations and common words and expressions used in different types of letters, emails, and postcards).

Grade 5 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;
2. 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;
3. 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

1. Purpose, Audience, and Form

By the end of Grade 5, students will:

1.1 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 send a greeting to a parent or classmate; to describe a real or imaginary place in a postcard to a friend, parent, or teacher; to provide a family tree to show to members of their family; to describe their personal preferences and interests to a pen pal; to communicate information about the school intramural sports program to classmates; to entertain with an amusing anecdote; to share their feelings with an Elder, grandparent, or veteran regarding the teachings and lessons learned from him or her).

1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (e.g., a family tree – names of family members and labels identifying their relationship to the writer –such as “ma mère/mon père”, “mon frère/ma sœur”, “mon grand-père/ma grand-mère”; a greeting card – salutation, closing, and message suited to the occasion; a memo giving information about a school event – a heading identifying the intended audience, the time and place of the event, and other relevant details).

2. The Writing Process

By the end of Grade 5, students will:

2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities (e.g., view films to generate ideas; formulate questions to use in gathering information for a report on the favourite activities of their family and friends; use word lists and the word wall to create a list of vocabulary related to a topic; identify big ideas/ topics for writing from read-alouds and shared reading activities; brainstorm ideas for writing using visual prompts; use print resources and assistive technology to do research on a topic; use a graphic organizer to record and sort information from a field trip to use in a description of the outing; write or draw to explore different facets of ideas; use peer and teacher feedback to clarify the focus of a topic).

2.2 Drafting and Revising: plan and produce drafts following a model (e.g., email, postcard, procedure, directions to determine location), and revise their writing using a variety of strategies, with teacher support (e.g., reread, rethink, and use teacher feedback to determine the best order in which to present information; use a dictionary to monitor word choice; add or subtract information, based on peer or teacher feedback, to highlight the most important points; rewrite, edit, and revise using an editing checklist provided by the teacher and/or teacher and peer feedback).

2.3 Producing Finished Work: make improvements to their written work, using knowledge of a few of the conventions of written French (e.g., use personal word lists to spell familiar words and expressions correctly; distinguish between a question and a statement using appropriate punctuation; describe and distinguish between male and female members of the family using adjectives of the appropriate gender; use appropriate verb tenses according to the context), and use a few elements of effective presentation to produce a polished product for publication (e.g., select pictures appropriate to the subject matter; use headings to identify main ideas).

2.4 Metacognition: (a) describe, in conversation with the teacher and their peers, a few 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., record feelings and opinions about their written work in a personal journal; share with peers writing resources that they find useful; provide feedback to peers, and use feedback from teacher and peers to identify gaps in information and plan next steps).

3. Intercultural Understanding

By the end of Grade 5, students will:

3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Quebec, 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., create labels for a poster advertising a sports or music event in Quebec, such as le Festival Couleurs du monde; write an email to a Québécois student describing information they have learned about the student’s community and asking for further details or clarification of unfamiliar practices or traditions; describe the sights and sounds they see and hear at a traditional celebration such as a powwow).

CORE FRENCH - Ontario Curriculum Tracking Templates Grades 4-8 - Grade 5

3.2 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., greet-ings, leave-taking expressions, and expressions of courtesy – such as “bonjour”, “au revoir”, “oui”, “non”, “merci”, “s’il vous plaît”, “excusez-moi”; the proper format for salutations and closings in a personal [informal] letter, on a postcard, or in an email; appropriate expressions for introducing themselves or asking for information; conventions for writing the date in French – such as the use of lower-case letters for days of the week and months of the year).

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CORE FRENCH - Ontario Curriculum Tracking Templates Grades 4-8 - Grade 6

Grade 6 - CORE FRENCH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

Needs Improvement Satisfactory Good Excellent

Grade 6 | LISTENING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening strategies;
2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
3. 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

1. Listening to Understand

By the end of Grade 6, students will:

- 1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts. (e.g., activate prior knowledge to make connections between texts and their own experiences; take notes to record new vocabulary; visualize different elements in a description and speak, mime, or draw to depict what they have imagined; use self-questioning and make predictions to monitor understanding while listening; formulate and ask questions to clarify understanding)
- 1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about everyday topics and situations, with contextual and visual support. (e.g., listen to a classmate's description of a procedure and mime the steps and/or actions described; listen to a description of a person in a story/movie and identify which character is being described; listen to the results of a survey and use numbers, words, and pictures to illustrate the findings; listen to a read-aloud of an authentic text about the environment, healthy eating, or First Nations people and use words, pictures, and/or actions to restate the main idea and related details; listen to a popular song in French and identify familiar words and expressions; listen to directions to a popular location or attraction and trace the route on a map)

2. Listening to Interact

By the end of Grade 6, students will:

- 2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions. (e.g., ask questions to deepen understanding and make connections to the ideas of others; affirm the ideas of others and build on them when offering their own views; use brief vocal prompts to signal agreement or interest during conversations; ask for repetition when necessary)
- 2.2 Interacting: respond with understanding to what others say while participating in brief, structured interactions about themselves, family, friends, and their immediate environment, with contextual and visual support. (e.g., conduct and/or respond to a survey of classmates and compile information about their favourite foods, sports, and/or family activities; in collaboration with a peer, plan a waste-free lunch; exchange opinions with a peer about a favourite video game, movie, or book; listen and respond to questions from a partner about personal interests; listen to a short paragraph read by the teacher and work with a group to reconstruct the text; participate in a conversation about school rules by listening to classmates' ideas and contributing their own opinion)
- 2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively (e.g., lack of familiarity with topics discussed, lack of familiarity with vocabulary, difficulty processing information quickly) and some 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., compare postures that are conducive and not conducive to attentive listening; reflect on their ability to respond to specific cues that signal the need for attentive listening; evaluate their use of listening strategies and plan to incorporate new strategies to ensure comprehension; record useful strategies in a learning log)

3. Intercultural Understanding

By the end of Grade 6, students will:

- Metacognition
- 3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in eastern, western, and northern Canada; find out about aspects of their cultures; and make connections to personal experiences and their own and other communities (e.g., identify examples from audio and/or audio-visual media that illustrate the status of French as an official language of Canada; listen to the national anthem in French and work in groups to map some similarities and differences between the French and English versions; listen to French Canadian folk-tales and legends and speak, draw, write, graph, or select images to illustrate topics that interest them; listen to historical accounts about the voyageurs and coureurs de bois and discuss their significance in the development of Canada as a nation; listen to songs such as "À la claire fontaine", "C'est l'airon", "V'la l'bon vent" and identify their significance to Métis and other French Canadian communities; listen to participate in traditional storytelling games)
 - 3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., identify similarities and differences in language used by different age groups; listen to examples of polite/familiar and singular/plural forms of address and identify the correct form to suit specific situations; respond with understanding to familiar expressions used in greetings and leave-takings).

Grade 6 | SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. 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;
2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
3. 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

CORE FRENCH - Ontario Curriculum Tracking Templates Grades 4-8 - Grade 6

1. Speaking to Communicate

By the end of Grade 6, students will:

- 1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., use gestures, familiar words, and memorized expressions based on a model to present and refine a message; provide supporting details to clarify ideas and opinions)
- 1.2 Producing Oral Communications: using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support (e.g., describe past and future personal experiences and events, and everyday routines, using familiar sentence patterns and vocabulary; use familiar expressions and words as sentence starters; describe the findings of a survey about trades and professions in Canada; describe popular leisure activities in a particular region; describe how they are caring for the planet by being environmentally friendly; describe the roles of an animal within its ecosystem)
- 1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics (e.g., make Image straightforward requests, express preferences, and describe interests with minimal hesitation; express themselves with some facility on everyday topics, using familiar vocabulary, language patterns, and learned sentence structures; use standard greetings and expressions of courtesy with minimal hesitation in classroom activities; pronounce words correctly in classroom activities to practise new vocabulary).

2. Speaking to Interact

By the end of Grade 6, students will:

- 2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., paraphrase to clarify meaning; acknowledge and show respect for different points of view; ask for information to clarify understanding; acknowledge the contributions of others before stating their own views; look at the listener/audience; use visual supports, facial expression, tone of voice, and gestures such as nodding, pointing, and shrugging to help clarify their meaning)
- 2.2 Interacting: engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support (e.g., initiate and respond to greetings; participate in brief conversations; outline rules and negotiate actions when playing barrier games; ask questions, describe different perspectives, and outline possible solutions in discussions about environmental issues; contribute and respond to comments in interactive games and role plays; ask and answer questions in conducting or responding to surveys and interviews).
- 2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, a few 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., use feedback from the teacher and peers to make revisions to the form and content of oral language as they speak; determine which strategies were helpful when presenting their message; plan to use effective communication strategies to enhance interactions with others).

3. Intercultural Understanding

By the end of Grade 6, students will:

Reading Familiar Words

- 3.1 Intercultural Awareness: communicate information orally about French-speaking communities in eastern, western, and northern Canada, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., describe French-speaking communities, including Aboriginal communities, in the Atlantic provinces, the prairie and western provinces, and the northern territories; share ideas and opinions regarding Canadian Heritage Moments video clips about topics in French Canadian history – such as the Métis and the Acadians – and make cross-curricular connections to topics in social studies; discuss personal reactions to and opinions of songs and artwork by French Canadian artists, including Aboriginal artists such as Leah Fontaine, Marcien Lemay, or Derek Letourneau; describe traditions, festivals, songs, and cuisine from French-speaking regions in western, eastern, and northern Canada, and make connections to customs in their own community).
- 3.2 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 the correct form to refer to the days of the week, the months of the year, and the date and time; use the appropriate form of address – polite/familiar, singular/plural – to suit specific situations; use idiomatic expressions with “avoir” – such as “j’ai besoin de”, “tu as chaud”, “il a faim”, “elle a soif”, “nous avons confiance”, “vous avez froid”, “elles n’ont jamais tort”; use an appropriate form of words to show understanding or lack of understanding – such as “Je comprends”, “Je ne comprends pas”, “Comment?”).

Grade 6 | READING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;
2. 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;
3. 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

1. Reading Comprehension

By the end of Grade 6, students will:

- 1.1 Using Reading Comprehension Strategies: identify a few reading comprehension strategies and use them before, during, and after reading to understand texts (e.g., use titles, captions, illustrations, and knowledge of similar forms to make predictions about a story; use brainstorming to activate prior knowledge about a topic; use visual cues to confirm or clarify details; use semantic [meaning] cues such as prefixes, suffixes, and base words to activate existing knowledge of oral and written language; make connections to personal experience to understand characters’ feelings and behaviour; ask questions to clarify meaning).
- 1.2 Reading for Meaning: demonstrate an understanding of French texts containing visuals and familiar names, words, and expressions, with teacher support as appropriate (e.g., identify and restate the main idea in a letter from a pen pal, orally or by drawing or writing; read and mime the steps outlined in a classmate’s instructions for carrying out a procedure such as making a sandwich or bannock; read and dramatize a story using props; read a restaurant, cafeteria, or powwow vendor’s menu and identify items they would like to order; use a graphic organizer to record important information from a text; list questions they have about an issue or character described in a text).
- 1.3 Reading with Fluency: read texts containing familiar words and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., make reading aloud sound like spoken language, with appropriate expression and emphasis, and pauses, stops, and starts as indicated by the punctuation; identify the same word in different graphic representations – such as on the word wall, in shared/guided/independent-reading texts, on shared- and interactive-writing charts used in personal writing, in a variety of fonts).

CORE FRENCH - Ontario Curriculum Tracking Templates Grades 4-8 - Grade 6

1.4 Developing Vocabulary: use a few 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 bank of sight words using visual dictionaries and personal word lists; develop lists of cognates to expand vocabulary; use memory aids and visualization techniques to consolidate learning of new words; develop lists of words from oral vocabulary and grade-level texts to expand vocabulary; analyse word parts/structures to help determine meaning; compile thematic lists of key concepts to consolidate learning of new words; use a dictionary to expand vocabulary; use new words appropriately in different contexts)

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2. Purpose, Form, and Style

By the end of Grade 6, students will:

2.1 Purposes of Text Forms: identify the purpose(s) of some familiar text forms, including fictional, informational, graphic, and media forms (e.g., “how-to” book – to describe the equipment and actions for carrying out a procedure; logo – to aid in quick recognition or identification of a company or product; poster – to present specific information in a striking, memorable way; catalogue – to provide information in a systematic, easy-to-retrieve form; text message – to share personal experiences, thoughts, and actions; poem/song – to express ideas or feelings in vivid, evocative language; short story – to entertain and/ or to depict or highlight the significance of imagined events or experiences).

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2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms (e.g., poem/song – rhyming or non-rhyming patterns and use of imagery; short story/legend – plot line about resolving a problem or gaining an insight, descriptions of characters and settings; manual – numbered steps, diagrams; recipe – list of ingredients and quantities, steps in cooking procedure, cooking time, number of servings; travel brochure – description of destination sites and activities/events, description of accommodation, maps, contact information; magazine article – repetition of key words or phrases, titles, subtitles, text boxes; flyer – images and descriptions of products).

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2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, a few 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., scan Image texts to identify the elements of the particular form or unfamiliar words to look up).

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3. Intercultural Understanding

By the end of Grade 6, students will:

3.1 Intercultural Awareness: using information from a variety of French texts, identify Frenchspeaking communities in Ontario, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., consult an atlas or website and identify French-speaking communities, including Aboriginal communities, in Atlantic Canada, the prairie and western provinces, and the northern territories; write a sample exchange of letters between Louis and Sarah Riel; identify examples of texts – such as bilingual signs or government brochures – that reflect the status of French as an official language of Canada; read the lyrics and listen to songs by various French Canadian and Aboriginal artists and make comparisons with songs in their own first language; identify examples of French on product labels and street signs, and in newspapers, telephone directories, and websites; identify the traits of heroes in traditional legends such as Ti-Jean and Nanabijou).

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3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., the familiar and formal forms of words and expressions used in email messages from social network friends in French-speaking communities across Canada – such as “À la prochaine” versus “Bien à vous”; appropriate ways to invite someone to do something; conventions of a personal or official letter).

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Grade 6 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;
 2. 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;
 3. 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.

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SPECIFIC EXPECTATIONS

1. Purpose, Audience, and Form

By the end of Grade 6, students will:

1.1 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 describe personal activities and interests to the class; to record a schedule of activities in a personal diary; to outline the menu for a class celebration; to describe a fire evacuation route on a poster about school safety for the classroom; to provide a “to-do” list for a small-group project; to create a word web describing a character in a story for a class discussion; to add healthy or locally grown foods to the family’s weekly shopping list; to teach a friend how to cook a favourite dish; to complete a registration form for summer camp; to describe, for an advertising brochure, a company’s socially and environmentally responsible practices; to describe celebrations such as powwows; to describe garments historically worn by Métis and voyageurs in the fur trade).

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1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (e.g., a menu outlining the courses for a traditional Métis family meal or a school event – subsections for different courses, brief descriptions of dishes with ingredients, illustrations, information about beverage choices; sequential chart – columns and rows for entering date/time and type of activity; brochure – headings, subheadings, illustrations/graphics, captions, descriptive or explanatory text; “how-to” manual, such as how to build a traditional canoe – lists of needed tools and materials, numbered steps, descriptions of techniques, diagrams/illustrations, captions; email message – subject line, salutation, closing/signature line).

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2. The Writing Process

By the end of Grade 6, students will:

2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities (e.g., refer to the word wall to identify vocabulary related to a topic; use brainstorming to activate prior knowledge about a topic; identify big ideas/topics for writing from read-alouds and shared reading activities; use print resources, Internet search engines, and assistive technology to research a topic; use peer and teacher feedback to clarify the focus of an idea for writing; use graphic organizers such as timelines and charts to record, sort, and classify information about a topic).

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2.2 Drafting and Revising: plan and produce drafts following a model (e.g., a model of a “how-to” manual or book; examples of pamphlets, brochures, advertisements, and/or logos provided by students; templates for letters, emails, or text messages), and revise their writing using a variety of strategies, with teacher support (e.g., review drafts to determine whether information is presented in the best order and to identify gaps; rewrite, edit, and revise based on teacher and peer feedback and/or an editing checklist provided by the teacher; use a dictionary to monitor word choice).

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CORE FRENCH - Ontario Curriculum Tracking Templates Grades 4-8 - Grade 6

2.3 Producing Finished Work: make improvements to their written work, using knowledge of a few of the conventions of written French (e.g., spell familiar words correctly; verify that they have used the appropriate prepositions to indicate direction and location; verify that they have used appropriate endings to indicate the masculine or feminine form; verify that they have used the correct preposition with the verb to suit the context – as in “jouer à” for playing a sport versus “jouer de” for playing a musical instrument), and use a few elements of effective presentation to produce a polished product for publication (e.g., graphics, borders and shading, different text sizes and colours).

2.4 Metacognition: (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., act on teacher and peer feedback to identify information gaps; record writing successes and challenges in a personal journal; use a class-developed anchor chart to provide feedback to a partner; share and discuss with peers revision strategies that they find useful).

3. Intercultural Understanding

By the end of Grade 6, students will:

3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in eastern, western, and northern Canada, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., using a T-chart, organize and compare information about French-speaking communities in Manitoba and New Brunswick, such as St. Laurent and Memramcook; using a graphic organizer, classify the popular pastimes of French-speaking students in Atlantic Canada, the prairie and western provinces, and the northern territories; build a personal dictionary of French expressions from different regions and communities in Canada).

3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in their written work (e.g., greetings, leave-taking expressions, and expressions of courtesy; the proper format for salutations and closings in a personal [informal] letter, on a postcard, or in an email; conventions for writing the date in French; conventions for writing numbers and money amounts – such as the use of spaces in numbers with four or more digits [1 000] and the use of a comma rather than a decimal point in currency amounts [1,75 \$]).

CORE FRENCH - Ontario Curriculum Tracking Templates Grades 4-8 - Grade 7

Grade 7 - CORE FRENCH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

Grade 7 | LISTENING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

1. Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening strategies;
2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
3. 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.

	Needs Improvement	Satisfactory	Good	Excellent

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 7, students will:

- 1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French texts. (e.g., use background knowledge of the structure of different types of texts to make predictions about the content of a narrative or presentation; use note-taking strategies to keep track of key ideas and information in a read-aloud; ask questions to clarify or confirm important details; use clues such as the speaker's tone of voice to help interpret messages accurately)
- 1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts containing familiar words and expressions about everyday topics and situations, with contextual and visual support. (e.g., identify key information in a media clip of a French conversation, such as a dialogue between a couple discussing what to order in a restaurant; listen to a speaker describe his or her interests and identify a related career choice; listen to a public service announcement about an environmental issue and identify the main message; listen to a story or a popular song and relate it to a current event; listen to a media clip about a talent competition and agree or disagree with the judges' opinion of the performance; listen to a public service announcement about a topic such as cancellation of bus service and determine how the information will influence their plans for the day)

2. Listening to Interact

By the end of Grade 7, students will:

- 2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions. (e.g., list key ideas from an oral text and confirm them with peers; provide relevant feedback when appropriate and/or requested; know when to interrupt politely to offer an additional point of view; use respectful body language when participating in a discussion; use appropriate vocal prompts to signal empathy, interest, and personal regard in dialogues and conversations).
- 2.2 Interacting: respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest (e.g., listen to a partner's description of food preferences and respond by asking for more information or making comparisons to their own preferences; listen to a partner's opinion about a story and compare reactions; listen to an enquiry about a local business and provide the information requested; listen to and participate in a class discussion about ways to conserve energy; listen to a classmate's description of a community event they have attended or heard or read about and confirm, modify, and/or add to the report).
- 2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively (e.g., lack of familiarity with vocabulary, difficulty processing information quickly) and some 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., use co-constructed criteria to self-monitor listening during a conversation; determine next steps based on comments and feedback from peers and teacher; share with a partner a listening strategy they find helpful; record in a journal situations in which they are successful and challenged when listening).

3. Intercultural Understanding

By the end of Grade 7, students will:

Metacognition

- 3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., locate French-speaking communities in North and South America based on information from audio/ audio-visual sources; listen to Franco-Caribbean, Franco-Hispanic, or Cajun music and write about their response or create or select images to illustrate their reactions; listen to or view a text about the Acadian exiles and other French-speaking groups who settled in Louisiana and other U.S. states and work with classmates to make cross-curricular connections; identify the impact of Métis communities in the United States, such as the Métis community in Montana).
- 3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., identify expressions used in advertising that signal an attempt to persuade the listener to do or buy something; compare the language used in conversations with a teacher versus a peer and identify some of the differences; compare the language used to introduce a performer or celebrity and the language used to introduce a friend and identify some of the differences; identify some conventions used in informal exchanges such as telephone calls).

Grade 7 | SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

1. 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;
2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
3. 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

CORE FRENCH - Ontario Curriculum Tracking Templates Grades 4-8 - Grade 7

1. Speaking to Communicate

By the end of Grade 7, students will:

1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., use and reuse familiar and newly acquired phrases and sentences to state needs and preferences; use and reuse familiar sentence patterns and vocabulary to present information in a readily understandable form; use all available resources, including feedback from peers, to assist them in making their ideas understood).

1.2 Producing Oral Communications: using familiar words and expressions, produce rehearsed and increasingly spontaneous messages in French about matters of immediate personal relevance, with contextual, auditory, and visual support (e.g., create and deliver a school announcement in French; present a personal point of view on an environmental issue; describe their hobbies, interests, and/or activities at school to the class; contribute ideas about a topic in a brainstorming activity; create and deliver a slideshow presentation to the class about a cultural event, a favourite object, or their plans for a vacation; role-play a familiar, everyday situation).

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about personal and familiar topics (e.g., make themselves clearly understood in exchanges with a partner; leave a clear, brief message on an answering machine with minimal hesitation; use accurate pronunciation and elision [liaison] in classroom activities to practise new vocabulary and expressions).

2. Speaking to Interact

By the end of Grade 7, students will:

2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., speak clearly; look at the listener/audience; demonstrate an understanding of when to speak and when to listen; take turns; ask questions and paraphrase information to confirm understanding; request repetition and explanation from peers when meaning is unclear; acknowledge the contributions of others before stating their own views; show respect for different points of view)

2.2 Interacting: engage in a variety of guided spoken interactions with their peers and the teacher, using familiar sentence structures and expressions, with teacher modelling and support as appropriate (e.g., exchange information with peers about their hobbies and interests, or events at school; contribute information in a jigsaw group discussion about current events; share their ideas and respond to others' opinions in a literature circle; provide feedback to a classmate in a peer-assessment activity; contribute and respond to comments in role plays and interactive games; with a partner, simulate an interview, taking turns asking and answering questions about personal preferences and opinions; share information about family and cultural traditions with a partner, asking for and providing clarifying information).

2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, a few 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., refer to and use the established criteria for effective communication; plan to incorporate effective communication strategies in their daily interactions; discuss areas of strength with the teacher and peers, and set goals to improve oral communication).

3. Intercultural Understanding

By the end of Grade 7, students will:

Reading Familiar Words

3.1 Intercultural Awareness: communicate information orally about French-speaking communities in the Americas outside Canada, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., identify and describe characteristics of French-speaking communities in the Americas such as those in Haiti, Guadeloupe, or Louisiana; describe examples of Cajun cuisine and/or the traditions of the Mardi Gras festival; research the roots of French-speaking communities in the French West Indies, St. Martin, St. Lucia, Martinique, Louisiana, and the New England states and report their findings to the class; identify and present some traditions of Haitian, French Guyanese, Cajun, or other French-speaking communities in the Americas and compare them with traditions in their own community).

3.2 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., in a role play or presentation, demonstrate the use of Antillean Creole and Cajun expressions and other forms of speech that vary from standard French usage – such as “cher/chère” in spoken interactions, “Est où” instead of “Où est” for “Where is...?”, “avoir” instead of “être” as an auxiliary verb as in “Il a parti” instead of “Il est parti”, “alle” instead of “elle”, and “asteur” instead of “à cette heure”; identify and describe to the class some Antillean Creole alternatives to standard French words – such as “Bon jou” instead of “Bonjour” for “Good day”, “wi” instead of “oui” for “yes”, “mesi” instead of “merci” for “thank you”; identify and describe to the class some Cajun alternatives to standard French words – such as “nanan” instead of “grandmère” for “grandmother”, “mouche à miel” instead of “abeille” for “honey bee”, or “pistache” instead of “arachide” for “peanut”).

Grade 7 | READING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;

2. 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;

3. 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

1. Reading Comprehension

By the end of Grade 7, students will:

1.1 Using Reading Comprehension Strategies: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modelled, shared, guided, and independent reading contexts (e.g., preview vocabulary related to the subject matter of a text; activate prior knowledge about a topic through dialogue and discussion; use pictures and illustrations to clarify meaning and make inferences; make predictions about a text based on knowledge of the author; ask questions to focus reading; use graphic organizers to identify relationships between ideas in a text; use visualization to clarify details about a character or scene; use clues related to number and gender agreement to help determine meaning in a sentence; reread key passages to confirm, clarify, or revise their understanding and predictions).

1.2 Reading for Meaning: demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (e.g., read and respond to suggestions in a pen pal's letter; identify key information in a reservation confirmation; read and report on or dramatize the rules of a favourite sport; read and comment on a classmate's journal entry about a weekend outing; using a graphic organizer, identify and record the main idea and supporting details from a text and share their answers in a small-group discussion; respond to the information in an environmental brochure by brainstorming ways to implement environmentally responsible projects in the school).

CORE FRENCH - Ontario Curriculum Tracking Templates Grades 4-8 - Grade 7

1.3 Reading with Fluency: read a variety of texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read with appropriate expression to communicate the emotions suggested by the text; make reading aloud sound like spoken language, with appropriate emphasis, and pauses, stops, and starts as indicated by the punctuation; identify 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).

1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words (e.g., look up and develop lists of cognates to expand vocabulary; find a synonym for an unfamiliar word; use words from electronic texts to expand vocabulary; identify synonyms and antonyms for familiar words; use note-taking to compile new words for a personal word list; recognize syntactic [language structure] cues such as word order and language patterns and use them to solve unfamiliar words).

2. Purpose, Form, and Style

By the end of Grade 7, students will:

2.1 Purposes of Text Forms: identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., graphic novel – to tell a story through illustrations supported by text; magazine article – to provide information/explanations or outline arguments about a topic, usually related to current events; folktale, such as creation stories from First Nations, or French Canadian legends used by Métis, like La Chasse-galerie – to explain, in imaginative terms, traditional beliefs or customs of a particular cultural group; email or text message – to convey information or greetings, ask for information, or exchange ideas and opinions).

2.2 Characteristics of Text Forms: identify some characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms (e.g., graphic novel – photographs or drawings depicting the action, captions explaining the action, speech balloons for dialogue or characters' thoughts, graphic depictions of sound effects; folktale – human, divine, or animal characters, often with special knowledge or talents, representing aspects of a culture's traditional belief system; magazine article – captions, illustrations, headings, pull quotes, sidebars; email message – subject line, salutation, emoticons, signature line; text message – abbreviations, acronyms, contractions).

2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., plan to: use knowledge of similar forms to predict the outcome of a story, reread to find information they may have overlooked on first reading).

3. Intercultural Understanding

By the end of Grade 7, students will:

3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in the Americas outside Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., research aspects of life for French-speaking individuals or groups in the Americas and use a T-chart to make connections to life in their own community; describe ways in which various French-speaking minority groups celebrate and maintain their cultural identity).

3.2 Awareness of Sociolinguistic Conventions: identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., read the lyrics of a popular song in Antillean Creole and identify familiar versus polite forms of expression; dramatize an interaction between a Cajun or Creole French speaker and a speaker of standard French, using vocabulary found in a reading passage; identify conventions used in a letter to the editor or to the author of an advice column).

Grade 7 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;
2. 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;
3. 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

1. Purpose, Audience, and Form

By the end of Grade 7, students will:

1.1 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 create a poem or song similar to one studied in class for an oral presentation to the class; to list the pros and cons of fast-food lunches on a T-chart for posting in the school cafeteria or on the class bulletin board; to invite friends or relatives to a celebration; to create a storyboard in collaboration with a partner or in a small group for a class film-making project; to express appreciation in a fan letter to a favourite celebrity; to provide instructions for using a product they have created or designed; to submit a proposal to the principal recommending environmentally responsible practices for the school).

1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (e.g., poem/song – rhyming or non-rhyming patterns and use of imagery; invitation – description of occasion, date, time, place, information about appropriate dress, stipulation not to bring gifts [if relevant], information about how to RSVP; "how-to" instructions for product use – headings identifying different options for use, steps listing the procedure[s] for each option, information about any hazards connected with use; storyboard for film – sequence of numbered shots with description of characters, setting, type of action, and summary of dialogue for each shot).

1.3 Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use resources to verify spelling of newly acquired words and expressions; position adjectives describing the physical traits of family and friends before or after the noun as appropriate; describe pastimes and personal interests using expressions with "faire"; explain occurrences/events in the past, present, and future using the correct verb forms).

2. The Writing Process

By the end of Grade 7, students will:

2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing, using a variety of pre-writing strategies and resources (e.g., use collaborative graphic organizers to generate ideas about possible topics for writing; write jot notes about a topic; develop content for writing about a topic based on the questions "Qui?, Quoi?, Quand?, Comment?, Où?, Pourquoi?"; use brainstorming to activate prior knowledge about a topic; use word lists and the word wall to identify vocabulary related to a topic; use peer and teacher discussion and feedback to help clarify the focus of a topic for writing).

2.2 Drafting and Revising: plan and produce drafts following a model (e.g., email, postcard, procedure, directions to determine location), and revise their writing using a variety of strategies, with teacher support (e.g., use a posted list of guiding questions for revision; share their work in an author's circle to invite constructive comments; use word walls and other resources to extend and enrich word choice).

2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication (e.g., different fonts and type sizes, colour, labels, text boxes, graphics).

CORE FRENCH - Ontario Curriculum Tracking Templates Grades 4-8 - Grade 7

2.4 Metacognition: (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., discuss how brainstorming and thought webs help to generate ideas for writing; determine which graphic organizers were useful to guide the development of thoughts and ideas during writing; assess the effectiveness of peer feedback and peer editing in revising their work; evaluate which writing strategies were most helpful).

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3. Intercultural Understanding

By the end of Grade 7, students will:

3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in the Americas outside Canada, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., write a poem or a song about the Mardi Gras celebrations held in New Orleans using some Cajun expressions from the word wall or an anchor chart; create a travel poster advertising a French-speaking tourist destination in the Caribbean or South America; create a pamphlet describing the benefits of learning another language and developing knowledge of other cultures – benefits such as opportunities for travel, friendship, and careers).

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3.2 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., greet-ings, 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).

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CORE FRENCH - Ontario Curriculum Tracking Templates Grades 4-8 - Grade 8

Grade 8 - CORE FRENCH

Student's Name: _____

Teacher: _____

School Year: _____

Term: _____

Teacher Tracking:

Grade 8 | LISTENING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. Listening to Understand: determine meaning in a variety of oral French texts, using a range of listening strategies;
2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
3. 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.

	Needs Improvement	Satisfactory	Good	Excellent

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 8, students will:

- 1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand oral French texts (e.g., activate prior knowledge and apply it to new learning; make predictions about the content of a narrative or presentation based on the presenter's opening remarks; use self-questioning to monitor understanding of what is being said; ask questions to rank ideas in order of importance; use a range of note-taking strategies to keep track of key ideas and supporting details).
- 1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts containing increasingly complex messages about everyday matters and matters of personal interest, with contextual and visual support (e.g., listen to a review of a movie and identify what the reviewer enjoyed about it, and the reasons for her or his opinion; listen to a radio interview about a familiar topic such as the use of cell phones in the classroom and identify the main ideas; listen to a slogan and infer what the product is; listen to a question-and-answer session on a social or environmental issue and create a poster to illustrate the message; listen to a commercial for a product and list the advertiser's key claims in order of importance).

2. Listening to Interact

By the end of Grade 8, students will:

- 2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (e.g., in a group discussion, follow the conversation and make relevant contributions when it is their turn to speak; disagree with or challenge the ideas of others respectfully and without making it personal; show interest in what is being said by commenting and questioning).
- 2.2 Interacting: respond with understanding to what others say while participating in interactions of various lengths about everyday matters and matters of personal interest (e.g., listen to a peer's reaction to a review of a video game and identify areas of agreement and disagreement; in a small-group discussion about tourist attractions, listen to others' opinions, agree or disagree, and share their own preferences; listen to a description of a worthy cause and participate in a group discussion about how to raise funds to support the cause).
- 2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, factors that prevent them from listening effectively (e.g., lack of familiarity with vocabulary, difficulty processing information quickly) and strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., engage in dialogue with the teacher and peers to determine criteria for effective listening; use a personal journal to reflect on areas of need and ways to listen more effectively when interacting; use feedback from the teacher and peers to identify areas of strength and set listening goals).

3. Intercultural Understanding

By the end of Grade 8, students will:

- Metacognition
- 3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to descriptions of tourist destinations in French-speaking parts of Europe and identify and describe significant landmarks; listen to/view a French cooking show and describe the dishes prepared; view a fictional or documentary video about aspects of life in a French-speaking region in Europe and make connections to their own community; identify topics of interest in songs, stories, and legends by European artists and authors, such as MC Solaar – "Lève-toi et Rap").
 - 3.2 Awareness of Sociolinguistic Conventions: using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., identify appropriate ways to initiate and conclude a telephone conversation; listen to an interview with a sports personality, political figure, environmentalist, or musician and identify vocabulary/expressions that are specific to the occupation of the person being interviewed; listen to French speakers from two different regions in Europe, identify differences in pronunciation and word choice, and make comparisons with the French they are learning in class; identify the difference between the names and times of meals in French-speaking communities in Canada and France).

Grade 8 | SPEAKING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. 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;
2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
3. 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

1. Speaking to Communicate

By the end of Grade 8, students will:

CORE FRENCH - Ontario Curriculum Tracking Templates Grades 4-8 - Grade 8

1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., adjust volume and tone to suit the message and context; use dramatic pauses in a role play to create suspense; rehearse the delivery of spoken messages).

1.2 Producing Oral Communications: produce rehearsed and increasingly spontaneous messages in French to communicate ideas and information about matters of personal interest, with contextual, auditory, and visual support (e.g., give commands, directions, and instructions; ask for and give advice; share information about their activities and interests; present a critique of a graphic novel, film, or video game; create and deliver an oral presentation about an environmental issue or a financial issue of concern to adolescents; prepare and present a commercial to convince a peer to visit a country or a French-speaking Aboriginal community of their choice; present feelings and new learning related to an Aboriginal story or book, such as a Louis Riel comic strip).

1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about a range of familiar Image 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).

2. Speaking to Interact

By the end of Grade 8, students will:

2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour in a variety of situations (e.g., speak clearly; look at the listener/audience; demonstrate an understanding of when to speak and when to listen; take turns; paraphrase information to confirm understanding; request repetition and explanation from others when meaning is unclear; acknowledge the contributions of others before stating their own views; show respect for different points of view).

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

2.3 Metacognition: (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., explain during a student-teacher conference how they monitor their speaking skills; make and record revisions to the form and content of speech using feedback from peers and teacher; identify and describe the key elements used by peers and others during oral presentations; set small, attainable goals to improve oral communication, increase confidence, and sustain motivation).

3. Intercultural Understanding

By the end of Grade 8, students will:

Reading Familiar Words

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

3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in spoken interactions (e.g., select and use formal or informal language and forms of address to suit the situation, such as when greeting an Aboriginal Elder; select and use expressions for opening, maintaining, and closing a conversation as appropriate to the relationship between the speakers; identify and use appropriate conventions in informal oral interactions such as telephone calls – for example, standard phrases for greeting the listener, asking to speak to someone, identifying themselves, asking to leave a message).

Grade 8 | READING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies;
2. 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;
3. 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

1. Reading Comprehension

By the end of Grade 8, students will:

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

1.2 Reading for Meaning: demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (e.g., choose their favourite dishes from a menu; find scheduled classes on a school timetable; share details from a pen pal's letter with a peer; read the instructions for playing a video game and demonstrate how to play for a classmate; role-play a talk show interview with a character from a text they have read; in a small-group "placemat" activity, list Louis Riel's leadership qualities and explain how they influenced his actions).

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

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

2. Purpose, Form, and Style

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By the end of Grade 8, students will:

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

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

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

3. Intercultural Understanding

By the end of Grade 8, students will:

3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., using an online encyclopedia and maps of Europe, identify French-speaking countries and countries where French is widely spoken – such as France, Switzerland, and Belgium; identify symbols, personalities, landmarks, organizations, and traditions related to French-speaking communities in Europe and make connections to their own experiences; identify examples of French texts that may be seen in their community; read promotional brochures or advertisements about the benefits of learning another language – such as opportunities for careers, summer jobs, friends, travel – and describe opportunities that interest them).

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

Grade 8 | WRITING

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms;

2. 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;

3. 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

1. Purpose, Audience, and Form

By the end of Grade 8, students will:

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

1.2 Writing in a Variety of Forms: write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (e.g., information poster/brochure/advertising flyer – title or phrase identifying the topic, illustrations, captions, brief explanations; email/text message about a school outing – subject line, salutation, closing or signature line, abbreviations for high-frequency words, date and time of event, information about relevant details such as transportation, cost, appropriate clothing; descriptive article – introductory paragraph, additional paragraphs with topic sentences and supporting details, conclusion).

1.3 Applying Language Conventions: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use classroom resources to check word choice; express likes and dislikes using verbs of emotion; describe personal routines using reflexive verbs)

2. The Writing Process

By the end of Grade 8, students will:

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

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

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

2.4 Metacognition: (a) describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., determine which strategies helped to organize information and ideas effectively; evaluate the effectiveness of peer editing and peer feedback; identify areas for improvement and plan next steps, recording both in a writer’s notebook).

3. Intercultural Understanding

By the end of Grade 8, students will:

3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., write an entry about a French-speaking community in Europe for an online encyclopedia; write and perform a jingle about a popular tourist destination in a French-speaking part of Europe; write an email giving directions for travelling from la Tour Eiffel to l’Arc de Triomphe in Paris).

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3.2 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., greet-ings, 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).

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