

BIG IDEAS

A new language is acquired by listening to and reproducing the models introduced by the teacher.

Observing codes of politeness, knowing how to listen and letting others speak are practices that facilitate communication and promote respect.

Images convey meaning and facilitate the understanding of a **text**.

Each letter has its own graphic representation and its own sound.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following, using oral, written and visual formats:</i></p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> • Become involved in activities and discussions in order to develop a sense of belonging to the class through the use of the French language • Actively participate in listening and reading to facilitate understanding of the text • Make connections between personal knowledge and one's learning • Make predictions based on visual formats • Recognize and name the characters and objects represented in visual formats • Recognize the letters of the alphabet and their corresponding sounds <p>Creating and Communicating</p> <ul style="list-style-type: none"> • Communicate ideas and emotions spontaneously, using learned vocabulary • Respond to the teacher's instructions verbally and non-verbally • Interact with others while respecting communication strategies • Use non-conventional writing and drawing to convey a message • Write the letters of the alphabet 	<p><i>Students are expected to be able to know and understand the following in various contexts:</i></p> <ul style="list-style-type: none"> • communication strategies: <ul style="list-style-type: none"> – active listening – turn-taking in a conversation – expressions of courtesy and greetings • cultural elements • elements of a story: <ul style="list-style-type: none"> – characters – settings – events • text organization: <ul style="list-style-type: none"> – text elements • phonemic awareness: <ul style="list-style-type: none"> – letter sounds – syllables – rhymes • spelling conventions: <ul style="list-style-type: none"> – letters of the alphabet – capital letters

Big Ideas – Elaborations

- **text:** oral, written, visual

Curricular Competencies – Elaborations

- **formats:** digital, print, multimedia, etc.
- **text:** oral, written, visual
- **visual formats:** images, photos, videos, posters, etc.
- **non-conventional writing:** doodles, letter strings, etc.

Content – Elaborations

- **contexts:** in songs (e.g., nursery rhymes) and picture story books (books containing mainly images, which are accompanied by texts ranging from a single word to a simple sentence)
- **active listening:** the recipient is physically and intellectually engaged, and reacts to what is heard
- **turn-taking in a conversation:** waiting one's turn to speak, raise one's hand, etc.
- **expressions of courtesy and greetings:** *bonjour, au revoir, merci, Madame, Monsieur, est-ce que je peux*, etc.
- **text elements:** page, cover, title, image, drawings, etc.

BIG IDEAS

Communicating in French fosters a sense of belonging to the **Francophone community**.

As our vocabulary increases, so does our ability to make ourselves understood.

Our ability to communicate in a new language improves as we take risks in that language.

Readers must not only decode words, but also understand the meaning of a text.

Texts follow specific structures, depending on their **type**.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following, using oral, written and visual formats:</i></p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> Recognize Francophone and Aboriginal cultural elements in a text Recognize frequently encountered words Deconstruct a sentence into word groups to enhance comprehension Grasp the overall meaning of a text in order to be able to retell it in one's own words Make predictions and connections based on a text Identify the elements of a story Use text elements to understand a text Make the distinction between an informational text and a narrative text <p>Creating and Communicating</p> <ul style="list-style-type: none"> Speak about oneself and one's daily life Interact with others in a respectful manner, adapting behaviour to the interlocutor Read simple sentences, decoding the words, pronouncing them correctly and following punctuation conventions Take the initiative of asking questions of the teacher and peers Reproduce simple sentence structures in oral self-expression Write simple sentences using words that follow spelling patterns and conventions of syntax 	<p><i>Students are expected to be able to know and understand the following in various contexts:</i></p> <ul style="list-style-type: none"> communication strategies: <ul style="list-style-type: none"> active listening turn-taking in a conversation expressions of courtesy and greetings cultural elements elements of a story: <ul style="list-style-type: none"> characters settings events text organization: <ul style="list-style-type: none"> structure of a story structure of an informational text text elements phonemic awareness: <ul style="list-style-type: none"> phonemes syllables rhymes

Learning Standards (continued)

Curricular Competencies	Content
	<ul style="list-style-type: none"> • writing conventions: <ul style="list-style-type: none"> – uppercase and lowercase letters – spaces between words – punctuation • language elements: <ul style="list-style-type: none"> – adjectives – simple affirmative sentences – formulation of questions using “<i>est-ce que</i>” – present indicative of action verbs

Big Ideas – Elaborations	FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 1
<ul style="list-style-type: none"> • Francophone community: e.g., classroom, school • type: informational, narrative, etc. 	

Curricular Competencies – Elaborations	FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 1
<ul style="list-style-type: none"> • formats: digital, print, multimedia, etc. • text: oral, written, visual • text elements: page, cover, image, diagram, layout, etc. • Read: shared and guided reading, etc. 	

Content – Elaborations

- **contexts:** in picture story books (books containing mainly images, which are accompanied by texts ranging from a single word to a simple sentence), and fairy and folk tales
- **active listening:** the recipient is physically and intellectually engaged, and reacts to what is heard
- **turn-taking in a conversation:** waiting one's turn to speak, raise one's hand, etc.
- **expressions of courtesy and greetings:** *bonjour, au revoir, merci, Madame, Monsieur, est-ce que je peux*, etc.
- **structure of a story:** beginning, middle and end
- **structure of an informational text:** thematic organization
- **text elements:** page, cover, image, diagram, layout, etc.
- **phoneme:** the smallest unit of sound in a language (e.g., the “ch” sound)
- **punctuation:** period
- **adjectives:** descriptive adjectives for people, objects and events
- **simple affirmative sentences:** subject, verb, complement

BIG IDEAS

Fluency in a language facilitates our interactions with others.

Awareness of other cultures helps us discover our own culture and build our own identity.

The task and its context determine the strategies of comprehension and expression that are chosen.

Fairy and folk tales share common characteristics that define the genre.

Organizing and connecting our ideas in a logical fashion helps others better understand our message.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following, using oral, written and visual formats:</i></p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> Identify, in Francophone and Aboriginal texts, elements that are present in one's own culture Deconstruct a sentence into word groups to enhance comprehension Identify the key words and themes in a text in order to understand the message Visualize information when reading in order to facilitate comprehension Organize information thematically Identify the elements of a story in order to associate it with the genres under study Tell a story by organizing a series of events in chronological order <p>Creating and Communicating</p> <ul style="list-style-type: none"> Express ideas, emotions and personal experiences using visual and gestural elements Interact spontaneously with peers using complete sentences Read a simple text with fluency Ask questions in order to enhance understanding and deepen knowledge Write short texts that follow the rules of sentence structure and connect ideas in a logical fashion 	<p><i>Students are expected to be able to know and understand the following in various contexts:</i></p> <ul style="list-style-type: none"> communication strategies: <ul style="list-style-type: none"> active listening active reading turn-taking in a conversation non-verbal language cultural elements elements of a story: <ul style="list-style-type: none"> characters settings events text organization: <ul style="list-style-type: none"> structure of narrative texts structure of informational texts markers of time and place writing conventions: <ul style="list-style-type: none"> punctuation spelling conventions language elements: <ul style="list-style-type: none"> the gender of nouns articles adjectives structure of simple sentences verb moods and tenses associated with the genres being studied

Curricular Competencies – Elaborations

- **formats:** digital, print, multimedia, etc.
- **texts:** oral, written, visual
- **text:** oral, written, visual
- **thematically:** classify information according to theme using a Venn diagram, chart, etc.

Content – Elaborations

- **contexts:** in picture story books (books containing mainly images, which are accompanied by texts ranging from a single word to a simple sentence), and fairy and folk tales
- **active listening:** the recipient is physically and intellectually engaged, and reacts to what is heard
- **active reading:** reading with expression, taking into account text elements such as italics, bolded text, intonation, etc.
- **turn-taking in a conversation:** waiting one's turn to speak, raising one's hand, etc.
- **non-verbal language:** gestures, eye contact, etc.
- **characters:** hero, villain, etc.
- **events:** adverse and fortuitous events
- **structure of narrative texts:** beginning, events and resolution
- **structure of informational texts:** title, sub-titles, paragraphs, images, etc.
- **place:** *dans, où, là, sous, sur*, etc.
- **time:** *aujourd'hui, demain, hier, au début, à la fin*, etc.
- **punctuation:** question mark
- **spelling conventions:** plural nouns that end in the letter "s", complex sounds, etc.
- **gender of nouns:** masculine, feminine, common and proper nouns, etc.
- **adjectives:** possessive (*mon, ma*, etc.) and qualifying
- **structure of simple sentences:** affirmative, negative and interrogative forms (subject, verb, complement)
- **verb moods and tenses:** singular forms of the present indicative for action verbs and auxiliary verbs in the present indicative

BIG IDEAS

Making connections between personal experiences and the experiences of others can help us to better understand and respond to a message.

Texts present cultural elements that allow us to experience or understand different viewpoints.

The structure and textual cues, as well as the words, all help to convey the message.

Fairy and folk tales illustrate universal aspects of human life.

Every language has a system of rules that distinguishes it from other languages.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following, using oral, written and visual formats:</i></p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> Recognize that there are similarities and differences between one's own culture and those of others Deconstruct a complex sentence into word groups to facilitate comprehension Identify the main idea in a text Make predictions based on textual cues Identify the values conveyed by a narrative and its characters Organize information and one's ideas to better convey a message Use textual elements to enhance comprehension of a text <p>Creating and Communicating</p> <ul style="list-style-type: none"> Express opinions, ideas and feelings using complex sentences Ask and respond to questions to hold a spontaneous conversation Read a text with fluency and intonation Respond to a text by drawing on prior knowledge In expressing oneself, avoid transfers and literal translations Write detailed texts that follow the structures being studied 	<p><i>Students are expected to be able to know and understand the following in various contexts:</i></p> <ul style="list-style-type: none"> communication strategies: <ul style="list-style-type: none"> active listening turn-taking in a conversation consideration of other people's perspectives cultural elements literary elements: <ul style="list-style-type: none"> characteristics of the fairy or folk tale characteristics of the youth novel text organization: <ul style="list-style-type: none"> structure of narrative texts text elements punctuation spelling conventions language elements: <ul style="list-style-type: none"> reflexive personal pronouns structure of complex sentences, both affirmative and negative verb moods and tenses associated with the genres being studied the roots of words and affixes

Big Ideas – Elaborations

- **texts:** oral, written, visual

Curricular Competencies – Elaborations

- **formats:** digital, print, multimedia, etc.
- **text:** oral, written, visual
- **main idea:** the most important idea in a text
- **textual cues:** revealing signs in a text (e.g., discourse markers, key words, themes, images)
- **texts:** oral, written, visual

Content – Elaborations

- **contexts:** in fairy and folk tales, and youth novels
- **active listening:** the recipient is physically and intellectually engaged, and reacts to what is heard
- **turn-taking in a conversation:** waiting one's turn to speak, raising one's hand, etc.
- **characteristics of the fairy or folk tale:** typical opening lines, characters, conflicts, fantasy, typical closing lines and moral
- **characteristics of the youth novel:** characters, setting, events, short chapters, etc.
- **structure of narrative texts:** setting, inciting incident, rising action and falling action
- **text elements:** title, sub-titles, chapters, paragraphs, images, diagrams, charts, etc.
- **punctuation:** comma and exclamation point
- **spelling conventions:** plural nouns that end in the letter "x", and gender and number agreement of adjectives
- **structure of complex sentences:** sentences with coordinating conjunctions and simple prepositions (*et, mais, ou, avec*, etc.)
- **negative:** *ne...pas*
- **verb moods and tenses:** present indicative and near future ("futur proche") tenses, concepts of past indicative tenses (imperfect or "imparfait", and present perfect or "passé composé") and subject-verb agreement
- **affixes:** prefixes (e.g., "re") and suffixes (e.g., "ette", "eau", etc.)

BIG IDEAS

One's self-image is revealed by one's choice of message and the way it is communicated.

The diversity of cultural elements in **texts** reflects the cultural diversity within society.

The nuances in a **text** can be discovered through inferences.

Characters are defined by who they are, but also by how others see them.

The use of stylistic devices and specific vocabulary creates unique effects.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following, using oral, written and visual formats:</i></p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> Recognize the diversity of cultural elements from Aboriginal and other cultures, within the same society Identify the main idea and details in a text Formulate hypotheses based on textual cues Make inferences based on a text Identify the role that characters play in a narrative Know how to distinguish between and use reference tools for definition and translation <p>Creating and Communicating</p> <ul style="list-style-type: none"> Express opinions and consider the opinions of others in discussions Read a text with fluency and intonation, pronouncing the liaisons between words Respond to a text by asking spontaneous questions Plan the content of a message based on the intended audience Use stylistic elements to create a unique effect Organize ideas into structured paragraphs Respect the grammatical and lexical spelling rules learned in producing one's own written and oral work 	<p><i>Students are expected to be able to know and understand the following in various contexts:</i></p> <ul style="list-style-type: none"> communication strategies: <ul style="list-style-type: none"> active listening expressions of courtesy consideration of other people's perspectives cultural elements literary elements: <ul style="list-style-type: none"> characteristics of the youth novel characteristics of poetry text organization: <ul style="list-style-type: none"> narrative structure structure of informational texts elements of informational texts paragraphs language elements: <ul style="list-style-type: none"> structure of interrogative sentences synonyms and antonyms formation of adverbs comparative adverbs and their structure verb moods and tenses associated with the genres being studied

Big Ideas – Elaborations

- **texts:** oral, written, visual
- **text:** oral, written, visual

Curricular Competencies – Elaborations

- **formats:** digital, print, multimedia, etc.
- **text:** oral, written, visual
- **textual cues:** revealing signs in a text (e.g., discourse markers, key words, themes, images, etc.)
- **reference tools:** e.g., dictionaries
- **stylistic elements:** figures of speech and other stylistic devices

Content – Elaborations

- **contexts:** in youth novels and poetry
- **active listening:** the recipient is physically and intellectually engaged, and reacts to what is heard
- **expressions of courtesy:** use of “tu” and “vous”
- **characteristics of the youth novel:** characters, setting, events, chapters, etc.
- **characteristics of poetry:** rhyme, theme, repetition, comparison, rhythm, etc.
- **narrative structure:** setting, inciting incident, rising action, falling action and resolution
- **structure of informational texts:** introduction, development and conclusion
- **elements of informational texts:** title, sub-titles, table of contents, graphic organizer, etc.
- **paragraph:** set of sentences linked to a main idea through discourse markers (space, time, logic, manner, etc.)
- **structure of interrogative sentences:** inversion of subject and verb, interrogative pronouns
- **formation of adverbs:** feminine form of regular adjective + “*ment*”
- **comparative adverbs and their structures:** with adjectives
- **verb moods and tenses:** present perfect (“*passé composé*”) tense of first group verbs and imperfect (“*imparfait*”) tense

BIG IDEAS

Interactions with other people reveal their varied perspectives and thus expose human diversity.

Fiction presents sociocultural and historical elements that have been adapted and shaped by the author.

Looking for information in multiple sources provides different points of view and enriches knowledge and vocabulary.

The interpretation of a **text** depends as much on its structure and visual presentation as on its content.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following, using oral, written and visual formats:</i></p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> Identify the cultural and historical elements in Aboriginal and other texts, to put them into context Describe the dominant mood of a written work or its audiovisual adaptation Distinguish secondary ideas from main ideas in a text Distinguish objectivity from subjectivity in a text Analyze the interdependence of text and image Obtain information from various sources and sift through this information to identify the most relevant elements <p>Creating and Communicating</p> <ul style="list-style-type: none"> Adapt a message by taking into account its intention and audience to ensure comprehension Describe the characters in a work based on their actions, and according to the social and historical context Use biographical details from different sources to recreate the life of a character Synthesize information from different texts Organize and write a text following the structures under study Revise own work using reference tools 	<p><i>Students are expected to be able to know and understand the following in various contexts:</i></p> <ul style="list-style-type: none"> communication strategies: <ul style="list-style-type: none"> active listening consideration of other people's perspectives registers of language self-correction cultural and historical elements literary elements: <ul style="list-style-type: none"> characteristics of the comic book characteristics of the biography text organization: <ul style="list-style-type: none"> narrative structure structure of informational texts chronological organization bibliographies punctuation language elements: <ul style="list-style-type: none"> adverbs simple relative pronouns negation verb moods and tenses associated with the genres being studied revision strategies

Big Ideas – Elaborations

- **text:** oral, written, visual

Curricular Competencies – Elaborations

- **formats:** digital, print, multimedia, etc.
- **text:** oral, written, visual
- **texts:** oral, written, visual
- **intention:** purpose of the message (e.g., to inform, convince, etc.)
- **reference tools:** e.g., dictionary, *Bescherelle* (reference for verb conjugations), etc.

Content – Elaborations

- **contexts:** in comic books and biographies
- **active listening:** the recipient is physically and intellectually engaged, and reacts to what is heard
- **registers of language:**
 - colloquial language: language that does not conform to proper usage, is spoken between friends, and can include slang or popular expressions
colloquial examples: “Ché pas où est ton bouquin.”
 - standard language: language that conforms to proper usage and is used in daily life
standard examples: “Je ne sais pas où est ton livre.”
- **characteristics of the comic book:** panels, characters, dialogue, text/image relationship, ellipsis, onomatopoeia, personification, etc.
- **characteristics of the biography:** point of view, historical setting, quotations, references, etc.
- **narrative structure:** setting, inciting incident, rising action, falling action and resolution
- **structure of informational texts:** thematic progression
- **punctuation:** quotation marks, colon and parentheses
- **adverbs:** time, place, manner, quantity, cause and result
- **simple relative pronouns:** *qui, que, quoi, dont* and *où*
- **negation:** *ne...plus, ne...jamais, ne...rien*
- **verb moods and tenses:** present perfect (“passé composé”) tense, imperfect (“imparfait”) tense and present imperative (“impératif présent”) tense
- **revision strategies:** rereading, consulting reference tools, using a revision grid, etc.

BIG IDEAS

The impact of a message largely depends on the author's word choices and style.

Discovering other cultures encourages us to examine our own mores and values.

Asking questions allows us to connect ideas and develop our ability to think critically.

The **author** transports the audience to a unique world that is a reflection of the former's experiences and imagination.

Reflecting on the form of the language improves the coherence of the message.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following, using oral, written and visual formats:</i></p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> • Interpret and respond to a text independently • Identify cultural and historical elements in Francophone and Aboriginal texts, and compare these with one's own cultural and historical reference points • Formulate hypotheses with respect to a text, and adjust these hypotheses • Distinguish between what is real and what is fictitious in the genres under study in order to highlight the imaginary elements • Identify spatial and temporal indicators in a text in order to imagine the setting of the action and explain the events depicted • Identify the different ways of telling a story and how this affects the audience <p>Creating and Communicating</p> <ul style="list-style-type: none"> • Express views in a manner that recognizes the value of other people's viewpoints, in order to broaden one's own perspective and that of peers • Reformulate the main idea in a text • Develop imagination through creative writing • Organize and draft a coherent, well-structured text • Revise one's own work by referring to the spelling and grammar rules learned 	<p><i>Students are expected to be able to know and understand the following in various contexts:</i></p> <ul style="list-style-type: none"> • communication strategies: <ul style="list-style-type: none"> – active listening – clarification – explanation – consideration of other people's perspectives • cultural and historical elements • literary elements: <ul style="list-style-type: none"> – characteristics of the youth novel – characteristics of the legend – elements of oral tradition in Aboriginal texts • text organization: <ul style="list-style-type: none"> – narrative structure – structure of legends – structure of informational texts – transitions between ideas – spatial and temporal indicators • language elements: <ul style="list-style-type: none"> – agreement of tenses – the roots of words and affixes • revision strategies

Big Ideas – Elaborations

- **author:** creator of any written or oral message

Curricular Competencies – Elaborations

- **formats:** digital, print, multimedia, etc.
- **text:** oral, written, visual
- **texts:** oral, written, visual
- **setting:** time and place
- **Reformulate:** put in one's own words
- **draft a coherent, well-structured text:** recognize the role and purpose that verb tenses have in a text and be able to use them correctly in one's creations

Content – Elaborations

- **contexts:** in youth novels and legends
- **active listening:** the recipient is physically and intellectually engaged, and reacts to what is heard
- **characteristics of the youth novel:** characters, chain of events, imaginary narrative, chapters, etc.
- **characteristics of the legend:** storyteller, characters, mood, reality and fantasy, figures of speech, etc.
- **elements of oral tradition:** oral narratives, songs and circular thinking
- **narrative structure:** setting, inciting incident, rising action, falling action and resolution
- **structure of legends:** setting, catalyst, transformation and ending
- **structure of informational texts:** thematic progression
- **transitions between ideas:** through the use of discourse markers
- **spatial and temporal indicators:** e.g., *ici, là, entre, ensuite, d'abord, sur, avant, pendant, après*, etc.
- **agreement of tenses:** use of the imperfect ("imparfait") and present perfect ("passé composé") tenses
- **affixes:** prefixes and suffixes
- **revision strategies:** rereading, consulting reference tools, using a revision grid, etc

BIG IDEAS

Expressing our thoughts enables us to situate ourselves in relation to our own and others' cultures.

Considering the **feelings** evoked by a message and its unspoken elements allows us to construct the meaning of a message.

The themes of a narrative emerge from the situations characters experience and the way they respond to those situations.

The form of a text plays an important role as its content in conveying a message and creating a desired effect.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following, using oral, written and visual formats:</i></p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> Identify verbal and non-verbal responses and adjust discourse accordingly, in order to be better understood Compare the cultural elements of different Francophone and Aboriginal texts Identify implicit information in a text, relying on specific cues and prior knowledge Analyze the roles that characters play in the plot to understand the important stages of plot development Identify poetic elements and explain their effects on readers Identify the structure of a text to determine how it is organized and how its ideas are connected <p>Creating and Communicating</p> <ul style="list-style-type: none"> Spontaneously support and justify own viewpoints Respond to a text by identifying passages that evoke feelings and emotions Summarize the main idea in a text in a clear, well-organized manner Create a character portrayal including physical characteristics and psychological traits Organize thoughts using the most appropriate structure for presenting one's work Write clear, coherent texts, following the structures being studied In one's work, revise the ideas, organization and grammar to improve the message 	<p><i>Students are expected to be able to know and understand the following in various contexts:</i></p> <ul style="list-style-type: none"> communication strategies: <ul style="list-style-type: none"> verbal and non-verbal communication argumentation clarification reformulation consideration of other people's perspectives cultural and historical elements literary elements: <ul style="list-style-type: none"> characteristics of poetry characteristics of the youth novel text organization: <ul style="list-style-type: none"> narrative structure structure of informational texts argumentative paragraphs language elements: <ul style="list-style-type: none"> structure of the superlative agreement of tenses revision strategies

Big Ideas – Elaborations

- **feelings:** emotions experienced

Curricular Competencies – Elaborations

- **formats:** digital, print, multimedia, etc.
- **texts:** oral, written, visual
- **text:** oral, written, visual
- **poetic elements:** e.g., versification, stylistic elements, etc.
- **Summarize:** reformulate and synthesize

Content – Elaborations

- **contexts:** in youth novels and poetry
- **verbal:** intonation, voice, volume, speed, tone, pauses, etc.
- **non-verbal:** gestures and mimicry
- **argumentation:** arguments for and against
- **characteristics of poetry:** implicit meaning, explicit meaning, theme, tone, poetic elements, etc.
- **characteristics of the youth novel:** genre, characters, setting, plot, theme, sub-themes, chain of events, etc.
- **narrative structure:** setting, inciting incident, rising action, falling action and resolution
- **structure of informational texts:** thematic progression
- **argumentative paragraphs:** main idea, explanation, examples, transitions using discourse markers (cause and effect, and consequence) and conclusion
- **structure of the superlative:** relative (with adjectives) and absolute (with adverbs)
- **agreement of tenses:** logical choice of verb moods and tenses in a text
- **revision strategies:** rereading, consulting reference tools, using a revision grid, etc.

BIG IDEAS

Words shape our thoughts; a more extensive vocabulary enriches thinking skills.

Discovering a new culture requires identifying the ways in which it resembles our own culture.

The ability to communicate in a new language improves as we take risks in that language.

Paying attention to foreshadowing clues in a text allows us to anticipate the plot.

Using a language's specific system of codes and conventions leads to effective communication.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following, using oral, written and visual formats:</i></p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> • Grasp the general idea of a text by identifying the key words • Recognize that there are similarities and differences between one's own culture and other cultures • Identify, in Francophone and Aboriginal texts, themes and elements that are present in one's own culture • Identify causal links between different events in a story, and determine the impact of those events on how the story unfolds • Identify spatial and temporal indicators in a text in order to imagine the setting of the action • Identify the structure of a sentence by identifying the word groups within it • Know how to differentiate between and use reference tools for definition and translation <p>Creating and Communicating</p> <ul style="list-style-type: none"> • Express and justify an opinion on a familiar theme • Describe situations of daily life • Read a text, articulating and pronouncing the words correctly • Ask questions in order to verify comprehension, clarify a message, and deepen knowledge • Demonstrate understanding of a text by responding to it, drawing inferences, and making predictions 	<p><i>Students are expected to be able to know and understand the following in various contexts:</i></p> <ul style="list-style-type: none"> • communication strategies: <ul style="list-style-type: none"> – active listening – risk taking • cultural elements • elements of a story: <ul style="list-style-type: none"> – characters – settings – events • text organization: <ul style="list-style-type: none"> – structure of narrative texts – structure of informational texts – markers of time and place • phonemic awareness: <ul style="list-style-type: none"> – phonemes – silent letters – liaisons • spelling conventions • language elements: <ul style="list-style-type: none"> – simple linking words – sentence structure – interrogative sentences – parts of speech – verb moods and tenses associated with the genres being studied – the roots of words and affixes

Curricular Competencies – Elaborations

- **formats:** digital, print, multimedia, etc.
- **text:** oral, written, visual
- **texts:** oral, written, visual
- **setting:** time and place
- **reference tools:** e.g., dictionary, *Bescherelle* (reference for verb conjugations), etc.

Content – Elaborations

- **contexts:** in picture story books (book containing mainly images, which are accompanied by simple sentences) and youth novels
- **active listening:** the recipient is physically and intellectually engaged, and reacts to what is heard
- **structure of narrative texts:** setting, rising action and falling action
- **structure of informational texts:** introduction, development and conclusion
- **place:** *dans, où, là, sous, sur*, etc.
- **time:** *aujourd'hui, demain, hier, au début, à la fin*, etc.
- **spelling conventions:** gender and number agreement of adjectives with nouns
- **simple linking words:** *et, parce que, ou, mais*, etc.
- **sentence structure:** simple and complex
- **interrogative sentences:** *est-ce que, qui, quand, pourquoi*, etc.
- **parts of speech:** nouns, prepositions, adjectives, pronouns and adverbs
- **verb moods and tenses:** modal and auxiliary verbs in the present indicative, and first and second group verbs in the present indicative and near future (“futur proche”) tenses
- **affixes:** prefixes and suffixes

BIG IDEAS

Expressing oneself well in a language requires thinking in that language.

The perspectives and language of **authors** reflect the linguistic and cultural variations in the French-speaking world.

All **texts** are anchored in a context that must be considered in order to comprehend the message in its entirety.

The behaviour of the characters in a **text** allows us to understand how the society in which they live functions.

The **form** of a **text** plays as important a role as its **content** in conveying a message.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following, using oral, written and visual formats:</i></p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> Identify examples of linguistic and cultural variety in the French-speaking world Compare cultural elements in Aboriginal and other texts Identify the secondary ideas in a text Formulate hypotheses based on textual cues Interpret and respond to a text Gain a better understanding of the plot by determining the roles played by the various characters Identify poetic elements and understand their effects on the reader <p>Creating and Communicating</p> <ul style="list-style-type: none"> Express and justify an opinion using varied and appropriate vocabulary Engage in a spontaneous conversation, taking into account the non-verbal behaviour of the other person Read with fluency, pronouncing the liaisons between words Create a character portrayal including physical characteristics and psychological traits Summarize the main idea in a text in a clear and well-organized way Organize texts into paragraphs with transitions and varied sentence structures Write well-structured texts that convey a message clearly and effectively Revise one's work by referring to the spelling and grammar rules learned 	<p><i>Students are expected to be able to know and understand the following in various contexts:</i></p> <ul style="list-style-type: none"> communication strategies: <ul style="list-style-type: none"> active listening expressions of courtesy cultural and historical elements literary elements: <ul style="list-style-type: none"> characteristics of the youth novel characteristics of poetry text organization: <ul style="list-style-type: none"> narrative structure structure of informational texts discourse markers language elements: <ul style="list-style-type: none"> structure of affirmative and negative complex sentences structure of interrogative sentences simple relative pronouns adverb formation comparative and superlative structures synonyms, homonyms and antonyms verb moods and tenses associated with the genres being studied revision strategies

Big Ideas – Elaborations

- **Expressing oneself well in a language requires thinking in that language:** transfers and literal translations have a detrimental effect on meaning and the fluency of expression
- **authors:** creators of any oral or written message
- **text:** oral, written, visual
- **texts:** oral, written, visual
- **form:** the way in which the statement is formulated
- **text:** oral, written, visual
- **content:** the statement, what is said

Curricular Competencies – Elaborations

- **formats:** digital, print, multimedia, etc.
- **texts:** oral, written, visual
- **text:** oral, written, visual

Content – Elaborations

- **contexts:** in youth novels and poetry
- **active listening:** the recipient is physically and intellectually engaged, and reacts to what is heard
- **expressions of courtesy:** use of “tu” and “vous”
- **characteristics of the youth novel:** characters, setting, chain of events, etc.
- **characteristics of poetry:** rhyme, rhythm, repetition, comparison, theme, etc.
- **narrative structure:** setting, inciting incident, rising action, falling action and resolution
- **structure of informational texts:** introduction, development (thematic progression) and conclusion
- **discourse markers:** *et, mais, ou, car*
- **structure of interrogative sentences:** subject-verb inversion, use of interrogative pronouns
- **simple relative pronouns:** *qui, que, quoi, où*
- **adverb formation:** feminine form of regular adjective + “*ment*”
- **comparative:** with adjectives
- **superlative:** relative (with adjectives) and absolute (with adverbs)
- **verb moods and tenses:** third group verbs in the present indicative, present perfect (“*passé composé*”), imperfect (“*imparfait*”) and present imperative tenses
- **revision strategies:** rereading, consultation of reference tools, use of a revision grid, etc.

BIG IDEAS

The choice of verbal and non-verbal language conveys the speaker's intentions.

Becoming aware of the values conveyed in **texts** helps us to better understand their cultural content.

Deepening our understanding of a **text** requires discovering the implicit and explicit information in it.

The communicator, by organizing his or her ideas and relying on various sources, defends his or her point of view and influences the audience.

Literature, when viewed in its context, helps to expand our perception of a society.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following, using oral, written and visual formats:</i></p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> Analyze a text in order to explore its various interpretations Analyze the fantasy elements in Aboriginal nation and other legends, in order to understand their message Highlight and compare different perspectives, beliefs and viewpoints in Aboriginal and other texts Situate a play in its socio-historical context to gain a better understanding of its subtleties Identify the role that non-verbal elements play in supporting verbal meaning in a dramatic work Distinguish between the explicit and implicit meanings of a text Assess the reliability and accuracy of information in a text by examining and questioning the sources of this information <p>Creating and Communicating</p> <ul style="list-style-type: none"> Respond critically to different types of texts Summarize a text by reformulating the main and secondary ideas Create a character profile based on explicit and implicit elements Prepare and present arguments and counter-arguments to justify one's own viewpoint and to understand the viewpoints of others 	<p><i>Students are expected to be able to know and understand the following in various contexts:</i></p> <ul style="list-style-type: none"> communication strategies: <ul style="list-style-type: none"> verbal and non-verbal communication registers of language defending a position cultural and historical elements literary elements: <ul style="list-style-type: none"> characteristics of the legend characteristics of the play elements of oral tradition in Aboriginal texts text organization: <ul style="list-style-type: none"> narrative structure structure of legends structure of informational texts structure of argumentative texts punctuation language elements: <ul style="list-style-type: none"> structure of relative subordinate clauses subject/verb and direct object agreement with the verbs <i>être</i> and <i>avoir</i> in the present perfect ("passé composé") tense

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Select quotations that are relevant to one’s arguments and incorporate them in a text according to style conventions • Organize ideas logically and fluently in order to write coherent texts that follow a specific structure • Use the most appropriate revision strategies to improve one’s work 	<ul style="list-style-type: none"> – grammatical functions of complements – verb moods and tenses associated with the genres being studied • revision strategies

Big Ideas – Elaborations	FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 8
<ul style="list-style-type: none"> • texts: oral, written, visual • text: oral, written, visual 	

Curricular Competencies – Elaborations	FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 8
<ul style="list-style-type: none"> • formats: digital, print, multimedia, etc. • text: oral, written, visual • texts: oral, written, visual • Summarize: reformulate and synthesize • style conventions for quotations: quotation marks, source, author, year, etc. 	

Content – Elaborations

- **contexts:** in legends and plays
- **verbal:** intonation, voice, volume, speed, tone, pauses, etc.
- **non-verbal:** gestures and mimicry
- **registers of language:**
 - colloquial language: language that does not conform to proper usage, is spoken between friends, and can include slang or popular expressions
colloquial example: “Ché pas où est ton bouquin.”
 - standard language: language that conforms to proper usage and is used in daily life
standard example: “Je ne sais pas où est ton livre.”
 - formal language: refined or literary language
formal example: “Je ne sais point où est placé votre ouvrage.”
- **characteristics of the legend:** characters, fantasy elements, explanation of phenomena, metaphors and methods of exaggeration
- **characteristics of the play:** socio-historical setting, hero, supporting character, nemesis, dialogue, time and place, stage direction, implicit meaning, explicit meaning, etc.
- **elements of oral tradition:** oral narratives, songs and circular thinking
- **narrative structure:** setting, inciting incident, rising action, falling action and resolution
- **structure of legends:** setting, catalyst, transformation and ending
- **structure of informational texts:** introduction, development (thematic progression) and conclusion
- **structure of argumentative texts:** point of view, argument, counter-argument and conclusion
- **punctuation:** semicolon and quotation marks
- **structure of relative subordinate clauses:** e.g., *Le livre que j’ai lu était passionnant*
- **verb moods and tenses:** present conditional and simple future tenses
- **revision strategies:** rereading, consulting reference tools, peer review, use of a revision grid, etc.

BIG IDEAS

Improving communication skills in a language helps us define ourselves and affirm our ideas.

Language is a cultural tool, the common thread of knowledge and values.

Studying a **text** on different levels allows the various meanings to be brought to light.

Literature reflects the reality of society at the time and its questions and preoccupations.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following, using oral, written and visual formats:</i></p> <p>Exploring and Reflecting</p> <ul style="list-style-type: none"> • Interpret messages to gain an awareness of the linguistic and cultural variety found in the French-speaking world • Identify and analyze cultural values and symbols in Aboriginal and other texts • Analyze and synthesize a message • Develop one's critical thinking skills by questioning one's knowledge and assumptions and modifying them accordingly • Compare the messages, points of view and intentions of different authors in their texts • Identify the characteristics of the texts under study to deepen one's understanding of a society • Distinguish between literal meaning and figurative meaning • Identify the elements that help to define a character's personality <p>Creating and Communicating</p> <ul style="list-style-type: none"> • Communicate orally in a spontaneous and effective way in response to proposed and actual situations • Create a text with the aim of evoking feelings or emotions • Understand the value of tenses in order to use them appropriately in communication • Write texts that follow the specific structures under study. • Apply strategies for enriching a text to improve its coherence, flow and quality 	<p><i>Students are expected to be able to know and understand the following in various contexts:</i></p> <ul style="list-style-type: none"> • communication strategies: <ul style="list-style-type: none"> – registers of language – speaking to an audience – clarification – explanation • cultural and historical elements • literary elements: <ul style="list-style-type: none"> – characteristics of the novel – characteristics of the fable – stylistic elements • text organization: <ul style="list-style-type: none"> – narrative structure – portrait – descriptive sequences • language elements: <ul style="list-style-type: none"> – agreement of past tenses – hypothetical sentences – pronouns used as direct and indirect object complements – verb moods and tenses associated with the genres being studied • revision strategies

Learning Standards (continued)

Curricular Competencies	Content
	<ul style="list-style-type: none"> • elements to enrich a text: <ul style="list-style-type: none"> – varied vocabulary – types of sentences

Big Ideas – Elaborations	FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 9
<ul style="list-style-type: none"> • text: oral, written, visual 	

Curricular Competencies – Elaborations	FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 9
<ul style="list-style-type: none"> • formats: digital, print, multimedia, etc. • text: oral, written, visual • texts: oral, written, visual 	

Content – Elaborations	FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 9
<ul style="list-style-type: none"> • contexts: in novels and fables • registers of language: <ul style="list-style-type: none"> – colloquial language: language that does not conform to proper usage, is spoken between friends, and can include slang or popular expressions <i>colloquial examples: “Ché pas où est ton bouquin.”</i> – standard language: language that conforms to proper usage and is used in daily life <i>standard examples: “Je ne sais pas où est ton livre.”</i> – formal language: refined or literary language <i>formal examples: “Je ne sais point où est placé votre ouvrage.”</i> 	

Content – Elaborations

- **speaking to an audience:** intention, organization, etc.
- **characteristics of the novel:** modes of narration, function of characters, points of view, plot elements, setting, time period, etc.
- **characteristics of the fable:** moral, literal meaning, figurative meaning, manners and customs, etc.
- **stylistic elements:** personification, metaphor, alliteration, comparison, hyperbole, etc.
- **narrative structure:** setting, inciting incident, rising action, falling action and resolution
- **character portrayal:**
 - psychological portrait: character’s feelings and moral values
 - physical portrait: physical characteristics of the character
- **descriptive sequences:** introduction, development, central subject with aspects and sub-aspects, and conclusion
- **past tenses:** present perfect (“passé composé”), imperfect (“imparfait”) and pluperfect (“plus-que-parfait”) tenses
- **direct object:** *me, te, se, le, la, les*, etc.
- **indirect object:** *me, te, nous, vous, lui, leur, y* and *en*
- **verb moods and tenses:** using the pluperfect (“plus-que-parfait”) tense and recognizing the simple past (“passé simple”) tense
- **revision strategies:** rereading, consulting reference tools, peer review, use of a revision grid, etc