**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Kindergarten**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*  Exploring and Reflecting   * 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   Creating and Communicating   * 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 | *Students are expected to be able to know and understand the following in various* ***contexts****:*   * communication strategies:   + **active listening**   + **turn-taking in a conversation**   + **expressions of courtesy and greetings** * cultural elements * elements of a story:   + characters   + settings   + events * text organization:   + **text elements** * phonemic awareness:   + letter sounds   + syllables   + rhymes * spelling conventions:   + letters of the alphabet   + capital letters |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Big Ideas – Elaborations Kindergarten** |
| * **text:** oral, written, visual |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Curricular Competencies – Elaborations Kindergarten** |
| * **formats:** digital, print, multimedia, etc**.** * **text:** oral, written, visual * **visual formats:** images, photos, videos, posters, etc. * **non-conventional writing:** doodles, letter strings, etc. |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Content – Elaborations Kindergarten** |
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| * **contexts:** in songs (e.g., nursery rhymes) and picture story book*s* (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. |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 1**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*  Exploring and Reflecting   * 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   Creating and Communicating   * 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 | *Students are expected to be able to know and understand the following in various* ***contexts****:*   * communication strategies:   + **active listening**   + **turn-taking in a conversation**   + **expressions of courtesy and greetings** * cultural elements * elements of a story:   + characters   + settings   + events * text organization:   + **structure of a story**   + **structure of an informational text**   + **text elements** * phonemic awareness:   + **phonemes**   + syllables   + rhymes |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 1**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
|  | * writing conventions:   + uppercase and lowercase letters   + spaces between words   + **punctuation** * language elements:   + **adjectives**   + **simple affirmative sentences**   + formulation of questions using “*est-ce que*”   + present indicative of action verbs |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Big Ideas – Elaborations Grade 1** |
| * **Francophone community:** e.g., classroom, school * **type:** informational, narrative, etc. |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Curricular Competencies – Elaborations Grade 1** |
| * **formats:** digital, print, multimedia, etc. * **text:** oral, written, visual * **text elements:** page, cover, image, diagram, layout, etc. * **Read:** shared and guided reading, etc. |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Content – Elaborations Grade 1** |
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| * **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 |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 2**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*  Exploring and Reflecting   * 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   Creating and Communicating   * 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 | *Students are expected to be able to know and understand the following in various* ***contexts****:*   * communication strategies:   + **active listening**   + **active reading**   + **turn-taking in a conversation**   + **non-verbal language** * cultural elements * elements of a story:   + **characters**   + settings   + **events** * text organization:   + **structure of narrative texts**   + **structure of informational texts**   + markers of **time** and **place** * writing conventions:   + **punctuation**   + **spelling conventions** * language elements:   + the **gender of nouns**   + articles   + **adjectives**   + **structure of simple sentences**   + **verb moods and tenses** associated with the genres being studied |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Curricular Competencies – Elaborations Grade 2** |
| * **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. |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Content – Elaborations Grade 2** |
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| * **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 |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 3**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and  visual* ***formats****:*  Exploring and Reflecting   * 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**   Creating and Communicating   * 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 | *Students are expected to be able to know and understand the following in various* ***contexts****:*   * communication strategies:   + **active listening**   + **turn-taking in a conversation**   + consideration of other people’s perspectives * cultural elements * literary elements:   + **characteristics of the fairy or folk tale**   + **characteristics of the youth novel** * text organization:   + **structure of narrative texts**   + **text elements**   + **punctuation** * **spelling conventions** * language elements:   + 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** |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Big Ideas – Elaborations Grade 3** |
| * **texts:** oral, written, visual |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Curricular Competencies – Elaborations Grade 3** |
| * **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 |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Content – Elaborations Grade 3** |
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| * **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.) |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 4**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and  visual* ***formats****:*  Exploring and Reflecting   * 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   Creating and Communicating   * 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 | *Students are expected to be able to know and understand the following in various* ***contexts****:*   * communication strategies:   + **active listening**   + **expressions of courtesy**   + consideration of other people’s perspectives * cultural elements * literary elements:   + **characteristics of the youth novel**   + **characteristics of poetry** * text organization:   + **narrative structure**   + **structure of informational texts**   + **elements of informational texts**   + **paragraphs** * language elements:   + **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 |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Big Ideas – Elaborations Grade 4** |
| * **texts:** oral, written, visual * **text:** oral, written, visual |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Curricular Competencies – Elaborations Grade 4** |
| * **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 |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Content – Elaborations Grade 4** |
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| * **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 |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 5**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*  Exploring and Reflecting   * 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   Creating and Communicating   * 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** | *Students are expected to be able to know and understand the following in various* ***contexts****:*   * communication strategies:   + **active listening**   + consideration of other people’s perspectives   + **registers of language**   + self-correction * cultural and historical elements * literary elements:   + **characteristics of the comic book**   + **characteristics of the biography** * text organization:   + **narrative structure**   + **structure of informational texts**   + chronological organization   + bibliographies   + **punctuation** * language elements:   + **adverbs**   + **simple relative pronouns**   + **negation**   + verb moods and tenses associated with the genres being studied * **revision strategies** |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Big Ideas – Elaborations Grade 5** |
| * **text:** oral, written, visual |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Curricular Competencies – Elaborations Grade 5** |
| * **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. |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Content – Elaborations Grade 5** |
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| * **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 compose”) tense, imperfect (“imparfait”) tense and present imperative (“impératif présent”) tense * **revision strategies:** rereading, consulting reference tools, using a revision grid, etc. |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 6**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and  visual* ***formats****:*  Exploring and Reflecting   * 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   Creating and Communicating   * 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 | *Students are expected to be able to know and understand the following in various* ***contexts****:*   * communication strategies:   + **active listening**   + clarification   + explanation   + consideration of other people’s perspectives * cultural and historical elements * literary elements:   + **characteristics of the youth novel**   + **characteristics of the legend**   + **elements of oral tradition** in Aboriginal texts * text organization:   + **narrative structure**   + **structure of legends**   + **structure of informational texts**   + **transitions between ideas**   + **spatial and temporal indicators** * language elements:   + **agreement of tenses**   + the roots of words and **affixes** * **revision strategies** |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Big Ideas – Elaborations Grade 6** |
| * **author:** creator of any written or oral message |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Curricular Competencies – Elaborations Grade 6** |
| * **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 |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Content – Elaborations Grade 6** |
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| * **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 |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 7**

**BIG IDEAS**

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| 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 as important a role as its content in conveying a message and creating a desired effect. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*  Exploring and Reflecting   * 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   Creating and Communicating   * 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 | *Students are expected to be able to know and understand the following in various* ***contexts****:*   * communication strategies:   + **verbal** and **non-verbal** communication   + **argumentation**   + clarification   + reformulation   + consideration of other people’s perspectives * cultural and historical elements * literary elements:   + **characteristics of poetry**   + **characteristics of the youth novel** * text organization:   + **narrative structure**   + **structure of informational texts**   + **argumentative paragraphs** * language elements:   + **structure of the superlative**   + **agreement of tenses** * **revision strategies** |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Big Ideas – Elaborations Grade 7** |
| * **feelings:** emotions experienced |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Curricular Competencies – Elaborations Grade 7** |
| * **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 |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Content – Elaborations Grade 7** |
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| * **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. |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 6 – Late Immersion**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*  Exploring and Reflecting   * 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   Creating and Communicating   * 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 | *Students are expected to be able to know and understand the following in various* ***contexts****:*   * communication strategies:   + **active listening**   + risk taking * cultural elements * elements of a story:   + characters   + settings   + events * text organization:   + **structure of narrative texts**   + **structure of informational texts**   + markers of **time** and **place** * phonemic awareness:   + phonemes   + silent letters   + liaisons * **spelling conventions** * language elements:   + **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** |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Curricular Competencies – Elaborations Grade 6 – Late Immersion** |
| * **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. |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Content – Elaborations Grade 6 – Late Immersion** |
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| * **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 |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 7 – Late Immersion**

**BIG IDEAS**

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| **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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*  Exploring and Reflecting   * 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   Creating and Communicating   * 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 | *Students are expected to be able to know and understand the following in various* ***contexts****:*   * communication strategies:   + **active listening**   + **expressions of courtesy** * cultural and historical elements * literary elements:   + **characteristics of the youth novel**   + **characteristics of poetry** * text organization:   + **narrative structure**   + **structure of informational texts**   + **discourse markers** * language elements:   + 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** |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Big Ideas – Elaborations Grade 7 – Late Immersion** |
| * **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 |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Curricular Competencies – Elaborations Grade 7 – Late Immersion** |
| * **formats:** digital, print, multimedia, etc. * **texts:** oral, written, visual * **text:** oral, written, visual |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Content – Elaborations Grade 7 – Late Immersion** |
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| * **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. |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 8**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*  Exploring and Reflecting   * 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  ts 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   Creating and Communicating   * 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 | *Students are expected to be able to know and understand the following in various* ***contexts****:*   * communication strategies:   + **verbal and** **non-verbal** communication   + **registers of language**   + defending a position * cultural and historical elements * literary elements:   + **characteristics of the legend**   + **characteristics of the play**   + **elements of oral tradition** in Aboriginal texts * text organization:   + **narrative structure**   + **structure of legends**   + **structure of informational texts**   + **structure of argumentative texts**   + **punctuation** * language elements:   + **structure of relative subordinate clauses**   + subject/verb and direct object agreement with the verbs *être* and *avoir* in the present perfect (“passé compose”) tense |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 8**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * 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 | * + grammatical functions of complements   + **verb moods and tenses** associated with the genres being studied * **revision strategies** |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Big Ideas – Elaborations Grade 8** |
| * **texts:** oral, written, visual * **text:** oral, written, visual |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Curricular Competencies – Elaborations Grade 8** |
| * **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. |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Content – Elaborations Grade 8** |
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| * **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. |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 9**

**BIG IDEAS**

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| 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***formats****:*  Exploring and Reflecting   * 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   Creating and Communicating   * 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 | *Students are expected to be able to know and understand the following in various* ***contexts****:*   * communication strategies:   + **registers of language**   + **speaking to an audience**   + clarification   + explanation * cultural and historical elements * literary elements:   + **characteristics of the novel**   + **characteristics of the fable**   + **stylistic elements** * text organization:   + **narrative structure**   + **portrait**   + **descriptive sequences** * language elements:   + 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** |

**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 9**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
|  | * elements to enrich a text:   + varied vocabulary   + types of sentences |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Big Ideas – Elaborations Grade 9** |
| * **text:** oral, written, visual |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Curricular Competencies – Elaborations Grade 9** |
| * **formats:** digital, print, multimedia, etc. * **text:** oral, written, visual * **texts:** oral, written, visual |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Content – Elaborations Grade 9** |
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| * **contexts:** in novels and fables * **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****.”***   + formal language: refined or literary language *formal examples: “Je ne sais point où est placé votre ouvrage.”* * **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 compose”), 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 |