**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.
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|  **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.
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**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
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**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** |
| --- |
| * **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
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**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.
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|  **FRENCH IMMERSION LANGUAGE ARTS (FILA)Content – Elaborations Grade 2** |
| --- |
| * **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
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**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
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|  **FRENCH IMMERSION LANGUAGE ARTS (FILA)Content – Elaborations Grade 3** |
| --- |
| * **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.)
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**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
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|  **FRENCH IMMERSION LANGUAGE ARTS (FILA)Content – Elaborations Grade 4** |
| --- |
| * **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
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**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.
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|  **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.
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**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
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|  **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**

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

**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**

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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** |
| --- |
| * **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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| --- |
| * **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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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** |
| --- |
| * **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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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** |
| --- |
| * **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
 |