Saskatchewan Ministry of Education

Core French
Level 8

September, 2010

2010

Learning Outcomes and Indicators

Key

Learning Outcome and Indicator Codes		Abreviation of Processes	
8.CS.1(a)		[R]	Reading
8	Level	[**W**]	Writing
CS	Dimension	[**L**]	Listening
1	Learning Outcome	[**S**]	Speaking
(a)	Indicator	[**V**]	Viewing
		[**RP**]	Representing

Specific Terms used in the Learning Outcomes and Indicators

including	delimits the content, the context, or the strategy to be evaluated, without excluding other possible learning
such as	presents a suggestion of content without excluding other possibilities
e.g.	presents a list of precise examples concerning a concept or a strategy, without excluding other possibilities

Goals

(CS) Communication Skills	Students will understand and create different kinds of messages in French in various experiential situations for a variety of purposes.
(GL) General Language Strategies	Students will apply language learning skills and strategies as a vehicle for personal, cognitive and social development.
(LK) Language Knowledge	Students will apply knowledge of linguistic elements of the French language accurately for specific communication needs.
(C) Culture	Students will recognize the value of French language acquisition and Francophone cultures through participation in a variety of activities.

Learning Outcomes and Indicators (continued)

Goal : Communication Skills (CS)	
Learning Outcomes *Compulsory : What students should know, understand and be able to do.*	**Indicators** *Examples of possible student demonstrations.*
The student will be able to : **8.CS.1** Demonstrate understanding of the main idea and details in oral French multi-sentence presentations on a variety of familiar topics in guided situations. [L] [V] [S] [W] [RP]	*The student :* 8.CS.1 (a) Indicates the main idea of the listening or viewing experience using a French sentence, such as *L'idée principale du texte est le bénévolat.* 8.CS.1 (b) Selects details from an oral or visual presentation responding to questions *qui, quoi, quand, où, comment, pourquoi.* 8.CS.1 (c) Compares and contrasts three to five items based on the information given in an oral presentation (e.g., Canadian regions, musical genres, celebrity athlete biographies, volunteer projects, or types of outdoor excursions). 8.CS.1 (d) Identifies details from a video or live group conversation using a data collection tool (e.g., graphic organizer, advance organizer, or jot notes). 8.CS.1 (e) Responds to questions beginning with *est-ce que, qu'est-ce que, qui, où, quand*, or *pourquoi* using a sentence starter (e.g., *Pourquoi est-ce que <u>les personnes ont peur</u>? <u>Les personnes ont peur</u> parce qu'elles sont perdues dans la forêt.).* 8.CS.1 (f) Completes an 8-10 item supported cloze activity while listening to a French song, recording, video, or podcast. 8.CS.1 (g) Represents understanding of a French song (e.g., with illustrations, mimes, or dramatizations.)
8.GL.1 Select listening or viewing strategies in structured situations, such as: • asking and answering questions • making predictions • verifying comprehension • making connections • visualizing • summarizing • synthesizing • analyzing and evaluating [L] [S] [R] [RP]	**Before listening or viewing:** 8.GL.1 (a) Determines listening purpose(s) and speaker intention(s) from a number of options, with teacher support. 8.GL.1 (b) Anticipates the information a presentation might contain by labeling possible content sentences with *oui* or *non*, e.g., • *Des élèves font un voyage en France.* *Oui* ✓ *Non* • *Le vol est court.* *Oui* *Non* ✓ 8.GL.1 (c) Activates prior knowledge about a topic using sentences from a list of possible prior experiences (e.g., *Un voyage: Il y a des montagnes en Alberta. On peut prendre le train jusqu'à Vancouver.).* 8.GL.1 (d) Establishes connections to own experiences using sentences from a list of possible situations (e.g., *J'ai voyagé au Québec. J'ai voyagé en Alberta. J'ai voyagé aux Territoires du Nord-Ouest.).* 8.GL.1 (e) Establishes connections to a previous conversation, presentation, audio recording, or video clip using a recall of related features (e.g., title, author, characters, topic, details, or background information). 8.GL.1 (f) Chooses listening or viewing strategies relevant to an anticipated listening or viewing experience. *Continued…*

Goal : General Language Strategies (GL)	
Learning Outcomes *Compulsory : What students should know, understand and be able to do.*	**Indicators** *Examples of possible student demonstrations.*

	The student : **During listening or viewing:** 8.GL.1 (g) Uses comprehension aids (e.g., word walls, posters, or familiar phrases). 8.GL.1 (h) Develops own understanding of a conversation or presentation (e.g., by identifying cognates, familiar words, key thematic words, previously learned expressions, or by skipping unknown words or phrases). 8.GL.1 (i) Interprets spoken language with several auditory and visual context clues (e.g., facial expression, intonation, rate of speech, loudness or softness of speech, hand gestures, or body language). **After listening or viewing:** 8.GL.1 (j) Asks for repetitions of parts of a French audio recording, video, or spoken presentation (e.g., *Répétez, s'il vous plaît*.). 8.GL.1 (k) Requests clarification of parts of a presentation, audio recording, or video using questions (e.g., *Qu'est-ce que le mot __ veut dire? Est-ce que ce mot est un mot-ami?*). 8.GL.1 (l) Shares key strategies that were used for facilitating comprehension of a listening viewing experience in a French sentence, such as *Aujourd'hui, j'ai utilisé les stratégies suivantes: la vérification et la clarification.* 8.GL.1 (m) Verifies accuracy of anticipatory statements made about content of a viewing or listening experience with a French sentence (e.g., *Oui, on parle de différents athlètes canadiens. Non, on ne parle pas d'athlètes américains.*). 8.GL.1 (n) Represents the main idea of a listening experience (e.g., with sketches, graphic representations, French sentences, or story maps). 8.GL.1 (o) Summarizes a listening or viewing experience using several familiar French sentences (e.g., *Le film a présenté plusieurs premiers ministres du Canada. Les premiers ministres francophones ont été Pierre Elliot Trudeau et Sir Wilfrid Laurier.*). 8.GL.1 (p) Answers several questions about a listening or viewing experience using familiar French sentences (e.g., *Qui sont les personnages célèbres dans le film? Les personnages célèbres sont Chantal Kreviazuk et Avril Lavigne.*). 8.GL.1 (q) Reflects, with teacher support, on a list of useful listening strategies, why they were used, and which strategies could be used next time (e.g., *Quelles stratégies m'ont aidé? Qu'est-ce que j'ai trouvé difficile? Quelles stratégies est-ce que je peux utiliser la prochaine fois?*). 8.GL.1 (q) Self-evaluates own understanding of the main idea of the listening or viewing experience using reflective questions.

Goal : Communication Skills (CS)	
Learning Outcomes *Compulsory : What students should know, understand and be able to do.*	**Indicators** *Examples of possible student demonstrations.*
The student will be able to : **8.CS.2** Discuss a variety of information on familiar topics through oral expression in guided situations. [S]	*The student :* 8.CS.2 (a) Interviews other students using familiar questions and phrases, either face-to face or using technological devices (e.g., webcams, video phones, internet phones, or cell phones). 8.CS.2 (b) Responds to questions using several modeled phrases (e.g., regarding famous Canadians, volunteerism, celebrity athletes, outdoor excursions, cooking, or music). 8.CS.2 (c) Engages in guided conversations with a small group using modeled phrases or sentence starters (e.g., *Où habites-tu? J'habite à … Vas-tu aller à…? …Je vais aller à …*). 8.CS.2 (d) Presents information (e.g., about outdoor excursions, cooking challenges, quiz shows, volunteer projects) with modeled sentences such as *J'ai voyagé à Whistler pour faire du ski alpin.* 8.CS.2 (e) Reports on incidents and experiences with the use of modeled phrases, and responses to questions (e.g., *Comment as-tu patiné? J'ai patiné très lentement.*). 8.CS.2 (f) Presents a readers' theatre presentation based on a familiar or prepared script. (see e.g., 8.3CS.4(b))

Goal : General Language Strategies (GL)	
Learning Outcomes *Compulsory : What students should know, understand and be able to do.*	**Indicators** *Examples of possible student demonstrations.*
The student will be able to : **8.GL.2** Select speaking strategies in structured situations, such as: • Model language • sharing • guided practice • independent practice [S] [R] [RP]	*The student :* **Before speaking:** 8.GL.2 (a)) Identifies a speaking intention from a list of possibilities. 8.GL.2 (b) Finds several ways of conveying a message, such as with synonyms, different expressions or phrases. 8.GL.2 (c)) Relies on dialogue scripts from a combination of models from various situations and memorized phrases. 8.GL.2 (d)) Chooses own presentation or speaking guidelines based on past performances (e.g., *Parlez fort! Utilisez des gestes! Regardez l'auditoire! Regardez votre partenaire! Prenez des pauses! Utilisez vos notes. Parlez avec enthousiasme!).* 8.GL.2 (e)) Acquires new vocabulary with repeated use (e.g., maintenance and use of a personal dictionary, repetition of new words or phrases aloud, grouping of words or phrases together into themes). **During speaking:** 8.GL.2 (f)) Participates in oral activities with partners, or small groups of students in structured situations. 8.GL.2 (g)) Relays a message using expressive techniques (e.g., changes in intonation, faster or slower speech, gestures, or facial expressions). 8.GL.2 (g)) Chooses memory aids to deliver a presentation (e.g., PowerPoint, visuals, posters, index cards, or notes). 8.GL.2 (i)) Integrates corrective feedback from others in speeches or presentations. 8.GL.2 (j)) Uses new words and phrases as they are encountered while working with supported pairs or small groups. **After speaking:** 8.GL.2 (k)) Self-evaluates speaking, prepared dialogues, or presentations using feedback from others. 8.GL.2 (l)) Sets goals for the next speaking experience by selecting an item from presentation guidelines in a checklist or rubric.

Goal : Communication Skills (CS)	
Learning Outcomes *Compulsory : What students should know, understand and be able to do.*	**Indicators** *Examples of possible student demonstrations.*
The student will be able to : **8.CS.3** Demonstrate understanding of the main idea and many supporting details in a variety of 130 - 140 word multi-paragraph expository, procedural, persuasive, and narrative texts. [R]	*The student :* 8.CS.3 (a) Identifies the main idea of a 130 -140 word, multi-paragraph adapted text, such as: ***Jacques Plante, joueur de hockey*** *Jacques Plante a commencé sa vie à Shawinigan au Québec en 1929. Il a beaucoup aimé jouer au hockey. Il a été joueur de hockey et gardien de but pour les Canadiens de Montréal et il a joué dans la Ligue nationale de hockey. Il a gagné le trophée Vézina et la Coupe Stanley six fois entre 1955 et 1960! Quel joueur!* *Jacques Plante a inventé un masque spécial pour les gardiens de but. Aujourd'hui, le masque est porté par tous les gardiens de but. Il a aussi inventé des techniques spéciales pour les gardiens de but. Premièrement, il a développé l'action de sortir du filet. Deuxièmement, il a développé l'action de contrôler la rondelle. On peut dire que Jacques Plante était un inventeur!* *(Adapted from Nous les canadiens, Pearson Education Canada, 2006.)* **L'idée principale** : *Jacques Plante est un joueur de hockey célèbre au Canada et il a inventé des techniques spéciales pour son sport.* 8.CS.3 (b) Selects supporting details in a 130 -140 word, multi-paragraph adapted text such as: ***Le travail des bénévoles*** *Il y a des <u>bénévoles</u> partout au Canada. Les célébrités, eux aussi, partagent leurs <u>talents</u> et leurs <u>temps</u>.* *Des chanteurs et chanteuses ont fait du bénévolat avec l'organisation* War Child. *Par exemple, <u>Avril Lavigne</u> et <u>Chantal Kreviazuk</u> ont contribué une de leurs chansons à l'album* Peace Songs. War Child *a utilisé les profits des ventes de l'album pour aider les enfants affectés par la guerre.* *À l'âge de 12 ans, <u>Craig Kielburger</u> a décidé de faire du bénévolat pour tous les enfants qui sont forcés à travailler. Il a créé l'organisation* Free the Children *pour défendre les droits des enfants.* *Il y a aussi l'organisation Médecins sans frontières qui aident les personnes dans les pays affectés par la guerre et les désastres naturels.* *Les bénévoles peuvent <u>faire une grande différence</u> dans la vie des autres.* *(Adapted from Faisons une différence, Oxford University Press, 2004.)* **Détails** : *bénévoles, talents, temps,* organisation War Child*, Avril Lavigne, Chantal Kreviazuk, Craig Kielburger, la guerre, faire une différence.* 8.CS.3 (c) Identifies the main idea and supporting details of another student's writing (e.g., in a French blog or webpage, written document posted in the classroom, or story).

Goal : General Language Strategies (GL)	
Learning Outcomes *Compulsory : What students should know, understand and be able to do.*	**Indicators** *Examples of possible student demonstrations.*
The student will be able to : **8.GL.3** Select reading strategies in structured situations. (see 8.GL.1 for strategies) [R] [W] [S]	*The student :* **Before reading:** 8.GL.3 (a) Predicts the content of the text with a familiar French sentence, such as *Je pense que le texte va discuter d'athlètes célèbres.* 8.GL.3 (b) Names a purpose for reading from among several choices (e.g., *Ce texte informe les gens; Ce texte amuse les gens; Ce texte raconte une histoire.*). 8.GL.3 (c) Anticipates the information a text might contain by labeling possible content sentences with *oui* or *non,* such as, • *Les bénévoles travaillent seulement au Canada.* Oui Non ✓ • *Les bénévoles contribuent leur temps et leur argent.* Oui ✓ Non 8.GL.3 (d) Establishes connections to a similar text previously shared in class with a French sentence such as, *Cette histoire ressemble à l'histoire* **L'excursion dans les montagnes.** 8.GL.3 (e) Asks questions about a text and possible context clues (e.g., *Quel est le titre? Quel est le thème? Quels sont les mots-amis? Quels sont les mots importants?*). 8.GL.3 (f) Makes connections to personal experiences (e.g., school subjects, sports, extra-curricular activities, preferences, out of school activities) using French sentences (e.g., *Je fais des liens entre le basketball et le soccer. On utilise des ballons dans ces deux sports.*). 8.GL.3 (g) Finds connections to a similar text read in class using a French sentence (e.g., *Cette chanson ressemble à la chanson O Canada. Cette recette ressemble à la recette pour les crêpes. Il y a un joueur de football dans les deux histoires.*). 8.GL.3 (h) Examines connections to the world around them (e.g., to friends, family, the media, other countries) using a French sentence such as *La famille québécoise ressemble à ma famille avec deux parents et trois enfants*.). **During reading:** 8.GL.3 (i) Examines root words, prefixes, and suffixes of words for better understanding of written text. 8.GL.3 (j) Repairs own comprehension of text when the sense of the text is lost (e.g., initial exclusion of an unknown word and later return at the end of the reading, search for context clues, identification of difficult words, dictionary searches, or questioning). 8.GL.3 (k) Identifies important textual elements (e.g., setting, time, characters, beginning, middle, or ending) using a story map. *continued . . .*

Goal : General Language Strategies (GL)	
Learning Outcomes *Compulsory : What students should know, understand and be able to do.*	**Indicators** *Examples of possible student demonstrations.*

The student :

8.GL.3 (l) Groups parts of a long sentence into manageable sections with teacher support.

8.GL.3 (m) Reads through the text the first time to get a sense of the general meaning before a more detailed reading.

After reading:

8.GL.3 (n) Contributes a personal response to the reading in a complete French sentence.

8.GL.3 (o) Verifies predictions of content made before reading.

8.GL.3 (p) Summarizes the main idea of the text using several complete French sentences, such as *J'identifie l'idée principale: Jeanine et Luc préparent une recette pour le concours. Ils gagnent le concours.*

8.GL.2 (q) Records new vocabulary words discovered in reading, such as in a learning log.

8.GL.2 (r) Sorts new vocabulary words or phrases discovered in reading using multiple categories (e.g., parts of speech or theme-related groups).

8.GL.3 (s) Writes using new vocabulary.

8.GL.3 (t) Explains verification of anticipation sentences.

8.GL.3 (u) Answers a variety of familiar questions based on the text.

8.GL.3 (v) Writes about own reading strategy use in a learning log.

The student will be able to :

8.CS.4 Produce 80 -100 word expository, narrative, or procedural multi-paragraph French texts or scripts composed of a combination of models and original student-generated text.

[W]

8.CS.4 (a) Writes a modeled 80 -100 word, multi-paragraph description, journal entry, procedure, or story such as:

Mon projet de bénévolat

Pour mon projet de bénévolat, j'ai décidé d'organiser une vente de biscuits pour lever des fonds. J'ai travaillé avec mes amis, Terry, Amanda, Paul et Kathleen. Premièrement, nous avons envoyé un courriel à tout le monde dans la classe, et nous avons préparé une présentation à midi.

Ensuite, nous avons décidé d'aller à l'école à 8h00 le jour de la vente. Nous avons emballé les biscuits. Nous avons décidé de vendre les biscuits pendant les deux récréations. Beaucoup de personnes ont aidé avec le travail. Nous avons donné tout l'argent à Telemiracle.

Continue…

Goal : Communication Skills (CS)

Learning Outcomes *Compulsory : What students should know, understand and be able to do.*	**Indicators** *Examples of possible student demonstrations.*
	The student : 8.CS.4 (b) Writes a 80 -100 word script partially based on a similar narrative text previously read in class: ***Excursion dans la forêt*** **Narrateur :** *Les deux amies, Jan et Alishia, ont décidé d'aller faire une excursion dans le parc provincial du Lac la Ronge au nord de la Saskatchewan.* **Jan :** *Ah! Qu'il fait beau! J'aime beaucoup faire des randonnés dans la forêt.* **Alishia***:* *Oui, c'est très agréable. Allons par ici. [CLAP, CLAP]* **Jan:** *Regarde le chevreuil! Comme il est beau!* **Allishia:** *Aaaaah! Et là-bas, il y a un écureuil.* **Narrateur:** *Le temps passe vite dans la forêt parce que la nature est très intéressante. Jan et Alishia ont marché pendant longtemps.* **Jan :** *Nous nous perdons facilement ici.* **Alishia :** *Suivons le soleil. Nous devons aller à l'ouest.* **Jan :** *Quel est ce bruit? [CRAC, CRAC, CRAC]* **Alishia :** *C'est un ours! Courons!!!!! [CLAP, CLAP, CLAP]* **L'ours:** *GRRR, GROARR!* **Narrateur:** *Heureusement, les deux filles ont trouvé leur voiture! [VROOM!]* 8.CS.4 (c) Writes a repetitive song in French that follows a familiar melody, such as: ***Hier*** *Hier…* *Qu'est-ce que tu as aimé faire? (2)* *Moi, j'ai aimé jouer de la guitare!* *C'est ça que j'ai aimé faire!* *Hier …* *Qu'est-ce que tu as aimé faire? (2)* *Moi, j'ai aimé parler au téléphone!* *C'est ça que j'ai aimé faire!* *Hier …* *Qu'est-ce que tu as aimé faire? (2)* *Moi, j'ai aimé naviguer sur le Net!* *C'est ça que j'ai aimé faire!* *Toutes ces choses peuvent te plaire.* *Et toi, qu'est-ce que tu as… aimé… FAIRE?!*

Goal : General Language Strategies (GL)	
Learning Outcomes *Compulsory : What students should know, understand and be able to do.*	**Indicators** *Examples of possible student demonstrations.*
The student will be able to : **8.GL.4** Implement stages of the writing process in semi-guided situations, including: idea generation, drafting, revising, editing, publishing. [W] [S] [R]	*The student :* **Before writing:** 8.GL.4 (a) Generates writing ideas in French (e.g., with a concept map, a list, or a web, or in collaboration with another student). 8.GL.4 (b) Selects, with support, a graphic organizer for planning, based on the text type. 8.GL.4 (c) Selects the audiences for which a text is intended (e.g., students in the class, other students in the school, other students outside the school, the teacher, other teachers, parents, or a general audience). **During writing:** 8.GL.4 (d) Uses reference material to help locate an equivalent word or expression (e.g., an English-French dictionary, a personal vocabulary list, or an illustrated dictionary). 8.GL.4 (e) Relies on several textual models as well as own ideas, to draft a 100 word, multi-paragraph expository, narrative or procedural text. **After writing:** 8.GL.4 (f) Proofreads the text for accuracy and meaning with the use of reference materials and classroom guidelines for organization, spelling, grammar, and punctuation. 8.GL.4 (g) Implements changes to the text based on a conference with a partner or the teacher in order to produce a final copy. 8.GL.4 (i) Evaluates own written work based on the descriptors in a simplified French rubric or checklist. 8.GL.4 (j) Sets goals for the next writing experience. 8.GL.4 (k) Explains, with support, the rationale for inclusion of selected written texts in a traditional or digital portfolio.

Goal : Language Knowledge (LK)	
Learning Outcomes *Compulsory : What students should know, understand and be able to do.*	**Indicators** *Examples of possible student demonstrations.*

The student will be able to :
 	
8.LK.1 Demonstrate acquisition of French language concepts related to themes, including:
 	
• numbers to 100 000
• fractional numbers
• present tense regular –re verbs, singular and plural forms, present tense
• present tense irregular –re verbs, singular and plural forms, present tense
• reflexive verbs, singular and plural forms, present tense;
• passé composé of –er verbs with *avoir*
• adverbs with –*ment* suffix
• question types : intonation, inversion, interrogative pronouns
• transportation prepositions
• demonstrative adjectives.
 	
[S] [R] [W]
	The student :
	
	8.LK.1 (a) Identifies individual numbers to 100 000.
	
	8.LK.1 (b) Identifies fractions (e.g., *la moitié, une demi-tasse, un quart, un tiers*, or *deux tiers*).
	
	8.LK.1 (c) Interprets numbers from a map key, table, chart, graph, or text (e.g., population figures, distances, mountain heights, or area).
	
	8.LK.1 (d) Meets thematic unit needs with regular –re verbs, singular and plural forms, in the present tense.
	
	8.LK.1 (e) Meets thematic unit needs with irregular –re verbs, singular and plural forms, in the present tense.
	
	8.LK.1 (f) Meets thematic needs with present tense reflexive verbs, singular and plural forms (e.g., *Vas te laver les mains. Je me dépêche! Il s'habille en vêtements d'hiver.*)
	
	8.LK.1 (g) Uses the *passé composé* tense with *avoir* in a sentence.
	
	8.LK.1 (h) Uses adjectives that agree with gender and number in a sentence.
	
	8.LK.1 (i) Uses adverbs ending in –*ment* in a sentence.
	
	8.LK.1 (j) Uses various forms of question types, such as intonation, inversion, and interrogative pronouns (e.g., *Tu viens avec moi? Viens-tu avec moi? Est-ce que tu viens avec moi?*)
	
	8.LK.1 (k) Uses the correct preposition for modes of transportation, such as *à* and *en*, in a sentence.
	
	8.LK.1 (l) Uses demonstrative adjectives such as *ce, cet, cette*, and *ces* in a sentence.
	
	8.LK.1 (m) Uses key words and sentences related to 4 of the following themes:
	
	   • Survival : Outdoor Excursions in Canada – *Survivre en plein air au Canada*
	   • Top Chef Challenge – *Le concours des meilleurs chefs*
	   • Celebrity Athlete Interviews – *Connaître les athlètes célèbres*
	   • Volunteerism: Making a Difference – *Le bénévolat : faire une différence*
	   • Canada Quiz Show – *Le jeu questionnaire du Canada*
	   • Rock Band! – *Le groupe rock!*

Goal : Culture (C)

Learning Outcomes *Compulsory : What students should know, understand and be able to do.*	**Indicators** *Examples of possible student demonstrations.*

The student will be able to :

8.C.1 Compare contributions of current and past French, French Canadian, First Nations and Métis individuals and organizations to Canadian society.

[S] [L] [V] [R] [RP] [W]

The student :

8.C.1 (a) Constructs a timeline of the exploits of past French, French Canadian, First Nations, and Métis contributors to Canadian society, such as Jacques Cartier (explorer, 1534), Samuel de Champlain (founder of Quebec colony, 1608), Marguerite Bourgeoys (teacher, co-founder of Montréal, 1680), Joseph Broussard (Acadian Resistance Leader 1755), Poundmaker (Cree Leader, 1876), Louis Riel (Métis Resistance Leader, 1885), Sir Wilfrid Laurier (Prime Minister, 1905), Pierre Elliot Trudeau (Prime Minister, 1968), René Lévesque (Premier of Québec, 1980), Jeanne Sauvé (Governor General, 1984), Elijah Harper (MP opposed to the Meech Lake Accord, 1990), Marc Garneau (astronaut, 1996), Romeo Dallaire (Peace Keeper, 1995, Senator, 2005), Michaëlle Jean (Governor General, 2005), Leona Aglukkaq (Inuit Cabinet Minister, 2009).

8.C.1 (b) Describes Canadian stamps of famous women, French Canadians, First Nations and Métis, and their background histories.

8.C.1 (c) Describes Francophone and Métis flags that acknowledge the group and their participation in Canadian society (e.g., *Le drapeau fransaskois est jaune avec une croix verte et une fleur de lys rouge.).*

8.C.1 (d) Reports on the numbers of French Canadians, First Nations and Métis peoples in each province and territory of Canada.

8.C.1 (e) Describes exploits of famous Canadians in a sentence, using the passé composé (e.g., *Michäelle Jean a été la première Governeure- Générale du Canada de race noire. Elle a été la deuxième immigrante nommée à ce poste.*).

8.C.1 (f) Explains the origins of the French version of O Canada in a sentence such as *O Canada a été écrit en français en 1880 par Adolphe-Basile Routhier*. (Note: The song was originally commissioned by Théodore Robitaille, Lieutenant-Governor of Québec and was written as a French poem by Sir Adolphe-Basile Routhier. It was later set to music by Calixa Lavallée. The English version appeared in 1906 but is not a direct translation.).

8.C.1 (g) Integrates knowledge of French Canadians, First Nations and Métis cultural contributions for the production of questions for a Canadian game in French.

8.C.1 (h) Contributes famous persons, geography, and history questions in French to a Canadian quiz (e.g., *Qui a été un premier ministre francophone du Canada? Qui a découvert les Grands Lacs? Où se trouvent les Grands Lacs*?).

8.C.1 (i) Examines the list of the companions of the Order of Canada for Francophone, First Nations and Métis recipients.

8.C.1 (j) Records key information from biographies of French Canadian, First Nations and Métis celebrities (e.g., athletes, musicians, artists, chefs, newscasters, and volunteers) using an organizing template (e.g., *date de naissance, la région du Canada, sa famille, les dates de ses exploits, ses contributions, un fait intéressant, et la date de sa mort).*

8.C.1 (k) Reports on noteworthy individuals and events in Canadian history (e.g., *Jean Drapeau, le maire de la ville de Montréal, a travaillé pour Expo 1967.).*

8.C.1 (l) Investigates volunteers in various organizations (e.g., *Médecins sans frontières, la Croix-Rouge, l'Arche, la Fondation Québec-Afrique, l'Amnistie internationale, l'Habitat pour l'humanité,* or *Centraide).*

8.C.1 (m) Interprets French signage common in national parks and airports.