
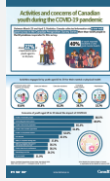






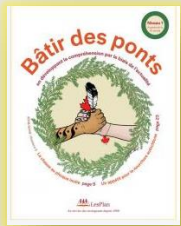






## Daily reading has many benefits and is encouraged



Experiential  
Learning

	A	B	C	D	E
English	 <p>Think about the quote above. What do you think it means? Use examples from your life or the lives of people you know to support your thinking. What are other sayings or quotes that inspire you? Write them down and explain what they mean to you.</p>	 <p><b>Analyzing an Infographic</b> Click on the image above to view an infographic created by Stats Canada.</p> <p>Go <a href="#">here</a> to answer questions related to the infographic.</p>	 <p><b>Let's take a field trip to learn about STEM careers in the NBA.</b> STEM stands for Science, Technology, Engineering, and Math. Click on the image above to watch the interesting video and learn about some cool jobs in the NBA. Go <a href="#">here</a> for follow-up activities for literacy and math!</p> 	 <p>What do you know about the Inuit structure we sometimes call an Inukshuk? Click <a href="#">here</a> to fill in the KWL chart with what you know and what you wonder about these structures. Then watch a short video <a href="#">here</a> created by a UCDSB parent and Cultural Advisor to learn new information!</p> 	<p><b>Looking Back, Looking Forward</b> Write a journal entry. Reflect on your learning at home. What aspects have you enjoyed? What has been hard or what have you missed about "regular" school days? Consider what you are looking forward to this summer. How will you make the best of the current situation and make sure you have a great summer break?</p> 
	<p>Let's go visit a 14 year old entrepreneur in Saint-Michel-de-Bellechasse, Québec.</p> <p>Click image for activity</p> 	<p>Read a report about colonization and its short-term and long-term impacts on indigenous peoples and their diets and learn how food is used as a tool for reconciliation.</p> <p>Click image for activity</p>  	<p>To celebrate International Environment Day, the United Nations Organization created an interactive game where you can travel on the back of a sea turtle. You will discover that all the elements of the reef are linked together ... and a little to you too!</p> <p>Click image for activity</p> 	<p>Let's take a virtual field trip to France and Belgium! Imagine you are there and write postcards to your family and friends about your experiences.</p> <p>Click image for activity</p> 	<p>It's the end of the school year. Take some time to reflect on these two questions: What was your most positive memory from your class this year? What are you most looking forward to this summer?</p> <p>Click image for activity</p> 

### Literacy Additional Resources

#### ENGLISH

For your grade 6 – 9 children, you might want to check out Scholastic Learn at Home: Gr. 6 – 9.

<https://classroommagazines.scholastic.com/support/learnathome/grades-6-12.html>

You may also wish to have your child check out the learning at the Gr. 3 – 5 level if that suits their needs or interests better.

<https://classroommagazines.scholastic.com/support/learnathome/grades-3-5.html>

#### FRENCH

Here are some additional French resources that are good for Grade 7-8 children to expose them to oral French language on a daily basis.

<https://www.tfo.org/fr/videos/series>

<https://www.idello.org/fr>

<https://www.onf.ca/>



Please click on this Icon, wherever you see it, to access Indigenous content.

### Choice Board Background Information:

- ✓ Choice boards were created to provide flexibility in learning at home;
- ✓ Boards were planned for divisions: K-3, 4-6, 7-8 for open, individualized learning;
- ✓ Planned with recognition that parents may currently hold various roles at home;
- ✓ Designed to enhance the materials provided by the Ministry;
- ✓ Experiential learning focus with accessible materials at home;
- ✓ Low/No tech options;
- ✓ Accessible on mobile devices.

### Choice Boards- Parents Can:

- ✓ Choose as many or as few learning opportunities as desired;
- ✓ Follow the days of the week or be flexible in using the choice boards;
- ✓ Be confident that the learning is based in curriculum;
- ✓ Engage other children in the home in common experiential learning (i.e. baking, reading, playing math games, being active together);
- ✓ Click on the links provided for further learning and sample questions to ask;
- ✓ Have fun!

## Explanatory Notes: LEARN AT HOME CHOICE BOARDS FOR PARENTS AND EDUCATORS



### Choice Board Activities Provide:

- ✓ Clear connections to curriculum expectations and process skills;
- ✓ Open activities with options to individualize learning;
- ✓ Accessibility (many require little to no technology);
- ✓ Math – focus on numeracy skills;
- ✓ Literacy – focus on reading, writing, oral language and media literacy;
- ✓ French learning opportunities;
- ✓ Health and Physical Well-Being ;
- ✓ Opportunities to foster connections within the household;
- ✓ Focus on conversation and thinking.

### Choice Boards- Teachers Can:

- ✓ Create classroom-based choice boards for students while they are learning at home;
- ✓ Incorporate ideas from the choice boards into teaching practices, daily and weekly planning;
- ✓ Explore and incorporate new resources into classroom learning;
- ✓ Engage students and families in virtually sharing learning with one another;
- ✓ Expand on activities in order to provide individualized learning opportunities;
- ✓ Incorporate other UCDSB resources (i.e. Math Tool, VLC, links) to extend student learning.





# Activities and concerns of Canadian youth during the COVID-19 pandemic

Between March 29 and April 3, Statistics Canada collected information via a new web panel survey in the Canadian Perspectives Survey Series. More than 4,600 people in the 10 provinces responded to this survey.

About **22%** of respondents were youth aged 15 to 30 years.



**40%**

of youth reported excellent or very good mental health.



## Activities engaged in by youth aged 15 to 30 for their mental or physical health

Communication with friends and family



**93.6%**

Exercise indoors



**66.8%**

Exercise outdoors



**62.3%**

Changing food choices



**39.7%**

Meditation



**22.7%**

## Concerns of youth aged 15 to 30 about the impact of COVID-19

Health of vulnerable people

**86.5%**

Overloading the health system

**85.9%**

Health of the world's population

**65.4%**

Health of the Canadian population

**61.6%**

Health of a household member

**52.0%**

Civil disorder

**47.3%**

Ability to cooperate during crisis

**37.8%**

Ability to cooperate and support one another after the crisis

**36.1%**

Family stress due to confinement

**36.1%**

Maintaining social ties

**34.3%**

My own health

**21.0%**



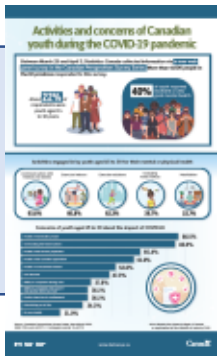
Source: Canadian Perspectives Survey Series, March/April 2020.  
ISBN: 978-0-660-34972-5 | Catalogue number: 11-627-M

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as represented by the Minister of Industry, 2020



[www.statcan.gc.ca](http://www.statcan.gc.ca)

Canada



## Analyzing Infographics

After reading the Infographic, complete the following questions.

1. What is the **purpose** of this infographic? Who might the intended **audience** be?
2. **Think about your learning:** What makes this infographic easy for you to read and understand? Are there aspects that are challenging for you?
3. **You be the teacher:** Write six questions a teacher could ask their students to test their understanding of the material presented in the infographic. Make sure a few questions have an added step (e.g. involve making a math calculation.) Beside each question jot down the answer.
4. Show the infographic to a family member and ask them your questions. How did they do? Give them some feedback to encourage and support their learning.



# All-Star Virtual Field Trip STEM Careers in the NBA



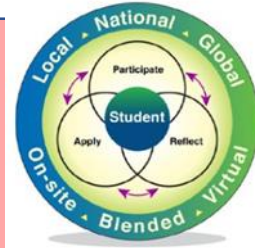
During this virtual field trip activity, you will not only be participating in the learning, but you will be reflecting on what you have learned and applying this learning to your own personal journey.

1. What were some of the STEM careers you learned about in this virtual field trip? Did some of the careers surprise you?
2. What else did you learn that was interesting?
3. How does the learning from this virtual field trip influence the courses you might take in high school and/or a career you might consider in the future?
4. What skills have you already begun to develop that would be helpful in a career you are interested in?
5. What questions do you still have related to what you watched today? How could you go about finding the answers? What support might you need from others?
6. Would you be interested in other virtual field trips? What topics appeal to you?

[Click for  
next page](#)



# All-Star Virtual Field Trip STEM Careers in the NBA



Read the prompts below and think about the answers as they relate to the virtual field trip you experienced.

Choose **one** of the questions to answer in written form in full sentences. Share your answer with a family member.

How is collaboration & teamwork embedded in the various jobs at the NBA? Why is this so important?

Math and the use of data is important for a job with the NBA. Explain giving examples.

Why is technology so important to the NBA? Give examples to help explain.

As a player, health is so important. How do players stay healthy mentally and physically? Can you relate to any of these measures?

We don't always end up in the career we thought we would. How can we prepare for the unknown jobs we may have in the future? What skills and characteristics will be an advantage in any job?



[Click for next page with MATH Connections](#)

# All-Star Virtual Field Trip STEM Careers in the NBA



Experiential  
Learning



Who would have thought that there are so many connections between math and careers in the NBA! See below for a variety of math related tasks!

## Teamwork, Trust and Angles!

Referees depend on each other to make the calls during a basketball game. By using angles and parallel lines they are able to ensure that they can see the majority of the court and referee a fair game.

How are you at estimating angles? Click the following link to see!

<https://nrich.maths.org/1235>



## Digging into Data

Tracking statistics are a key component of professional sports leagues. Try the challenge below to see how you are at organizing and analyzing data!

<https://figurethis.nctm.org/challenges/c20/challenge.htm>



## Healthy Eating

Eating healthy, drinking a lot of water and getting enough sleep are all important aspects of being a professional athlete. Understanding nutrition labels helps athletes ensure that they know what nutrients they are consuming. Check out the following website to see how math and the nutrient content of food are related!

<http://www.chewablemath.com/>



## The Game Plan

The Spectrum Center not only provides a location for the Charlotte Hornets basketball games, but is also the venue of choice for many other events, such as concerts. This means that the stadium has to constantly be changed to accommodate different activities. Try the following activity about perimeter and area!

<https://nrich.maths.org/7534>



[Go to next page for  
more activities](#)



# Estimation 180



How long will it take to *walk* across the basketball court?



	Too Low	Too High	Just Right
Estimate			
Reasoning			

Click [here](http://www.estimate180.com/day-176.html) to see a hint and the answer!

Source: <http://www.estimate180.com/day-176.html>



# Estimation 180



How long will it take to *walk* across the basketball court?

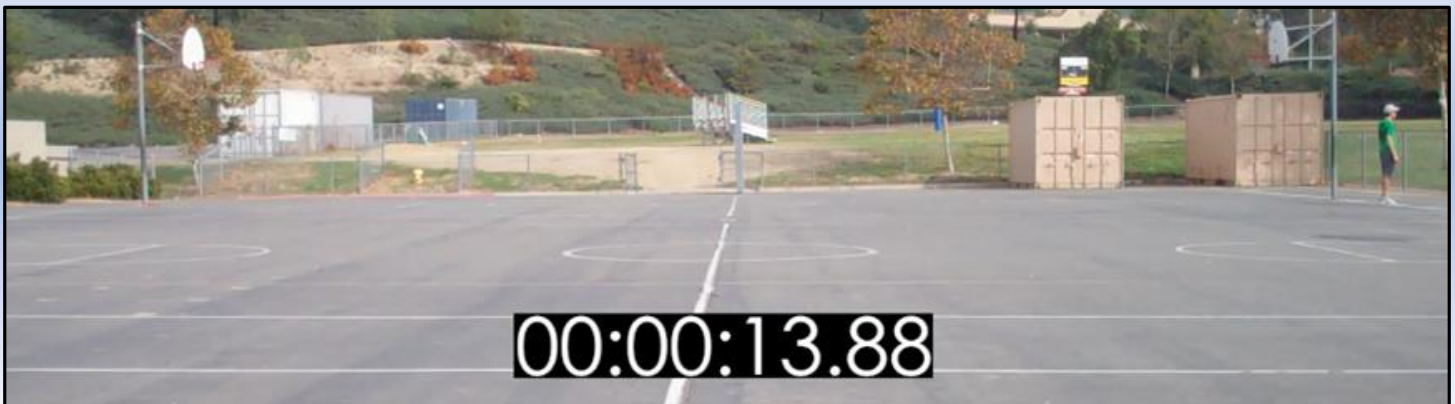
Hint:

The distance of a high school basketball court is 84 feet or 25.6 meters.



Solution:

It takes 13.88 seconds to walk the length of the basketball court. Watch the video solution [here](#).



Click [here](#) to try an extension question.

Source: <http://www.estimated180.com/day-176.html>



# Extension Question:

How long will it take to *walk* the length of an NBA basketball court? A Junior High basketball court?



Image Source: <https://www.cbc.ca/news/canada/toronto/raptors-reveal-new-court-1.3266369>

The dimensions of various basketball courts are as follows:

- NBA and College – 94 feet long and 50 feet wide
- High School – 84 feet long and 50 feet wide
- Junior High – 74 feet long and 42 feet wide

If it takes 13.88 seconds to walk the length of a High School court, estimate how long it would take to walk the length of an NBA and a Junior High basketball court. Show all of your mathematical reasoning.



# Inuit Structure

## Commonly referred to as an Inukshuk

Fill in the first two columns. Then, watch the short, 4 minute video to learn new information and complete the last column with what you learned.

When your chart is completed, do some research on your own to find answers to some of your other questions.

**What I already know...**

**What I want to know...**

**What I learned from the video...**

**Information I learned from my research:**

**Did anything surprise you?**



# FSL – Activity A

- Il a 14 ans et possède une centaine de bêtes. Sa ferme, la Bergelouis, vend toute sa production d'agneaux au prestigieux restaurant Joe Beef de Montréal.
- Regarde le reportage pour en apprendre davantage.



## Activité :

**Choisis une question et donne ton opinion avec au moins 3 raisons pour la supporter. Utilise un organisateur comme celui-ci-dessous et puis discute de ton opinion avec quelqu'un.**

- Est-ce que tu aimerais être un berger / une bergère?
- Est-ce que tu aimerais être un(e) jeune entrepreneur(e)?

MON TEXTE D'OPINION			
Introduction			
Raison #1	Raison #2	Raison #3	
Detail	Detail	Detail	Detail
Example	Example	Example	Example
Conclusion			

**Clique l'organisateur  
pour l'élargir**



# FSL – Activity A

## Continued...



### MON TEXTE D'OPINION

Introduction / Mon opinion

Raison #1

Détails

Exemples

Raison #2

Détails

Exemples

Raison #3

Détails

Exemples

Conclusion

# FSL – Activity B



## Avant de lire



- Sais-tu que la pâte de fruit a été inventée comme conserve de fruits par les Premiers Peuples dans ce pays?
- Pense à ce qu'il y a dans la pâte de fruit. Comment en aurait-on préparé un jour d'été au mois d'août?
- Pense à tous les parents qui incluent de la pâte de fruit dans les repas du midi de nos jours. Pourquoi incluent-ils ceci dans les repas de leurs enfants?
- Que peut-on apprendre de l'approche des peuples autochtones en ce qui a trait aux pratiques saisonnières et durables liées à la nourriture?

Clique sur l'image pour lire les **pages 23-29**. En lisant le reportage, pense à l'idée que toute nourriture est culturelle et que toute culture est liée au territoire et à nos relations avec la terre, la mer, la flore et la faune.

### Un appétit pour la nourriture autochtone

Shantel Tallow possède une entreprise de traiteur en Alberta appelée Ashksyo'p Indigenous Comfort Food. Elle sert de la bannique dorée, fraîchement sortie du four. Elle moud de la viande séchée et des amélanches pour faire du pemmican. Les plats qu'elle prépare sont basés sur la nourriture qu'elle mangeait quand elle était enfant dans la réserve Blood à Stand Off, en Alberta.

« Chez moi, le rire était toujours une médecine, et la nourriture est une grande partie de notre famille », dit-elle. « J'ai appris de mes grands-parents comment faire sécher la viande et de mon arrière-grand-mère, comment faire du pemmican et du popcorn indien [les petits morceaux croustillants qui restent après avoir fait fondre le gras de bœuf ou de bison] et ma tante m'a montré comment faire du pain frit et des tartes. »

La compagnie de M<sup>me</sup> Tallow n'est pas toute seule. Des établissements de restauration autochtone apparaissent de nos jours à travers le Canada. Une nouvelle série télévisée en production, Red Chef Revival, prend trois chefs autochtones d'un peu partout au pays et les envoie à différents endroits

pour apprendre des méthodes traditionnelles locales pour préparer la nourriture.

Certains chefs cuisiniers autochtones s'en tiennent aux mets et aux techniques traditionnels. D'autres combinent des ingrédients traditionnels avec des nouvelles tendances en alimentation. M<sup>me</sup> Tallow dit que la pizza bannique et les tacos indiens sont populaires auprès de ses jeunes diners.

En plus de servir des bons plats, les traditions et l'histoire qui entourent cette nourriture sont souvent partagées.

« La nourriture est un dénominateur commun », dit Art Napoleon, un ancien chef de la Première Nation des Saulteaux, dans le nord de la C.-B., et co-animateur d'une autre série télé, « Moosemeat & Marmalade ».

« Quand on s'assoit autour d'une table, les conversations prennent place. Cela brise les barrières. C'est toujours un acte potentiel de réconciliation, simplement en étant assis autour d'une table et en mangeant ensemble. »

**Traditions alimentaires autochtones**

## Discussion après lecture

1. Explique comment l'environnement naturel alimentait les peuples autochtones avant la colonisation.
2. Comment la colonisation a-t-elle affecté les régimes alimentaires et les systèmes d'alimentation traditionnels des peuples autochtones à travers le Canada?
3. Quels autres impacts l'industrialisation a-t-elle eus sur les régimes alimentaires des peuples autochtones?
4. Que se passe-t-il et que doit-il se passer pour apporter des changements positifs dans les régimes alimentaires des peuples autochtones?
5. Comment les restaurants peuvent-ils faire augmenter l'intérêt pour les plats autochtones et l'appréciation des plats autochtones?



- Dans l'océan, 25% des êtres vivants ont besoin des récifs coralliens. Pourtant, ces écosystèmes n'occupent que 0,1% de l'océan!
- Viens découvrir une partie de leur univers en jouant au jeu de l'Organisation des Nations Unies, créé pour célébrer la Journée internationale de l'environnement, le 5 juin.
- Dans ce jeu interactif, tu voyageras à dos de tortue de mer. Tu découvriras que tous les éléments du récif sont liés entre eux... et un peu à toi aussi!

**Clique sur l'image pour jouer au jeu**



- Regarde la photo de la tortue – on l'appelle la tortue punk!



- Pourquoi penses-tu qu'elle a les cheveux verts? Fais une prédiction.
- Maintenant lis l'article pour apprendre la raison qu'elle a les cheveux verts. Il y a aussi une vidéo de la tortue qui nage!

Article





Prenons une excursion virtuelle en France et en Belgique!

Au cours de cette activité d'excursion virtuelle, tu participeras non seulement à l'apprentissage, mais tu réfléchiras à ce que tu as appris et appliqueras cet apprentissage à ton propre parcours personnel.

## Visitons la France!

Clique pour la région Bretagne.



Clique pour visiter la région Limousin.



## Visitons la Belgique!

Clique pour la région Wallonie-Bruxelles – la communauté française en Belgique.



**Continue l'activité sur la  
prochaine page**



# FSL – Activity D Continued...



Experiential  
Learning



## Participe

1. Quels sont les aspects culturels que tu as appris au cours de cette excursion virtuelle? Certains d'entre eux t'ont-ils surpris?
2. Qu'est-ce que tu as appris qui était intéressant?

## Réfléchis

1. En quoi la vie et la culture au Canada diffèrent-elles ou se comparent-elles à celles de la France et de la Belgique?
2. Si tu devais créer une excursion virtuelle sur la région où tu habites, que mettrais-tu en évidence?
3. Si tu devais résumer ton apprentissage de chaque excursion en quelques phrases, qu'est-ce que tu inclurais?

## Applique

1. Comment l'expérience d'aujourd'hui est-elle liée à ta vie et à tes objectifs futurs?
2. Que veux-tu retenir de cette expérience?
3. Imagine que tu as visité ces régions en France et en Belgique et écris des cartes postales à ta famille et à tes ami(e)s pour leur dire de ce que tu as appris et de tes expériences.

**\*Option d'écrire des courriels, un blogue, un journal intime, ou même de créer des messages oraux au lieu des cartes postales.**



- Ce fut une année scolaire très inhabituelle. En termes de fermeture émotionnelle, c'est important de regarder vers le passé et aussi vers l'avenir.
- Prends le temps de réfléchir à ces deux questions et enregistre tes pensées dans le format avec lequel tu te sens le plus à l'aise (journal intime, discussion avec quelqu'un, etc...).

Quel a été ton  
souvenir le plus positif  
de ta classe cette  
année?

À quoi as-tu le plus  
hâte\* de cet été?  
(\*hâte = être excité(e) pour...)

**BONNES**  
**vacances!**



# Experiential Learning Cycle and the 'Drivers' of EL



The Experiential Learning Cycle is comprised of three necessary phases:

- students **participate** in an experience connected to a community or industry;
- students **reflect** on those experiences to derive meaning; and
- students **apply** their learning to influence their decisions in various aspects of their lives, including education and career/life plans.

## Curriculum:

### Cross-curricular instruction

- Literacy
- Math
- Science
- Health & Physical Education

## Well Being: Including Community and Belonging



Source: Stepping Stones:  
A Resource on Youth Development, p. 17.

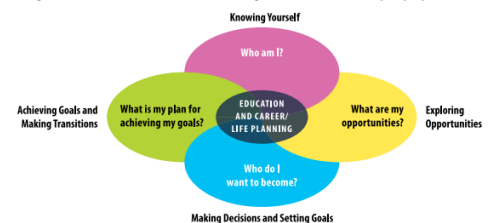
# THE 'DRIVERS' OF EXPERIENTIAL LEARNING

## Global Competencies:

- Critical Thinking and Problem Solving
- Innovation, Creativity, and Entrepreneurship
- Self-Directed Learning
- Collaboration
- Communication
- Citizenship

## Education and Career Life Planning and Pathways Exploration:

Figure 2. Education and Career/Life Planning Framework: A Four-Step Inquiry Process



**The student is an active participant in the experience, not merely an observer of it.** The student creates meaning through a structured reflective process that allows them to develop new skills, new attitudes, and new ways of thinking (Lewis & Williams, 1994). Finally, the student applies the learning by using the newly acquired knowledge and/or skills to inform current and future decisions and actions.

[Continue to next page](#)



## Well-Being: Including Community and Belonging

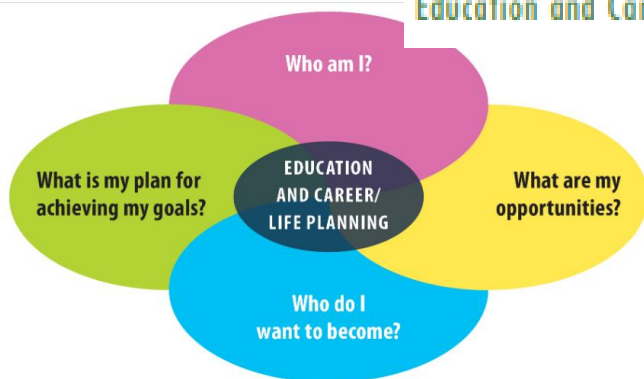
Educators who have an awareness of a student's development take each component into account, with an understanding of and focus on the following elements:

- cognitive development – brain development, processing and reasoning skills, use of strategies for learning
- emotional development – emotional regulation, empathy, motivation
- social development – self-development (self-concept, self-efficacy, self-esteem); identity formation (gender identity, social group identity, spiritual identity); relationships (peer, family, romantic)
- physical development – physical activity, sleep patterns, changes that come with puberty, body image, nutritional requirements

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[Continue to next  
page](#)





**Table 1. Conceptual Framework: Knowledge and Skills in the Four Areas of Learning in Education and Career/Life Planning**

Inquiry Question	Area of Learning (Knowledge and Skills)
<b>Who am I?</b>	<p><b>Knowing Yourself</b></p> <p>To help answer the question "Who am I?", students will:</p> <ul style="list-style-type: none"> <li>Identify the characteristics that describe who they are (e.g., interests, strengths, intelligences, accomplishments, values, and skills, which include the learning skills and work habits evaluated on the provincial report cards and may include the Essential Skills described in the Ontario Skills Passport);</li> <li>Identify factors that have shaped who they are and that are likely to shape who they become over time;</li> <li>Reflect on how these characteristics influence their thoughts and actions, and how those thoughts and actions may in turn affect their development as learners, their relationships, and their education and career/life choices.</li> </ul>
<b>What are my opportunities?</b>	<p><b>Exploring Opportunities</b></p> <p>To help answer the question "What are my opportunities?", students will:</p> <ul style="list-style-type: none"> <li>Explore the concept of "opportunity" and how the choices they make can open pathways for them;</li> <li>Expand awareness of school- and community-based opportunities (e.g., recreational, social, leadership, volunteer, part-time employment) and how these programs/activities help develop skills and relationships;</li> <li>Explore a variety of fields of work, occupations, and careers, and develop awareness of the impact of local and global trends (e.g., demographic, technological, economic, social) on the opportunities available to them;</li> <li>Investigate the preparation required for a variety of school- and community-based opportunities, occupations, and jobs (i.e., acquiring the necessary experience, education/training, and specific skills, including the Essential Skills and work habits documented in the OSP) and how this preparation can be obtained.</li> </ul>
<b>Who do I want to become?</b>	<p><b>Making Decisions and Setting Goals</b></p> <p>To help answer the question "Who do I want to become?", students will:</p> <ul style="list-style-type: none"> <li>Identify the demands, rewards, and other features of the various opportunities they have explored, and reflect on the fit between those features and their personal characteristics;</li> <li>Based on the connections they identify, use a decision-making process to determine personal and interpersonal goals as well as education and career/life goals;</li> <li>Review and revise their goals in light of changes that they recognize in themselves and in the opportunities that are available to them.</li> </ul>
<b>What is my plan for achieving my goals?</b>	<p><b>Achieving Goals and Making Transitions</b></p> <p>To help answer the question "What is my plan for achieving my goals?", students will:</p> <ul style="list-style-type: none"> <li>Create a plan that identifies in detail the steps required to achieve the goals they have set;</li> <li>Identify the resources required to implement their plan;</li> <li>Identify potential obstacles and challenges they may encounter in implementing their plan, and devise possible solutions.</li> </ul>



Grades 1 to 8 Overall Expectations in Language	
ORAL COMMUNICATION	<ol style="list-style-type: none"> <li>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</li> <li>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</li> <li>3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</li> </ol>
READING	<ol style="list-style-type: none"> <li>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</li> <li>2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</li> <li>3. use knowledge of words and cueing systems to read fluently;</li> <li>4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</li> </ol>
WRITING	<ol style="list-style-type: none"> <li>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</li> <li>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</li> <li>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</li> <li>4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.</li> </ol>
MEDIA LITERACY	<ol style="list-style-type: none"> <li>1. demonstrate an understanding of a variety of media texts;</li> <li>2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</li> <li>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</li> <li>4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.</li> </ol>

Grades 1 to 8 Overall Expectations in French as a Second Language - Immersion	
LISTENING	<p>A1. Listening to Understand: determine meaning in a variety of oral French texts, using appropriate listening strategies.</p> <p>A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences.</p> <p>A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>
SPEAKING	<p>B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience.</p> <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes with diverse audiences.</p> <p>B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>
READING	<p>C1. Reading Comprehension: determine meaning in a variety of French texts, using a range of reading comprehension strategies.</p> <p>C2. Purpose, Form, and Style: identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms.</p> <p>C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>
WRITING	<p>D1. Purpose, Audience, and Form: write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively.</p> <p>D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work effectively.</p> <p>D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>