

## Premium Content

Courses and activities can be used to meet your French curriculum expectations. Each course includes interactive activities that require students to demonstrate awareness, comprehension, understanding and metacognition, and can be adapted to fit the model of all provincial, state and country curriculum expectations.

## XpressLab Premium Content Levels

XpressLab assigns a Level to each Premium Content course. Levels are designed to assist French teachers in selecting the resources that best meet the needs of their French students. Each Premium Content Level corresponds to suggested grade levels, programs (ex. Core, Immersion, Extended, etc.), CEFR Levels and ACTFL proficiency levels. Our assigned Levels are intended as a guideline. The activities within each Premium Content course are not exclusive to the assigned level.

### Level 1

#### I Am Beginning - Beginning Learner at:

- CEFR Level A1
- Core French Grades 4-6
- French Immersion Grades K-2
- Extended French Grades 4-5
- USA French I
- USA ACTFL Proficiency Level Novice
- UK Years 3-5

### Level 2

#### I Am Learning - Beginning to Independent Learner at:

- CEFR Level A1-A2
- Core French Grades 6-8
- French Immersion Grades 3-5
- Extended French Grades 5-7
- USA French II
- USA ACTFL Proficiency Level Novice - Intermediate
- UK Years 7-9

### Level 3

#### I Am Understanding - Independent Learner at:

- CEFR Level A2-B1
- Core French Grades 8-10
- French Immersion Grades 6-8
- Extended French Grades 8-10
- USA French III
- USA ACTFL Proficiency Level Intermediate
- UK Years 7-9

### Level 4

#### I Am Mastering - Independent Learner at:

- CEFR Level B1-B2
- Core French Grades 10-12
- French Immersion Grades 9-12
- Extended French Grades 11-12
- USA French IV
- USA ACTFL Proficiency Level Intermediate-Superior
- UK Years 9-13

## Overall Expectations

XpressLab provides French teachers with universal expectations and compatible regional expectation guides that cover the four proficiency strands of listening, speaking, reading and writing. French teachers may use these overall expectations as learning goals, aims, and “I can” statements that suit the needs of their specific regional French curriculum and for their students’ goals towards improving French proficiency in all four areas.

Overall Expectations	Compatible Specific Expectations from the Ontario Elementary French Curriculum	Compatible Curriculum Expectations
<p><b>L1: Listening to Know</b></p> <p>Listening to build and demonstrate understanding of vocabulary and expressions from a variety of oral sources.</p>	<p><b>A1.1 Using Listening Comprehension Strategies:</b> Identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts</p> <p><b>A1.3 Listening for Meaning:</b> Demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support</p> <p><b>A1.4 Responding to and Evaluating Media Texts:</b> Express in verbal and nonverbal ways thoughts and opinions of messages and how they are presented in oral media texts about familiar, everyday topics, with support and guidance as appropriate</p>	<p><b>Ontario Elementary:</b> A1.1, A1.3, A1.4</p> <p><b>Ontario Secondary:</b> A1.1, A1.2, A1.3</p> <p><b>USA ACTFL Standards:</b> 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1</p> <p><b>Alberta General Outcomes:</b> Communication, Language, Culture and Language Learning Strategies</p> <p><b>British Columbia Core Competencies:</b> Communication and Thinking</p> <p><b>DELF:</b> Compréhension de l’oral</p>
<p><b>L2: Listening to Show</b></p> <p>Listening to interpret and demonstrate comprehension of a variety of media and message interactions on new and previously learned topics to make accurate distinctions and show progress towards proficiency.</p>	<p><b>A1.1 Using Listening Comprehension Strategies:</b> Identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts</p> <p><b>A1.2 Understanding Purposes for Listening:</b> Demonstrate an understanding of the purpose for listening in a variety of situations</p> <p><b>A1.3 Listening for Meaning:</b> Demonstrate an understanding of the intent and meaning of oral French texts containing familiar words and expressions and dealing with everyday topics, with contextual and visual support</p> <p><b>A1.4 Responding to and Evaluating Media Texts:</b> Express in verbal and nonverbal ways thoughts and opinions of messages and how they are presented in oral media texts about familiar, everyday topics, with support and guidance as appropriate</p> <p><b>A2.1 Using Interactive Listening Strategies:</b> Identify and use interactive listening strategies to suit the situation while participating in a variety of structured and guided social and academic interactions about familiar, everyday topics</p> <p><b>A2.2 Interacting:</b> Respond with understanding to what others say while participating in interactions about familiar, everyday topics</p> <p><b>A2.3 Metacognition: (a)</b> Describe strategies they found helpful before, during, and after listening; <b>(b)</b> Identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills</p>	<p><b>Ontario Elementary:</b> A1.1-A1.4, A2.1-A2.3</p> <p><b>Ontario Secondary:</b> A1.1-A1.3, A2.1-A2.3</p> <p><b>USA ACTFL Standards:</b> 1.2, 4.1, 5.1</p> <p><b>Alberta General Outcomes:</b> Communication, Language, Culture and Language Learning Strategies</p> <p><b>British Columbia Core Competencies:</b> Communication, Thinking, Personal &amp; Social</p> <p><b>DELF:</b> Compréhension de l’oral, Interaction orale</p>

Overall Expectations	Compatible Specific Expectations from the Ontario Elementary French Curriculum	Compatible Curriculum Expectations
<p><b>L3: Listening to Grow</b></p> <p>Listening to demonstrate a deeper understanding of various language conventions and aspects of French culture found in a variety of media and messages on new and previously learned topics.</p>	<p><b>A1.1 Using Listening Comprehension Strategies:</b> Identify a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand a variety of oral French texts</p> <p><b>A1.2 Understanding Purposes for Listening:</b> Demonstrate an understanding of the purpose for listening in a variety of situations</p> <p><b>A3.1 Intercultural Awareness:</b> Using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities</p> <p><b>A3.2 Awareness of Sociolinguistic Conventions:</b> Using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities</p>	<p><b>Ontario Elementary:</b> A1.1, A1.2, A3.1, A3.2</p> <p><b>Ontario Secondary:</b> A1.1-A1.3, A2.1, A2.2, A3.1, A3.2</p> <p><b>USA ACTFL Standards:</b> 1.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2</p> <p><b>Alberta General Outcomes:</b> Communication, Language, Culture and Language Learning Strategies</p> <p><b>British Columbia Core Competencies:</b> Communication, Thinking, Personal &amp; Social</p> <p><b>DELF:</b> Compréhension de l’oral, Interaction orale</p>
<p><b>S1: Speaking to Perfect</b></p> <p>Speaking for measured improvement towards proficiency. Includes focus on pronunciation, intonation, rhythm, and pacing for the goal of improved spontaneous use of oral language.</p>	<p><b>B1.1 Using Oral Communication Strategies:</b> Identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences</p> <p><b>B1.2 Producing Oral Communications:</b> Produce rehearsed and increasingly spontaneous messages in French to communicate ideas and information about matters of personal interest, with contextual, auditory, and visual support</p> <p><b>B1.3 Speaking with Fluency:</b> Speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about a range of familiar topics</p>	<p><b>Ontario Elementary:</b> B1.1-B1.3</p> <p><b>Ontario Secondary:</b> B1.1-B1.5, B2.1-B2.3</p> <p><b>USA ACTFL Standards:</b> 1.1, 1.3, 3.1, 5.1</p> <p><b>Alberta General Outcomes:</b> Communication, Language, Culture and Language Learning Strategies</p> <p><b>British Columbia Core Competencies:</b> Communication, Thinking, Personal &amp; Social</p> <p><b>DELF:</b> Production orale, Compréhension de l’oral, Interaction orale</p>
<p><b>S2: Speaking to Connect</b></p> <p>Speaking to improve oral interaction with a wide variety of audiences in multiple situations. Show ability to naturally exchange opinions, feelings, thoughts and actions.</p>	<p><b>B1.1 Using Oral Communication Strategies:</b> Identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences</p> <p><b>B1.2 Producing Oral Communications:</b> Produce rehearsed and increasingly spontaneous messages in French to communicate ideas and information about matters of personal interest, with contextual, auditory, and visual support</p> <p><b>B1.3 Speaking with Fluency:</b> Speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about a range of familiar topics</p> <p><b>B2.1 Using Speaking Interaction Strategies:</b> Demonstrate an understanding of appropriate speaking behavior in a variety of situations</p>	<p><b>Ontario Elementary:</b> B1.1-B1.3, B2.1-B2.3</p> <p><b>Ontario Secondary:</b> B1.1-B1.5, B2.1-B2.3</p> <p><b>USA ACTFL Standards:</b> 1.1, 1.3, 3.1, 5.1</p> <p><b>Alberta General Outcomes:</b> Communication, Language, Culture and Language Learning Strategies</p> <p><b>British Columbia Core Competencies:</b> Communication, Thinking, Personal &amp; Social</p> <p><b>DELF:</b> Production orale, Compréhension de l’oral, Interaction orale</p>

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	<p><b>B2.2 Interacting:</b> Exchange information and ideas with the teacher and their peers in guided, increasingly spontaneous spoken interactions about matters of personal interest, with teacher modelling and support as appropriate</p> <p><b>B2.3 Metacognition: (a)</b> Describe, with teacher and peers, strategies found helpful before, during, and after speaking to communicate effectively; <b>(b)</b> Identify areas of greater and lesser strength as speakers; plan steps to improve their speaking skills</p>	
<p><b>S3: Speaking to Reflect</b></p> <p>Oral practice to demonstrate a more complex level of understanding of vocabulary and expressions; applying a variety of conventions for different audiences while showing awareness of social context and culture.</p>	<p><b>B1.1 Using Oral Communication Strategies:</b> Identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences</p> <p><b>B1.2 Producing Oral Communications:</b> Produce rehearsed and increasingly spontaneous messages in French to communicate ideas and information about matters of personal interest, with contextual, auditory, and visual support</p> <p><b>B1.3 Speaking with Fluency:</b> Speak with a smooth pace, appropriate intonation, and accurate pronunciation in rehearsed communications about a range of familiar topics</p> <p><b>B3.1 Intercultural Awareness:</b> Communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la Francophonie and the world, and make connections to personal experiences and their own and other communities</p> <p><b>B3.2 Awareness of Sociolinguistic Conventions:</b> Identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions</p>	<p><b>Ontario Elementary:</b> B1.1-B1.3, B2.1-B2.3, B3.1, B3.2</p> <p><b>Ontario Secondary:</b> B1.1-B1.5, B2.1-B2.3, B3.1, B3.2</p> <p><b>USA ACTFL Standards:</b> 1.1, 3.1, 3.2, 4.1, 5.1, 5.2</p> <p><b>Alberta General Outcomes:</b> Communication, Language, Culture and Language Learning Strategies</p> <p><b>British Columbia Core Competencies:</b> Communication, Thinking, Personal &amp; Social</p> <p><b>DELF:</b> Production orale, Compréhension de l'oral, Interaction orale</p>
<p><b>R1: Reading to Know</b></p> <p>Reading to build and demonstrate understanding of vocabulary and expressions from a variety of text and media sources.</p>	<p><b>C1.1 Using Reading Comprehension Strategies:</b> Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modeled, shared, guided, and independent reading contexts</p> <p><b>C1.2 Reading for Meaning:</b> Demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modeling</p> <p><b>C1.4 Developing Vocabulary:</b> Use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words</p>	<p><b>Ontario Elementary:</b> C1.1, C1.2, C1.4</p> <p><b>Ontario Secondary:</b> C1.1, C1.2, C1.4, C1.5</p> <p><b>USA ACTFL Standards:</b> 1.2, 1.3, 2.1, 2.2</p> <p><b>Alberta General Outcomes:</b> Communication and Language</p> <p><b>British Columbia Core Competencies:</b> Communication and Thinking</p> <p><b>DELF:</b> Compréhension des écrits, Production écrite</p>

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<p><b>R2: Reading to Show</b></p> <p>Reading to interpret and demonstrate comprehension of a variety of media and message interactions on new and previously learned topics to make accurate distinctions and show progress towards proficiency.</p>	<p><b>C1.1 Using Reading Comprehension Strategies:</b> Identify a variety of reading comprehension strategies and use them before, during, and after reading to understand texts in modeled, shared, guided, and independent reading contexts</p> <p><b>C1.2 Reading for Meaning:</b> Demonstrate an understanding of a variety of French texts containing visuals and familiar names, words, and expressions, with teacher modeling</p> <p><b>C1.3 Reading with Fluency:</b> Read a variety of texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text</p> <p><b>C1.4 Developing Vocabulary:</b> Use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words</p> <p><b>C2.1 Purposes of Text Forms:</b> Identify the purpose(s) of a variety of text forms, including fictional, informational, graphic, and media forms</p> <p><b>C2.2 Characteristics of Text Forms:</b> Identify characteristics and/or stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms</p> <p><b>C2.3 Metacognition: (a)</b> Describe, in conversation with teacher &amp; peers, strategies found helpful before, during, and after reading to understand texts; <b>(b)</b> Identify areas of greater and lesser strength as readers, plan steps to be taken to improve skills</p>	<p><b>Ontario Elementary:</b> C1.1-C1.3, C2.1-C2.3</p> <p><b>Ontario Secondary:</b> C1.1-C1.5, C2.1-C.2.3</p> <p><b>USA ACTFL Standards:</b> 1.2, 1.3, 2.1, 2.2, 5.1</p> <p><b>Alberta General Outcomes:</b> Communication, Language, Culture and Language Learning Strategies</p> <p><b>British Columbia Core Competencies:</b> Communication, Thinking, Personal &amp; Social</p> <p><b>DELFL:</b> Compréhension des écrits, Production écrite, Interaction écrite</p>
<p><b>R3: Reading to Grow</b></p> <p>Reading to demonstrate a deeper understanding of various language conventions and cultural differences found in a variety of media and messages on new and previously learned topics.</p>	<p><b>C3.1 Intercultural Awareness:</b> Using information from a variety of French texts, identify French-speaking communities worldwide, learning about aspects of cultures, and make connections to personal experiences and their own and other communities</p> <p><b>C3.2 Awareness of Sociolinguistic Conventions:</b> Identify, in age- and grade-appropriate French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities</p>	<p><b>Ontario Elementary:</b> C2.2-C1.14, C2.1-C2.3, C3.1, C3.2</p> <p><b>Ontario Secondary:</b> C1.1-C1.5, C2.1-C2.3, C3.1, C3.2</p> <p><b>USA ACTFL Standards:</b> 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1</p> <p><b>Alberta General Outcomes:</b> Communication, Language, Culture and Language Learning Strategies</p> <p><b>British Columbia Core Competencies:</b> Communication, Thinking, Personal &amp; Social</p> <p><b>DELFL:</b> Compréhension des écrits, Production écrite, Interaction écrite</p>

Overall Expectations	Compatible Specific Expectations from the Ontario Elementary French Curriculum	Compatible Curriculum Expectations
<p><b>W1: Writing to Know</b></p> <p>Writing to practice and to demonstrate understanding of vocabulary and expressions; applying a variety of conventions for different audiences.</p>	<p><b>D1.1 Identifying Purpose and Audience:</b> Determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create</p> <p><b>D1.2 Writing in a Variety of Forms:</b> Write a variety of grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form</p> <p><b>D1.3 Applying Language Conventions:</b> Communicate meaning clearly, using proper parts of speech, conventions for correct spelling, word order, and punctuation</p>	<p><b>Ontario Elementary:</b> D1.1, D1.2, D1.3  <b>Ontario Secondary:</b> D1.1, D1.2, D1.4  <b>USA ACTFL Standards:</b> 1.3, 4.1, 5.1  <b>Alberta General Outcomes:</b>            Communication, Language, Culture and Language Learning Strategies  <b>British Columbia Core Competencies:</b>            Communication, Thinking, Personal &amp; Social  <b>DELFL:</b> Production écrite, Compréhension des écrits, Interaction écrite</p>
<p><b>W2: Writing to Show</b></p> <p>Writing to practice and to demonstrate understanding of vocabulary and expressions; applying a variety of conventions for different audiences. Show ability to naturally exchange opinions, feelings, thoughts and actions.</p>	<p><b>D1.3 Applying Language Conventions:</b> Communicate meaning clearly, using proper parts of speech, conventions for correct spelling, word order, and punctuation</p> <p><b>D2.1 Generating, Developing, and Organizing Content:</b> Generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources</p> <p><b>D2.2 Drafting and Revising:</b> Plan and produce drafts and revise their writing, using a variety of teacher-directed and independent strategies</p> <p><b>D2.3 Producing Finished Work:</b> Make improvements to enhance the clarity and readability of their written work, and use a few elements of effective presentation to produce a polished product for publication</p> <p><b>D2.4 Metacognition: (a)</b> Describe, in conversation with the teacher and their peers, some strategies they found helpful before, during, and after writing; <b>(b)</b> Identify areas of greater and lesser strength as writers, and plan steps to improve writing skills while tracking progress</p>	<p><b>Ontario Elementary:</b> D1.1-D1.3, D2.1-D2.4  <b>Ontario Secondary:</b> D1.1-D1.4, D2.1-D2.4  <b>USA ACTFL Standards:</b> 1.3, 3.1, 5.1  <b>Alberta General Outcomes:</b>            Communication, Language, Culture and Language Learning Strategies  <b>British Columbia Core Competencies:</b>            Communication, Thinking, Personal &amp; Social  <b>DELFL:</b> Production écrite, Compréhension des écrits, Interaction écrite</p>
<p><b>W3: Writing to Grow</b></p> <p>Writing to demonstrate a more complex level of understanding of vocabulary and expressions; applying a variety of conventions for different audiences while showing evidence of reflection and awareness of social context and culture.</p>	<p><b>D1.1 Identifying Purpose and Audience:</b> Determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create</p> <p><b>D1.2 Writing in a Variety of Forms:</b> Write a variety of grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form</p> <p><b>D1.3 Applying Language Conventions:</b> Communicate meaning clearly, using proper parts of speech, conventions for correct spelling, word order, and punctuation</p> <p><b>D3.1 Intercultural Awareness:</b> In their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la Francophonie and the world, and make connections to personal experiences and their own and other communities</p>	<p><b>Ontario Elementary:</b> D1.1-D1.3, D2.1-D2.4  <b>Ontario Secondary:</b> D1.1-D1.4, D2.1-D2.4  <b>USA ACTFL Standards:</b> 1.3, 3.1, 5.1  <b>Alberta General Outcomes:</b>            Communication, Language, Culture and Language Learning Strategies  <b>British Columbia Core Competencies:</b>            Communication, Thinking, Personal &amp; Social  <b>DELFL:</b> Production écrite, Compréhension des écrits, Interaction écrite</p>

<b>Overall Expectations</b>	<b>Compatible Specific Expectations from the Ontario Elementary French Curriculum</b>	<b>Compatible Curriculum Expectations</b>
	<b>D3.2 Awareness of Sociolinguistic Conventions:</b> Identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in their written work	