Intermediate Core French (Grade 9 to Grade 10)
French as a Second Language
Strands & Expectations in the Ontario Curriculum

Note to user: This concept map is designed to help pre-service and in-service teachers develop a research strategy to locate library materials relevant to their daily lessons. It should not be used in place of the Ontario curriculum. Please visit the Ontario Ministry of Education website – www.edu.gov.on.ca – to access the Ontario curriculum online.

Grade 9 (ages 14-15)

Academic

Listening

A1. Listening to Understand. By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., activate prior knowledge; preview a list of words to listen for; use context and background knowledge to make inferences while listening; take notes while listening to help them recall the information later; use a graphic organizer to help them organize ideas after listening to a text)

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts about new and familiar topics, with contextual and visual support (e.g., identify essential information from recorded messages, songs, audio webcasts, and live presentations; deduce the subjects being taught after hearing excerpts from lessons that include unfamiliar vocabulary; extract key points from an oral text about an environmental issue; compare the information or ideas in two oral texts on the same topic; listen to a dialogue set in an airport and use the context to help them determine the meaning of new words; trace the route to a location in their community while listening to directions; paraphrase an oral text)
A2. Listening to Interact. By the end of this course, students will:

A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in structured and guided social and academic interactions (e.g., use culturally appropriate body language and eye contact when listening during a discussion; take turns speaking and avoid interrupting others during an informal discussion or debate; clarify and confirm the messages in a presentation by commenting and asking questions afterwards; express interest during a discussion with peers; use think-pair-share sessions to discuss new topics with a peer; respond to directions by action, writing a note, or drawing on a map)

A2.2 Interacting: respond with understanding to what others say while participating in a variety of structured and guided interactions about new and familiar topics, in formal and informal situations (e.g., formulate questions in response to a peer’s statements about personal information, interests, and/or experiences; participate in paired and small-group conversations on familiar topics, such as healthy eating or environmental issues in their community; respond to statements and questions of others during a role play; share with a partner feelings evoked when listening to a multimedia text; provide constructive feedback during a peer conference)

A2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., identify practices that helped them to understand and allowed them to interact more effectively during a discussion; determine next steps after assessing the effectiveness of the listening strategies they use most often)

A3. Intercultural Understanding. By the end of this course, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to commercials promoting the same product in different
Frenchspeaking communities in Africa or Asia, and identify specific differences; listen to various media clips describing family habits or teens’ hopes and dreams, issues, and concerns in a French-speaking region, and draw comparisons with their own families; listen to music that would be heard at cultural festivals in French-speaking Africa or Asia, and compare it to the music played at a festival in their own community)

A3.2  Awareness of Sociolinguistic Conventions: 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* (e.g., identify variations in pronunciation and dialect; determine the context based on the speaker’s use of formal or informal language registers; describe the messages conveyed by the language used in relation to gender in popular music; identify politeness conventions and forms of impoliteness; manage situations of intercultural misunderstandings and conflict; listen for and identify examples of borrowed words used in different French-speaking communities)

Speaking

B1. Speaking to Communicate. By the end of this course, students will:

B1.1  Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., identify and clarify the purpose for speaking; record, listen to, and make adjustments to a presentation before sharing it in a large group; use appropriate intonation; repeat or paraphrase ideas to assist peers’ understanding; when planning a presentation, create an outline of the main ideas and supporting details associated with their topic; compile and refer to a personal lexicon of expressions and phrases that can be helpful in a variety of situations; introduce the subject matter to the audience at the outset of a talk, and summarize the essential points at the end)

B1.2  Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about matters of personal interest and familiar and academic topics, with contextual, auditory, and visual support as appropriate (e.g., critique a graphic novel, film, or video
game; express ideas and opinions about current events and issues; express needs in
everyday situations; speak about their interests and activities in school, their future
plans, and/or their personal interests and pastimes outside of school)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation,
and accurate pronunciation in prepared communications about a range of familiar
topics (e.g., accurately pronounce known vocabulary when discussing personal
interests; deliver a prepared and peer assisted oral presentation at a smooth pace
with appropriate phrasing and emphasis; reduce hesitations while participating in a
group discussion about a researched topic; recite a piece of writing aloud, pausing
as indicated by the punctuation)

B1.4 Applying Language Structures: communicate their meaning clearly, using
parts of speech and word order appropriately (e.g., describe daily activities using
appropriate verbs and time indicators and specify the time of the day; participate in
informal discussions with peers about needs and wants; make a presentation using
the five Ws about personal interests or familiar topics; role-play an interaction
between a teacher and a student in a discussion about a problem, such as
absenteeism, tardiness, or lateness of assignments)

B2. Speaking to Interact. By the end of this course, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of
appropriate speaking behavior when interacting with others in a variety of
structured, guided, formal, and informal situations (e.g., provide meaningful
feedback in response to a peer’s presentation; encourage others during group
discussions; bridge gaps in spoken communication with basic clarification and
repair strategies, such as stopping and going back to clarify, or restating
differently; use non-verbal cues, such as facial expressions and gestures, to
highlight important ideas in their conversations; respond constructively to their
partner’s ideas and questions in think-pair-share sessions)

B2.2 Interacting: exchange information, ideas, and opinions with the teacher and
their peers in structured and guided spoken interactions about matters of personal
interest and academic topics, with teacher modelling as appropriate (e.g., respond
to the ideas and opinions of others in a conversation; role-play a situation where
negotiation is required; respond to and formulate questions about familiar topics;
participate in a discussion about family traditions)
B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., make and record revisions to the form and content of speech using feedback from peers and the teacher).

B3. Intercultural Understanding. By the end of this course, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Africa and Asia, 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 (e.g., talk about cultural events in French-speaking Africa and their importance to the local community; describe countries of origin of classmates and public personalities and use that information to trace how many may have French-speaking roots; prepare a presentation on various factors that affect a particular French-speaking region in Africa or Asia, such as historical events, climate, geography, the economy, and significant individuals; share with peers the similarities and differences between their own community and one presented in a French film or video).

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in spoken interactions (e.g., contrast the appropriate uses of certain expressions of formality or politeness, such as “je veux” vs “je voudrais”; offer and respond to greetings, invitations, compliments, and apologies).

Reading

C1. Reading Comprehension. By the end of this course, students will:

C1.1 Using Reading Comprehension Strategies: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., skim through the first few sentences, paragraphs, or pages to
activate prior learning and determine the main idea; make predictions before reading and ask questions during and after reading to test the accuracy of those predictions; make connections to other texts or to personal experiences; examine illustrations, pictures, and diagrams in the text to enhance their understanding of its main points; identify important facts and key details; make sketches to help them visualize the action in a scene; after a shared reading activity in a small group, use placemat activities to determine the major themes of the text; extract information from titles, subtitles, headings, and sidebars in a non-fiction text)

C1.2  Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts about academic and personally relevant topics (e.g., record key information and supporting details from brochures or posters; dramatize key events in a text about current events or a social or environmental issue; create an illustration depicting the main conflict in a short story or novel; summarize the opinions and evidence that a newspaper column offers to support its points about recycling electronic devices; retell a scene or chapter from an alternative point of view; compare the experiences of a character in a story to their own experiences or to the experiences of a character in a different story; plan and budget for a trip using a bus or train schedule)

C1.3  Reading with Fluency: read a variety of French 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 (e.g., read aloud with suitable emphasis and phrasing to dramatize a text for an audience; read a statement on a current event to peers, varying expression to reinforce meaning and using intonation in keeping with the punctuation)

C1.4  Developing Vocabulary: 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 and expressions (e.g., identify familiar words used in new contexts and explain their meaning; identify slang expressions and jargon, and research their meaning; identify words borrowed from other languages; use words in context to demonstrate their meaning; construct a word web listing the personality traits of a character; use understanding of context and parts of speech to deduce the meaning of unfamiliar words and expressions; use knowledge of roots, prefixes, and suffixes to help them determine the meaning of unfamiliar words; use French–English dictionaries to confirm the meaning of unfamiliar vocabulary)
C2. Purpose, Form, and Style. By the end of this course, students will:

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., the episodic plot of an adventure story creates suspense; links in a website lead the reader to related information)

C2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., dialogue and descriptive words help a reader visualize characters in a narrative text; descriptive language and metaphors in song lyrics, short stories, and novels add vividness and evoke an emotional response; boldface type and colours emphasize key words in an advertisement; titles and subtitles are used to organize information in an article or a report)

C2.3 Metacognition: (a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., keep a reading log and use it to analyze their reading trends; set goals to expand the variety of texts read; plan to incorporate newly acquired vocabulary in spoken and written contexts)

C3. Intercultural Understanding. By the end of this course, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify Frenchspeaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., conduct research to identify and describe significant landmarks in various French-speaking places in Africa and Asia; read travel brochures or information from websites about different French-speaking African or Asian regions and create a multimedia presentation on the cultural highlights of these regions; read a menu from a Moroccan or Lebanese restaurant to determine
the extent to which the main dishes reflect the agriculture in the country that inspired the restaurant)

C3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., read a blog from someone in a French-speaking region to identify local colloquialisms; extract regional vocabulary from two children’s stories from different regions depicting a cultural celebration; read song lyrics by French-speaking artists to identify expressions specific to different regions)

Writing

D1. Purpose, Audience, and Form. By the end of this course, students will:

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (e.g., to record personal opinions and feelings in a journal entry; to inform others of the key ideas from a magazine or story in a blog; to compose a survey to find out about people’s habits and routines related to environmental concerns such as recycling; to produce a brochure explaining a new [real or imaginary] innovative technology; to create a poster to promote an event in the community; to describe a significant Canadian personality or historical event in a guide for newcomers to Canada; to compose song lyrics with a particular message)

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of the basic structural and stylistic elements of each form (e.g., a biography of an important Canadian historical figure, such as an individual from a First Nation, Métis, or Inuit community; a critique of a work by their favorite artist; an analysis of information presented in a graph or chart in a report; a letter to the editor using persuasive language to convince adults to increase their environmental awareness; an email message inquiring about student loans for summer venture projects)

D1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word
order, and punctuation (e.g., describe daily routines using common reflexive verbs; write a diary entry including verbs conjugated with “être” in the past tense; create effective compound sentences using conjunctions in a personal blog entry; make suggestions that promote diversity and inclusion in the school community using the impératif; provide instructions related to a personal hobby in a how-to manual or poster using the impératif and/or infinitif; describe favourite and familiar activities, people, places, and things in an autobiography using a variety of adjectives; express opinions in a comic strip about a social issue using a variety of positive and negative question forms; offer advice and make recommendations in an email or in a dialogue using pronouns to avoid repetition; express likes and dislikes using verbs of emotion)

D2. The Writing Process. By the end of this course, students will:

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., use guiding questions to identify the purpose and audience before writing; use graphic organizers to help them structure ideas; conduct background reading to expand their knowledge of a topic; sort ideas into logical order for an informational paragraph; record information in their own words or using images; pose questions to guide research; gather supporting information, ideas, and opinions from print and electronic sources; assess the accuracy and relevance of information and the reliability of sources)

D2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., use an editing checklist; reread their writing to determine where it might be necessary to add and reorder information to improve organization and clarify the message; discuss word choices during peer and teacher conferences and use feedback to help them improve precision; use words from a class word wall or personal lexicon; ensure the appropriate placement of words in a sentence)

D2.3 Producing Finished Work: 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 (e.g., ensure the images and words on a cover page support the message of the text; label diagrams, illustrations, and photographs appropriately)
D2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., use exit passes to reflect on the writing they have just completed; review their past work for commonly used expressions and plan to vary word choice)

D3. Intercultural Understanding. By the end of this course, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about Frenchspeaking communities in Africa and Asia, 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 (e.g., write an online encyclopedia article or blog entry summarizing interesting and important facts about a French-speaking African or Asian community; write a letter to an imaginary or real friend in Laos, Senegal, or Egypt asking questions about tourist destinations)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in their written work (e.g., create a comic strip using popular expressions particular to youth from a specific French-speaking region; create a picture book to explain the meanings of popular expressions to younger students; write notes to a friend and to a job interviewer or the school principal, adjusting the level of formality accordingly)

Grade 9 (ages 14-15)
Applied
Listening
A1. Listening to Understand. By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., clarify the purpose for listening; before listening to a text, make predictions based on the topic and illustrations provided; listen to a text multiple times to monitor and repair comprehension; make connections to background knowledge and personal experiences; identify cognates and familiar words; focus on the main idea, key information, and supporting details while listening to a text; record notes while listening to help them summarize information afterwards)

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts about new and familiar topics, with contextual and visual support (e.g., extract key ideas and new vocabulary from recorded messages, songs, or audio webcasts; identify relevant information in an oral description related to personal interests; identify common phrases in dialogues; follow oral instructions to perform a sequence of tasks; restate the principal message of an audio text in their own words; dramatize the events described in a text after listening; listen to a dialogue set in a restaurant and use the context to help them determine the meaning of new words; write down on an exit ticket three things they learned during a presentation; transform the information into a new form, such as a poster, brochure, or electronic text, to confirm understanding of the message)

A2. Listening to Interact By the end of this course, students will:

A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in structured and guided social interactions and interactions about everyday matters (e.g., demonstrate an understanding of when to speak and when to listen; during a dialogue with a peer, paraphrase statements made by their partner and verify the accuracy of the paraphrase with him or her; clarify and confirm the messages in a presentation by commenting and asking questions afterwards; create a mental image of a message to make its meaning more vivid; repeat key information to express understanding of the oral text, in paired and small-group sessions; during a conversation, focus on
tone of voice, intonation, facial expression, body language, and cognates to help them understand what others are saying)

A2.2 Interacting: respond with understanding to what others say while participating in a variety of structured and guided interactions about new and familiar topics, in formal and informal situations (e.g., make plans for the weekend with friends; participate in paired and small-group conversations on familiar topics, such as recycling or eating habits; in a small group, discuss what items are found in their favorite stores, as well as other reasons for liking these stores; listen to a peer’s description of his or her family and ask questions to get to know them better; in pairs, discuss where to find a better price for a product)

A2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., describe which listening strategies helped them contribute to a group discussion)

A3. Intercultural Understanding. By the end of this course, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to accounts of seasonal and/or holiday traditions in various French-speaking communities in Africa or Asia and relate them to their own; listen to songs from a particular French-speaking community and determine how the lyrics and elements of music, such as rhythm, tempo, and beat, are used to communicate a message)

A3.2 Awareness of Sociolinguistic Conventions: 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* (e.g., identify variations in pronunciation and dialect; introduce themselves in a variety of situations; describe the messages conveyed by the language used in relation to gender in popular music; identify different expressions of rejection, both positive [e.g., “C’est genial”] and negative [e.g., “Pas questions!”]; listen to identify different ways to express gratitude; listen for and
identify examples of borrowed words and anglicisms used in different French-speaking communities, such as “le shopping”, “le parking”, “le week-end”)

Speaking

B1. Speaking to Communicate. By the end of this course, students will:

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., allocate time to planning, mapping out, and practicing a presentation; practice in front of a mirror to gain confidence before a presentation; rehearse a presentation with a partner before sharing it in a large group; use visuals to supplement and enhance a presentation; use gestures, body language, and facial expressions while speaking; repeat or paraphrase ideas to assist peers’ understanding; use a variety of sentence structures to enhance the flow between ideas; take into consideration what classmates know about the topic when planning a presentation)

B1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate (e.g., use supporting ideas to add detail to messages; provide straightforward explanations using clear and uncomplicated statements; describe themselves, their home, and their community; express needs in everyday situations; speak about their interests and activities in school, their future plans, and/or their personal interests and pastimes outside of school; compare a scene from the original version of a movie to its remake using a teacher-generated template; report on the results of a newspaper or menu scavenger hunt in which students locate English words also used in French – “mots apparentés” – such as “à la carte”, “à la mode”, “à propos”, “déjà vu”, “vis-à-vis”, “art nouveau”, “bon voyage”, “chauffeur”)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared communications about a range of familiar topics (e.g., use pauses appropriately to accentuate personal preferences when
describing food or music choices; raise pitch at the end of a sentence to ask a question; participate in a reader’s theatre)

B1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., describe daily activities and their personal interests, using commonly used verbs and time indicators; discuss their favorite movie or video games with peers, using “aller” and the construction “aimer faire”; make a presentation using the five Ws on a familiar topic; role-play an interaction between a customer and manager in a department store in which the customer expresses dissatisfaction with a product)

B2. Speaking to Interact. By the end of this course, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behavior when interacting with others in a variety of structured, guided, formal, and informal situations (e.g., provide meaningful feedback in response to a peer’s presentation; establish and follow rules for participating in a group; recognize and respond to the preferred communication styles of peers; speak in turn; predict what might be heard and consider different expressions that might be used in response to vary the language in interactions; practice the use of expressions of courtesy such as “après toi!” and “tu permets?” during partner and group work; use clarification phrases when misunderstanding occurs in class; use non-verbal cues, such as facial expressions and gestures, to highlight important ideas in their conversations)

B2.2 Interacting: exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about everyday matters and topics of personal interest, with teacher modelling as appropriate (e.g., respond to the ideas and opinions of others in brief conversations; respond to and formulate direct questions spoken slowly and clearly in nonidiomatic speech about personal details; role-play a challenging social situation and verbalize possible resolutions; exchange ideas with a peer about topics under study; summarize ideas in a group discussion; discuss the concept or notion of culture; discuss the cost of products or services of interest, such as sporting goods, campsites, or concert tickets)

B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking
skills (e.g., describe during a student-teacher conference how they self-monitor their speaking skills; make and record revisions to the form and content of speech using feedback from peers and the teacher; identify and describe the key elements used by peers and others during oral presentations; set small, attainable goals to improve oral communication, increase confidence, and sustain motivation)

B3. Intercultural Understanding. By the end of this course, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Africa and Asia, 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 (e.g., research and speak about French cuisine around the world, such as aloko in Côte d’Ivoire; discuss differences and similarities in fashion and art from North African French-speaking communities and relate them to those in their own community; present research regarding a French-speaking musical artist or group; present an oral report summarizing some key factors [such as historical events, climate, geography, and significant individuals] affecting the francophone community in a particular region [such as Laos, Lebanon, French Polynesia, or the Philippines]; compare and contrast their own everyday life with that of individuals or groups from various French-speaking cultures)

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in spoken interactions (e.g., introduce themselves in a variety of situations; vary tone of voice according to the purpose and audience; contrast the appropriate uses of certain expressions of formality or politeness, such as “je veux” vs “je voudrais”

Reading

C1. Reading Comprehension. By the end of this course, students will:

C1.1 Using Reading Comprehension Strategies: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading
contexts (e.g., preview the text by scanning to get a general sense of the subject; highlight key words to help them determine the main idea; make connections to personal experiences; examine illustrations, pictures, and diagrams to support their understanding of the text and/or make predictions about its message; make inferences based on knowledge of similar text forms; use visualization to clarify their impressions of the setting and/or characters; ask themselves questions to help activate prior knowledge; create sketches that reflect key ideas and/or new words or expressions; reread to confirm understanding)

C1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts about everyday matters and personally relevant topics (e.g., restate in proper sequence information found in newspaper articles, blogs, emails, text messages, or letters; record key information and supporting details from posters; dramatize key events in a text using props; mime the steps required to follow a recipe; illustrate the main conflict in a story using a story map; participate in teacher-led discussions about texts; retell the events of a scene or chapter in small groups; create a headline that summarizes the main idea of a newspaper article about a topic such as adolescent health and fitness or adolescent spending habits)

C1.4 Developing Vocabulary: 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 and expressions (e.g., identify words borrowed from other languages; identify the relationships among words with the same root or origin, using a graphic organizer to sort the words; use visual elements from the text to assist them in determining the meaning of new vocabulary; infer the meaning of unfamiliar words by looking for words within larger words, similarities with familiar words, and known spelling patterns; use knowledge of roots, prefixes, and suffixes to help them determine the meaning of unfamiliar words)

C2. Purpose, Form, and Style. By the end of this course, students will:

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate
the meaning (e.g., the division of information into short sections in a how-to book helps readers learn a new skill; the separation of ingredients from cooking instructions in recipes helps readers assemble the components they need before they start to cook; images, short paragraphs, and bullet points on a website allow users to scan it for information)

C2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., photographs and diagrams in a non-fiction text support the main idea or enhance explanations; dialogue in speech bubbles and descriptions in captions in graphic novels and comic books reveal characters’ thoughts and provide information about the setting).

C2.3 Metacognition: (a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., keep a reading log to track their reading trends; analyze their reading log to determine preferred text forms and set goals to expand the variety of texts read).

C3. Intercultural Understanding. By the end of this course, students will:

C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities in Africa and Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., conduct research to identify and describe significant landmarks in various French-speaking places in Africa and Asia; compare sports played in French-speaking countries to sports in their own community; read a menu from a Moroccan or Lebanese restaurant to determine whether the main dishes reflect the agriculture in the country that inspired the restaurant; research opportunities for learning French as an exchange student in different African and Asian countries and present their findings to the class).

C3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., while reading, identify words and expressions unique to certain regions, such as the North African term “kif-kif”, which means “comme”, “c’est la même chose”, “semblable”, “pareil”);
interpolate abbreviations in electronic text such as “bjr : bonjour”, “auj : aujourd’hui”, “mr6 : merci”, “MDR : mort de rire”; identify the level of formality in letters by people from different French-speaking communities)

Writing

D1. Purpose, Audience, and Form. By the end of this course, students will:

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (e.g., to script a newscast; to create an online survey; to depict conflict between a superhero and villain in a comic strip or short graphic novel; to produce an engaging cover for a class magazine on a contemporary issue or trend; to express ideas about cell phone or Internet plans)

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about everyday matters and personally relevant topics, applying their knowledge of the basic structural and stylistic elements of each form (e.g., a visual essay with captions on a current event or topic of personal interest; a multimedia text demonstrating the benefits of daily physical activity; a diary entry on personal reactions to bullying; a blog review of a television show or movie; shopping lists detailing favorite items and their prices; a brief email or text message; a poem or song responding to an event in their lives; testimonials or quotes for an advertising campaign raising awareness about a social or environmental issue)

D1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., describe their best day of the week using reflexive verbs; use the passé composé when preparing a statement about celebrities for a “guess who?” game to post in the classroom; create a video game, using the impératif for instructions; use a variety of adjectives to describe activities and celebrations from different cultures in their community when promoting diversity and inclusion on the school website; use appropriate tenses to describe work and volunteer experiences and future plans in an article for the school newsletter)
D2. The Writing Process. By the end of this course, students will:

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., create a storyboard to outline a story before writing; organize ideas using graphic organizers suited to the structure of the piece of writing; create checklists to ensure they cover all the main points in their writing; sort ideas and information into categories; make notes that suit their personal learning styles, using words or images to record key ideas; gather supporting ideas and information from print and electronic sources; make a flow chart before writing a procedural text)

D2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., use sentence starters discussed in class or common templates; use a revision checklist either independently or when in conference with the teacher; use an appropriate graphic organizer to plan and organize vocabulary; consult with peers to verify word choice, punctuation, and language conventions when editing; adopt the appropriate voice/tone)

D2.3 Producing Finished Work: 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 (e.g., ensure the images and words on a cover page support the message of the text; label diagrams, illustrations, and photographs appropriately)

D2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., reflect on and select the pre-writing strategies that are best suited to the task; after writing, complete a self-assessment, with particular emphasis on the elements associated with the selected text form; keep a log of strategies that were most helpful during the writing process)

D3. Intercultural Understanding. By the end of this course, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about Frenchspeaking communities in Africa and Asia, 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 (e.g., describe and illustrate examples of cultural artifacts; create a print advertising campaign for a French-speaking African country to increase awareness about arts, sports, plants, or animals; write a proposal to their family comparing the cost of a trip to two different countries in Africa, such as Côte d’Ivoire and Tunisia, or in Asia, such as Vietnam and Laos, to help them determine the most economical trip)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in their written work (e.g., write an email to a friend using expressions from a French-speaking region; create a comic strip for younger students to explain the meanings of greetings and other expressions that use the verb “aller”, such as “Ça va?”, “Comment vas-tu?”, “Comment allez-vous?”, “On y va?”, “Allons-y!” “Allons done!”)

Grade 9 (ages 14-15)

Open

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an
understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

Listening

A1. Listening to Understand. By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., brainstorm key words and ideas related to the topic before listening to a text; visualize key elements of a text to bring it to life; listen for known words within new words; listen for key words that indicate sequence to help them determine when an action takes place; use background knowledge and contextual clues to deduce the meaning of an unfamiliar word; replay an audio text to confirm understanding; ask for clarification after listening to a text; take notes to retain information)

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts about everyday matters and matters of personal interest, with contextual and visual support (e.g., extract key ideas and new vocabulary from recorded messages, songs, or audio webcasts; identify new words and phrases heard in introductions of friends and family; illustrate familiar objects based on oral descriptions; use a graphic organizer with headings such as “hier”, “aujourd’hui”, and “demain” to record the order of events in a text read aloud; point to, choose, or rearrange items according to oral instructions; listen to a dialogue taking place in a department store and use the context to help them determine the meaning of new words)

A2. Listening to Interact. By the end of this course, students will:

A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in structured and guided social interactions and interactions about everyday matters (e.g., use culturally appropriate body language and eye contact when listening during a discussion; express engagement by asking questions and sharing constructive comments; make connections to personal experiences when responding to a statement; visualize
aspects of the message, event, or situation under discussion to help them determine the meaning of a statement)

A2.2 Interacting: respond with understanding to what others say while participating in a variety of structured and guided interactions about everyday matters and matters of personal interest (e.g., determine with a partner appropriate answers to questions heard; listen to a description of the benefits of extracurricular activities and discuss them in pairs or small groups; respond to oral questions about personal preferences and interests such as shopping; interview a classmate and share selected aspects of the interview with a larger group)

A2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., discuss how anticipating possible themes, words, and expressions helped with comprehension; describe how listening to intonation, watching gestures, and identifying words and phrases used in English supports comprehension)

A3. Intercultural Understanding. By the end of this course, students will:

A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities in Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to a text about a specific French-speaking region in eastern, western, or northern Canada and describe distinctive features of the community; listen to recipes of traditional French Canadian foods and identify some of their key ingredients; take notes while listening to a text about life in a French-speaking Canadian family, and make connections to their own families)

A3.2 Awareness of Sociolinguistic Conventions: 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* (e.g., listen for and identify examples of borrowed words and anglicisms used in different French-speaking communities, such as “le shopping”, “le parking”, “le week-end”; identify the terms used to address different people in dialogues or discussions; listen for the use and choice of greetings and expressions of politeness)
Speaking

B1. Speaking to Communicate. By the end of this course, students will:

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., use modelled sentence starters and prompts when sharing personal preferences; use gestures and mime to clarify meaning; vary pitch, tone, and volume for emphasis; repeat or paraphrase ideas to assist peers’ understanding; slow down speech and focus on pronouncing words clearly; record and review their presentation to increase confidence and identify areas needing practice; list essential vocabulary and ideas before speaking; use images and illustrations to support presentations or descriptions)

B1.2 Producing Oral Communications: using familiar words and expressions, produce prepared messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate (e.g., express likes and dislikes related to food, music, pets, hobbies, sports, movies, video games, books, celebrities; describe daily routine activities before, during, and after school; in a small group, introduce a classmate and state his or her place of origin, customs, hobbies, and tastes in food and music)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared communications about a range of familiar topics (e.g., vary the pace to entertain the audience while telling a story; pause to emphasize key ideas during a presentation)

B1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., introduce themselves and discuss their hobbies and interests using basic expressions; describe a person or an object from their environment; request information or permission; respond to questions)

B2. Speaking to Interact. By the end of this course, students will:
B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behavior when interacting with others in a variety of structured, guided, formal, and informal situations (e.g., speak in turn; ask for repetition when they do not understand something; acknowledge alternative points of view during a small-group discussion; use body language, degree of physical proximity, gestures, level of assertiveness, and facial expressions to engage the audience; incorporate expressions of courtesy when acknowledging the contributions of others)

B2.2 Interacting: exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about matters of personal interest and familiar topics, with teacher modelling as appropriate (e.g., in conversation, present personal opinions and respond to the opinions of others; ask and respond to questions about name, age, family, favorite school subjects, weather, leisure activities, and places of interest; role-play a situation where negotiation is required; select appropriate responses from a prepared bank of common situational dialogues; engage in brief conversations about everyday life)

B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., describe which speaking strategies contributed to a positive group discussion; identify the most effective elements in an oral exchange and describe what might be done differently next time)

B3. Intercultural Understanding. By the end of this course, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Canada, 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 (e.g., research and speak about French Canadian cuisine, such as tourtière in Quebec; research, in pairs, a French Canadian musical artist or group and present the information to the class; share information about festivals and traditions in French-speaking communities in Canada)
B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* and use them appropriately in spoken interactions (e.g., contrast the appropriate uses of certain expressions of formality or politeness, such as “je veux” vs “je voudrais”; compare the use of social distance and body language in video clips of people from various communities, including French-speaking Canadian communities and their own; offer and respond to greetings, invitations, compliments, and apologies)

Reading

C1. Reading Comprehension. By the end of this course, students will:

C1.1 Using Reading Comprehension Strategies: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., activate prior knowledge by brainstorming about the cover, title page, and/or topic of a text; examine illustrations to help them understand the content of a brochure or poster; identify action verbs to help them visualize the action in a scene; make predictions based on knowledge of similar text forms; use pictorial clues, including the cover of a text, to predict vocabulary; make connections to personal experiences; scan text for specific information; reread when understanding has broken down; preview vocabulary to identify familiar words and cognates; as a class, ask and respond to questions to formulate predictions before reading; list key words in a text and refer to them when summarizing its message)

C1.2 Reading for Meaning: demonstrate an understanding of a variety of short student- and teacher-selected French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (e.g., order a meal based on information in a menu; summarize the steps in a how-to manual; identify people and objects based on written descriptions; read the instructions that accompany a video game and explain the game to a partner; create a series of illustrations to convey the plot of a short story; omit extraneous information when summarizing key ideas; discuss reactions to a text in a small group; dramatize events in a story to convey the importance of foods, feasts, and/or
traditions in an Aboriginal community; draw a sketch of a scene, Open in a story and write a caption describing personal reactions to the scene; read about the benefits of learning French and make an informed presentation to the class

C1.3 Reading with Fluency: read a variety of French 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 (e.g., recognize and automatically read high-frequency words and words related to personal interests; read texts aloud with appropriate expression, voice, tone, and pauses as indicated by the punctuation; make reading aloud sound like speaking)

C1.4 Developing Vocabulary: 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 and expressions (e.g., find familiar words used in new contexts and explain their meaning; use contextual clues to help them determine the meaning of new words; use knowledge of parts of speech to infer the meaning of a new word; create a word web with vocabulary relating to a specific topic; identify slang expressions and jargon in a magazine article)

C2. Purpose, Form, and Style. By the end of this course, students will:

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., descriptions and images in a catalogue or flyer promote products; alphabetical order in dictionaries and encyclopedias helps the reader to find words and information; identification of the occasion on the outside and poetic text on the inside of a greeting card acknowledges the significance of an event)

C2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., descriptive words help a reader visualize scenes in a narrative text; repetition and rhyme draw attention to certain ideas or images in a poem or song lyrics; boldface type and colors emphasize key words in catalogues and flyers)
C2.3  Metacognition: (a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., keep a reading log to track reading trends; analyze their reading log to determine preferred text forms and set goals to expand the variety of texts read)

C3. Intercultural Understanding. By the end of this course, students will:

C3.1  Intercultural Awareness: using information from a variety of French texts, identify Frenchspeaking communities in Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., conduct research to identify and describe significant landmarks in various French-speaking places in eastern, western, and northern Canada; in groups, read travel brochures about different French-speaking regions and create a multimedia presentation on cultural highlights in those regions; identify common activities and interests of youth in a Franco-Ontarian community; choose a meal from a Québécois restaurant menu)

C3.2  Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse Frenchspeaking communities* (e.g., compare the use of greetings in letters written for different purposes; based on salutations, determine the gender and number of people being addressed in a letter; identify words and expressions unique to certain regions while reading)

Writing

D1. Purpose, Audience, and Form. By the end of this course, students will:

D1.1  Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (e.g., to describe a classmate; to provide personal information in a biography; to invite others to a social event; to introduce themselves to a new pen pal; to promote the value of learning French in Canada in a brochure for adolescents; to thank a guest speaker for a presentation; to send a postcard to a friend, parent, or teacher identifying the highlights of a holiday; to compile and prioritize a to-do list for the week; to conduct a survey
about environmental habits in the home; to inform the school community about a fundraiser for a local charity)

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, everyday topics, applying their knowledge of the basic structural and stylistic elements of each form (e.g., a photo essay including images and captions; a how-to book with descriptive instructions and illustrations; a survey to determine the food preferences of classmates; a registration form for a sport or contest requiring personal information; a print advertising campaign to increase awareness about healthy living)

D1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., describe favorite and familiar activities, people, places, and things in an autobiography using a variety of adjectives and correct verb forms; ask questions and seek additional information using a variety of interrogative pronouns; express likes and dislikes using personal pronouns and verbs of emotion; recount occurrences or events in the past, present, and future, using the correct verb tense)

D2. The Writing Process. By the end of this course, students will:

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., record in a journal possible topics to write about; activate prior knowledge through peer and group discussion; sort information and ideas into categories using graphic organizers; share ideas with and seek feedback from peers; gather supporting ideas and information from print and electronic sources; pose questions to guide research)

D2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., use an editing checklist; reread their work with a partner to determine whether it is necessary to add or reorder information to improve organization and clarify the message; discuss word choices during peer and teacher conferences and use feedback to help them improve precision; add words from a class word wall or personal lexicon; use a template as a guide when writing a rough draft; develop a word web based on
feedback on their drafts; read a piece written by a peer to see whether punctuation supports the message)

D2.3 Producing Finished Work: 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 (e.g., ensure the images and words on a cover page support the message of the text; label diagrams, illustrations, and photographs appropriately)

D2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., after a writing activity, complete a self-assessment, with particular emphasis on the elements associated with the selected text form, and plan next steps)

D3. Intercultural Understanding. By the end of this course, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about Frenchspeaking communities in Canada, 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 (e.g., write a postcard including interesting and important facts about a French-speaking community in eastern, western, or northern Canada; describe and illustrate examples of French Canadian cultural artifacts and explain their significance; write a letter to an imaginary or real friend in a French-speaking community in Canada asking questions to determine how life in that community is similar to and different from their own)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in their written work (e.g., write a thank-you note using expressions of gratitude and appreciation; create a brochure with pictures to explain greeting expressions to younger students; write a description using common local terms from a French-speaking region of Canada; write emails to a friend and a job interviewer, adjusting the level of formality accordingly)
Grade 10 (ages 15-16) Academic

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of
diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Core French, Grade 9, Academic or Applied

Listening

A1. Listening to Understand. By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., note key information when listening to aid understanding; visualize elements of the text while listening to help them remember content; make predictions before a listening task and confirm them during and after the task; identify what they know about a topic before listening to a text; make connections to personal experiences and opinions)

A1.2 Demonstrating Understanding: demonstrate an understanding of messages in oral French texts about academic and familiar topics, with support as appropriate (e.g., identify key events and place them on a timeline when listening to a partner’s account of childhood memories; identify the purposes of a variety of telephone messages; summarize the main ideas and significant supporting details in a speaker’s presentation; identify information about movie or concert programs, times, and prices in a recording)

A2. Listening to Interact. By the end of this course, students will:

A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (e.g., restate key points to affirm understanding and show interest; ask for clarification when needed; lean to encourage the speaker and signal interest; paraphrase instructions or messages received from a partner, and review the paraphrase with their partner to confirm its accuracy)

A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about academic and familiar topics, in
formal and informal situations (e.g., discuss the best mode of transportation to get to a concert in a neighbouring town; role-play a respectful negotiation to extend a curfew or review house or school rules; participate in a small-group or class debate)

A2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., during a student-teacher conference, explain how they self-monitor their listening skills; outline the steps they used prior to, during, and after listening to a recorded text)

A3. Intercultural Understanding. By the end of this course, students will:

A3.1 Intercultural Awareness: 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 (e.g., listen to perspectives on the same subject from two French-speaking countries and discuss how the culture in these countries might have influenced these perspectives; identify examples from audio-visual media that illustrate the extent to which French is used in a particular country; watch a clip, video, documentary, or film set in a French-speaking country with adolescent participants, and compile a list of similarities and differences between their own community and the one depicted)

A3.2 Awareness of Sociolinguistic Conventions: 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 (e.g., interpret the meanings and uses of intonation and non-verbal gestures in different French-speaking communities; compare the significance and usage of tone, pitch, and emotion when communicating in French and English; identify the difference between formal and informal speech in a dialogue)

Speaking
B1. Speaking to Communicate. By the end of this course, students will:

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., select appropriate vocabulary and expressions for the intended message and audience; use appropriate gestures in a variety of situations; rehearse sharing ideas in a small group before presenting their ideas to the whole class; review knowledge about the topic before beginning a speaking task; adjust volume and tone to suit the message and context; identify and respond to audience needs and interests)

B1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of academic, personally relevant, and familiar topics, with contextual, auditory, and visual support as appropriate (e.g., report on information obtained from a French text and relate it to familiar texts, personal experiences, and the wider world; ask questions using inversion and a variety of interrogative words; inform others about the importance of healthy eating and the impact their diet may have on their health; give instructions about how to play a sport; justify their choice of a particular product)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of familiar topics (e.g., use known vocabulary when speaking about familiar subjects; avoid awkward pauses by using familiar vocabulary to describe an idea or object when the exact term is forgotten; role-play a telephone conversation to demonstrate clear speaking when face-to-face communication is not possible; recite a poem using pauses for dramatic emphasis; change expression and intonation to reflect different messages and situations; change tone/inflection to express sarcasm, irony, respect, and/or happiness or other emotions)

B1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; express necessity using the impersonal expressions “il faut que” and “il est important que” followed by the subjonctif présent of high-frequency verbs such as “être”, “aller”, “faire”, and “pouvoir”; identify the differences in meaning of synonymous nouns,
adjectives, verbs, and adverbs; use comparatives and superlatives in conversation about everyday life, such as in comparisons of items to buy)

B2. Speaking to Interact. By the end of this course, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., use questions such as “As-tu pensé à ceci?” or “Avez-vous considéré cela?” to encourage others to share their thoughts; refer to personal lists of common expressions that can be used in different types of interactions)

B2.2 Interacting: exchange information, ideas, and opinions with others in guided and spontaneous spoken interactions about academic and personally relevant topics, with teacher modelling as appropriate (e.g., ask questions for clarification or to elicit further information; acknowledge opinions of others using respectful language; with a peer, identify and discuss the messages presented in media texts; create and conduct a survey in interview format; engage in conversations about everyday life; compare hopes for future career paths with a peer)

B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., discuss the effective elements of their presentation and identify other elements that could be incorporated in future; use a checklist to monitor their contributions to and participation in discussions)

B3. Intercultural Understanding. By the end of this course, students will:

B3.1 Intercultural Awareness: 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 (e.g., orally deliver a podcast, radio broadcast, or film script about tourist attractions in a Frenchspeaking community such as the Seychelles; describe and teach a dance or sport from a Frenchspeaking country; deliver an oral presentation on a famous person or
fictional character from a French-speaking country; in pairs, research the history, economy, and geography of French overseas administrative territories such as French Guiana, St. Martin, or Saint Pierre and Miquelon and present the information orally, using visual aids such as a slideshow, a poster, a travel brochure; introduce a music video of a song from a Frenchspeaking community outside Canada, noting typical language and characteristics; dramatize a scene from a comic strip or story incorporating characteristics of the culture or lifestyle of a French-speaking people)

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions (e.g., participate in a role play using colloquialisms and gestures appropriate to the setting; speak using an appropriate level of formality)

Reading

C1. Reading Comprehension. By the end of this course, students will:

C1.1 Using Reading Comprehension Strategies: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., while reading, make notes to record important or interesting ideas; ask questions about a character’s motivation or actions; use an anticipation guide to make predictions and inferences; read beyond an unfamiliar word or phrase to infer its meaning from the overall sense of the passage; reread to determine or confirm meaning; after reading, make connections to their own experiences and knowledge)

C1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts about academic and personally relevant topics (e.g., describe the author’s purpose and point of view; distinguish between fact and opinion; identify stated and implied ideas; role-play alternative solutions to a conflict presented in a text; locate and record information about the lives of Aboriginal people in Canada before or during the early settlement period; distinguish between informational and promotional texts; restate the message or recount the events from a graphic novel; follow written instructions)
C1.3 Reading with Fluency: read a variety of French texts containing familiar vocabulary and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read groups of words in clusters or phrases; read with appropriate expression to communicate the emotions suggested by the text; make reading aloud sound like speaking, with appropriate emphasis and pauses as indicated by the punctuation; identify and pronounce smoothly words previously encountered in grade-level texts or that are part of their oral vocabulary and terminology used regularly in discussions and/or posted on anchor charts)

C1.4 Developing Vocabulary: 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 and expressions (e.g., identify parts of words, such as roots, prefixes, suffixes; list on mind maps ideas or terms related to the topic of the text they are reading; identify parts of speech as they read; use contextual clues to help them determine the meaning of new words; substitute a word that would make sense in the same context for an unfamiliar word; identify words borrowed from other languages; identify verb tenses to determine when actions take place)

C2. Purpose, Form, and Style. By the end of this course, students will:

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., photos, status updates, and likes and dislikes on social networking sites help friends keep in touch; the artist’s name, the title of the artwork, and background information on art museum labels help the viewer appreciate the piece of art; comparisons, charts, graphs, and grading systems in consumer reports are used to review and rate products and services for potential buyers; the interplay of images and words conveys a story in a graphic novel)

C2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., point form, abbreviations, photos, and icons allow quick communication on a social networking site; titles, pull quotes, sidebars, photos, headings, and subheadings
direct a reader’s attention to certain information in magazines or newspapers; a list of accomplishments, the use of chronological order, and events recounted in the third person inform the reader about the life of the subject of a biography)

C2.3 Metacognition: (a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., rank their top three reading comprehension strategies in order of effectiveness and give reasons for the ranking; compare their top strategies with those of a peer and collaborate to describe the best use for each strategy; review predictions made before reading to confirm or clarify meaning and to determine the effectiveness of this strategy)

C3. Intercultural Understanding. By the end of this course, students will:

C3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., determine what the author’s choice of language register conveys about his or her identity and position and how it affects the message; discuss similarities and differences in the language in poems or song lyrics from two French-speaking regions; scan headlines and advertisements in an online newspaper from a French-speaking region and identify vocabulary unique to that region)

Writing

D1. Purpose, Audience, and Form. By the end of this course, students will:

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (e.g., to discuss an environmental disaster in a newspaper article; to compose a short dialogue between two fictional characters; to narrate a personal journey; to express and justify an opinion in response to a newspaper editorial or a film critique; to encourage community service among peers through an advertisement; to request information
on a Frenchspeaking country from a consulate or travel agency; to create an FAQ section for a school website for French-speaking students who have recently immigrated to Canada)

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of some of the structural and stylistic elements of each form (e.g., a persuasive article on a website to encourage healthy eating; a text message or an email to a friend using informal language; a biography that includes different points of view about its subject; a report on a topic of interest that includes subheadings to guide the reader through the text; a letter to the editor on a social or environmental issue; an opinion piece on the importance of learning French or other languages)

D1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; express opinions using interjections and the subjonctif présent; give instructions in a recipe, positioning object pronouns correctly with the impératif; write an autobiography using two different past tenses; vary sentence length and use conjunctions such as “si”, “quand”, “lorsque”, “dès que”, “cependant”, “car”, and “donc” to create more complex sentences)

D2. The Writing Process By the end of this course, students will:

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., participate in a group discussion to activate prior knowledge and generate ideas; create checklists or graphic organizers to assist them in organizing their thoughts; discuss storyboard ideas with peers to generate dialogue and narration for a comic strip; engage in free writing to generate ideas for a poem or song; assess the suitability of ideas in relation to the topic assigned; use different types of questions to deepen their understanding of a specific topic; summarize and paraphrase information and ideas in point-form notes, and review them to identify gaps; research facts to report accurately on a situation or event) Teacher prompts:
“Comment illustres-tu tes idées et tes pensées afin de bien partager ton travail avec tes pairs?” “Comment les discussions avec tes camarades t’aident-elles à mieux exprimer tes idées?”

D2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., develop questions to help them clarify and expand upon peer and teacher feedback; determine whether ideas and supporting details are important, interesting, and clearly related to the purpose or the topic; use a teacher- or student-generated checklist when revising grammar, spelling, syntax, and punctuation; use a variety of classroom and electronic resources when editing and proofreading)

D2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work, and use some elements of effective presentation to produce a polished product for publication (e.g., reorganize main ideas and supporting details as necessary; add headings and subheadings to create sections in a report; use photos or drawings to support key ideas)

D2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., note in a writing log instances of writer’s block, what they did to overcome it, and how their strategies worked; assess their text against success criteria to determine what they did effectively and what could be improved)

D3. Intercultural Understanding By the end of this course, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about Frenchspeaking 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 (e.g., write an online review that explores local cuisine in a specific French-speaking region; create a storyboard or skit highlighting the portrayal of adolescent issues in two different French-speaking communities; describe the influence of French colonization on the architecture of a French-speaking region; write a welcome letter to a potential new
Canadian describing daily life in their community; write a double-entry journal from the points of view of people from two French-speaking communities affected by the same social issue; describe the origins of a tradition or pastime from a French-speaking community; create a promotional travel brochure for a French-speaking country)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., use the appropriate salutation and language register in an email to a friend and another to a teacher; explore words or expressions related to food and meals in different French-speaking communities)

Grade 10 (ages 15-16)

Applied

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will
also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning

Prerequisite: Core French, Grade 9, Academic or Applied

Listening

A1. Listening to Understand. By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., note key information when listening to aid understanding; visualize elements of the text while listening to help them remember content; make predictions before a listening task and confirm them during and after the task; identify what they know about a topic before listening to a text; make connections to personal experiences and opinions)

A1.2 Demonstrating Understanding: demonstrate an understanding of messages in oral French texts about academic and familiar topics, with support as appropriate (e.g., identify key events and place them on a timeline when listening to a partner’s account of childhood memories; identify the purposes of a variety of telephone messages; summarize the main ideas and significant supporting details in a speaker’s presentation; identify information about movie or concert programs, times, and prices in a recording)

A2. Listening to Interact. By the end of this course, students will:

A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (e.g., restate key points to affirm understanding and show interest; ask for clarification when needed; lean forward to encourage the speaker and signal interest; paraphrase instructions or messages received from a partner, and review the paraphrase with their partner to confirm its accuracy)

A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about academic and familiar topics, in formal and informal situations (e.g., discuss the best mode of transportation to get to a concert in a neighbouring town; role-play a respectful negotiation to extend a
curfew or review house or school rules; participate in a small-group or class debate)

A2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., during a student-teacher conference, explain how they self-monitor their listening skills; outline the steps they used prior to, during, and after listening to a recorded text)

A3. Intercultural Understanding. By the end of this course, students will:

A3.1 Intercultural Awareness: 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 (e.g., listen to perspectives on the same subject from two French-speaking countries and discuss how the culture in these countries might have influenced these perspectives; identify examples from audio-visual media that illustrate the extent to which French is used in a particular country; watch a clip, video, documentary, or film set in a French-speaking country with adolescent participants, and compile a list of similarities and differences between their own community and the one depicted)

A3.2 Awareness of Sociolinguistic Conventions: 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 (e.g., interpret the meanings and uses of intonation and non-verbal gestures in different French-speaking communities; compare the significance and usage of tone, pitch, and emotion when communicating in French and English; identify the difference between formal and informal speech in a dialogue)

Speaking

B1. Speaking to Communicate. By the end of this course, students will:

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for
various purposes and to a variety of audiences (e.g., select appropriate vocabulary and expressions for the intended message and audience; use appropriate gestures in a variety of situations; rehearse sharing ideas in a small group before presenting their ideas to the whole class; review knowledge about the topic before beginning a speaking task; adjust volume and tone to suit the message and context; identify and respond to audience needs and interests)

B1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of academic, personally relevant, and familiar topics, with contextual, auditory, and visual support as appropriate (e.g., report on information obtained from a French text and relate it to familiar texts, personal experiences, and the wider world; ask questions using inversion and a variety of interrogative words; inform others about the importance of healthy eating and the impact their diet may have on their health; give instructions about how to play a sport; justify their choice of a particular product)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of familiar topics (e.g., use known vocabulary when speaking about familiar subjects; avoid awkward pauses by using familiar vocabulary to describe an idea or object when the exact term is forgotten; role-play a telephone conversation to demonstrate clear speaking when face-to-face communication is not possible; recite a poem using pauses for dramatic emphasis; change expression and intonation to reflect different messages and situations; change tone/inflection to express sarcasm, irony, respect, and/or happiness or other emotions)

B1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; express necessity using the impersonal expressions “il faut que” and “il est important que” followed by the subjonctif présent of high-frequency verbs such as “être”, “aller”, “faire”, and “pouvoir”; identify the differences in meaning of synonymous nouns, adjectives, verbs, and adverbs; use comparatives and superlatives in conversation about everyday life, such as in comparisons of items to buy)

B2. Speaking to Interact. By the end of this course, students will:
B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., use questions such as “As-tu pensé à ceci?” or “Avez-vous considéré cela?” to encourage others to share their thoughts; refer to personal lists of common expressions that can be used in different types of interactions)

B2.2 Interacting: exchange information, ideas, and opinions with others in guided and spontaneous spoken interactions about academic and personally relevant topics, with teacher modelling as appropriate (e.g., ask questions for clarification or to elicit further information; acknowledge opinions of others using respectful language; with a peer, identify and discuss the messages presented in media texts; create and conduct a survey in interview format; engage in conversations about everyday life; compare hopes for future career paths with a peer)

B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., discuss the effective elements of their presentation and identify other elements that could be incorporated in future; use a checklist to monitor their contributions to and participation in discussions)

B3. Intercultural Understanding. By the end of this course, students will:

B3.1 Intercultural Awareness: 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 (e.g., orally deliver a podcast, radio broadcast, or film script about tourist attractions in a Frenchspeaking community such as the Seychelles; describe and teach a dance or sport from a Frenchspeaking country; deliver an oral presentation on a famous person or fictional character from a French-speaking country; in pairs, research the history, economy, and geography of French overseas administrative territories such as French Guiana, St. Martin, or Saint Pierre and Miquelon and present the information orally, using visual aids such as a slideshow, a poster, a travel brochure; introduce a music video of a song from a Frenchspeaking community outside Canada, noting typical language and characteristics; dramatize a scene
from a comic strip or story incorporating characteristics of the culture or lifestyle of a French-speaking people)

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions (e.g., participate in a role play using colloquialisms and gestures appropriate to the setting; speak using an appropriate level of formality)

Reading

C1. Reading Comprehension. By the end of this course, students will:

C1.1 Using Reading Comprehension Strategies: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., while reading, make notes to record important or interesting ideas; ask questions about a character’s motivation or actions; use an anticipation guide to make predictions and inferences; read beyond an unfamiliar word or phrase to infer its meaning from the overall sense of the passage; reread to determine or confirm meaning; after reading, make connections to their own experiences and knowledge)

C1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts about academic and personally relevant topics (e.g., describe the author’s purpose and point of view; distinguish between fact and opinion; identify stated and implied ideas; role-play alternative solutions to a conflict presented in a text; locate and record information about the lives of Aboriginal people in Canada before or during the early settlement period; distinguish between informational and promotional texts; restate the message or recount the events from a graphic novel; follow written instructions)

C1.3 Reading with Fluency: read a variety of French texts containing familiar vocabulary and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read groups of words in clusters or phrases; read with appropriate expression to communicate the emotions suggested by the text; make reading aloud sound like speaking, with
appropriate emphasis and pauses as indicated by the punctuation; identify and pronounce smoothly words previously encountered in grade-level texts or that are part of their oral vocabulary and terminology used regularly in discussions and/or posted on anchor charts)

C1.4 Developing Vocabulary: 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 and expressions (e.g., identify parts of words, such as roots, prefixes, suffixes; list on mind maps ideas or terms related to the topic of the text they are reading; identify parts of speech as they read; use contextual clues to help them determine the meaning of new words; substitute a word that would make sense in the same context for an unfamiliar word; identify words borrowed from other languages; identify verb tenses to determine when actions take place)

C2. Purpose, Form, and Style. By the end of this course, students will:

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., photos, status updates, and likes and dislikes on social networking sites help friends keep in touch; the artist’s name, the title of the artwork, and background information on art museum labels help the viewer appreciate the piece of art; comparisons, charts, graphs, and grading systems in consumer reports are used to review and rate products and services for potential buyers; the interplay of images and words conveys a story in a graphic novel)

C2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., point form, abbreviations, photos, and icons allow quick communication on a social networking site; titles, pull quotes, sidebars, photos, headings, and subheadings direct a reader’s attention to certain information in magazines or newspapers; a list of accomplishments, the use of chronological order, and events recounted in the third person inform the reader about the life of the subject of a biography)
C2.3 Metacognition: (a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., rank their top three reading comprehension strategies in order of effectiveness and give reasons for the ranking; compare their top strategies with those of a peer and collaborate to describe the best use for each strategy; review predictions made before reading to confirm or clarify meaning and to determine the effectiveness of this strategy)

C3. Intercultural Understanding. By the end of this course, students will:

C3.1 Intercultural Awareness: using information from a variety of 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 (e.g., from their reading of advertisements and promotional material, identify some culturally significant practices related to events in French-speaking communities in various countries, such as Switzerland, Belgium, or Canada; read job postings to identify languages required in business in French-speaking communities around the world; identify vocabulary that reflects the history or culture of the author or setting of a text; compare posted signage in French-speaking regions and infer some of the interests, values, and societal norms of those communities)

C3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., determine what the author’s choice of language register conveys about his or her identity and position and how it affects the message; discuss similarities and differences in the language in poems or song lyrics from two French-speaking regions; scan headlines and advertisements in an online newspaper from a French-speaking region and identify vocabulary unique to that region)

Writing
D1. Purpose, Audience, and Form. By the end of this course, students will:

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (e.g., to discuss an environmental disaster in a newspaper article; to compose a short dialogue between two fictional characters; to narrate a personal journey; to express and justify an opinion in response to a newspaper editorial or a film critique; to encourage community service among peers through an advertisement; to request information on a Frenchspeaking country from a consulate or travel agency; to create an FAQ section for a school website for French-speaking students who have recently immigrated to Canada)

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of some of the structural and stylistic elements of each form (e.g., a persuasive article on a website to encourage healthy eating; a text message or an email to a friend using informal language; a biography that includes different points of view about its subject; a report on a topic of interest that includes subheadings to guide the reader through the text; a letter to the editor on a social or environmental issue; an opinion piece on the importance of learning French or other languages)

D1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; express opinions using interjections and the subjonctif présent; give instructions in a recipe, positioning object pronouns correctly with the impératif; write an autobiography using two different past tenses; vary sentence length and use conjunctions such as “si”, “quand”, “lorsque”, “dès que”, “cependant”, “car”, and “donc” to create more complex sentences)

D2. The Writing Process. By the end of this course, students will:

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources
(e.g., participate in a group discussion to activate prior knowledge and generate ideas; create checklists or graphic organizers to assist them in organizing their thoughts; discuss storyboard ideas with peers to generate dialogue and narration for a comic strip; engage in free writing to generate ideas for a poem or song; assess the suitability of ideas in relation to the topic assigned; use different types of questions to deepen their understanding of a specific topic; summarize and paraphrase information and ideas in point-form notes, and review them to identify gaps; research facts to report accurately on a situation or event) Teacher prompts: “Comment illustres-tu tes idées et tes pensées afin de bien partager ton travail avec tes pairs?” “Comment les discussions avec tes camarades t’aident-elles à mieux exprimer tes idées?”

D2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., develop questions to help them clarify and expand upon peer and teacher feedback; determine whether ideas and supporting details are important, interesting, and clearly related to the purpose or the topic; use a teacher- or student-generated checklist when revising grammar, spelling, syntax, and punctuation; use a variety of classroom and electronic resources when editing and proofreading.

D2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work, and use some elements of effective presentation to produce a polished product for publication (e.g., reorganize main ideas and supporting details as necessary; add headings and subheadings to create sections in a report; use photos or drawings to support key ideas).

D2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., note in a writing log instances of writer’s block, what they did to overcome it, and how their strategies worked; assess their text against success criteria to determine what they did effectively and what could be improved).

D3. Intercultural Understanding. By the end of this course, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about Frenchspeaking 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 (e.g., write an online review that explores local cuisine in a specific French-speaking region; create a storyboard or skit highlighting the portrayal of adolescent issues in two different French-speaking communities; describe the influence of French colonization on the architecture of a French-speaking region; write a welcome letter to a potential new Canadian describing daily life in their community; write a double-entry journal from the points of view of people from two French-speaking communities affected by the same social issue; describe the origins of a tradition or pastime from a French-speaking community; create a promotional travel brochure for a French-speaking country).

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., use the appropriate salutation and language register in an email to a friend and another to a teacher; explore words or expressions related to food and meals in different French-speaking communities).

Grade 10 (ages 15-16)

Open

This course provides opportunities for students to speak French in guided and structured interactive settings. Students will communicate about matters of personal interest and familiar topics through listening, speaking, reading, and writing in real-life situations, using print, oral, visual, and electronic texts. Students will develop a general understanding and appreciation of diverse French-speaking communities.
communities, as well as skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 9, Open

Listening

A1. Listening to Understand By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., use prior knowledge and contextual clues to make deductions and inferences while listening; identify cognates; make predictions about key ideas in an oral text and verify predictions as they listen to the text; take notes to retain information)

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts about everyday matters and matters of personal interest, with contextual and visual support (e.g., use words, pictures, and/or actions to restate the main idea and related details in an oral report about First Nations people; identify familiar words and expressions in a song; act out a procedure based on a classmate’s description; identify a character from a story or movie based on a peer’s description)

A2. Listening to Interact. By the end of this course, students will:

A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in structured and guided social interactions and interactions about everyday matters (e.g., react appropriately to personal accounts shared by a peer; use familiar words and phrases to paraphrase a speaker and verify understanding)

A2.2 Interacting: respond with understanding to what others say while participating in a variety of structured and guided interactions about everyday matters and matters of personal interest (e.g., in a small group, create guidelines for preparing a litter-less lunch; recommend local restaurants in response to peers’ statements about their food preferences and budgets; respond to the ideas and contributions of others during a conversation about traditions and celebrations; listen to another person’s opinion about a story and express their own; listen to and
act on descriptive feedback from a peer or teacher regarding their performance of a task)

A2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (e.g., identify things that have distracted them from listening to a speaker; describe how various resources can help them find out more about a subject in preparation for listening)

A3. Intercultural Understanding. By the end of this course, students will:

A3.1 Intercultural Awareness: 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 (e.g., listen to perspectives on the same subject from people in two French-speaking countries and discuss how their culture might have influenced their perspectives; listen to descriptions of tourist destinations in French-speaking parts of the world and describe significant landmarks in these regions; listen to French popular songs in class and determine the meaning of the lyrics)

A3.2 Awareness of Sociolinguistic Conventions: 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 (e.g., interpret the meanings and uses of intonation and non-verbal gestures in different French-speaking communities; compare the language heard in conversations with a teacher and with a peer and identify some of the differences; compare the language used to introduce a performer or celebrity and the language used to introduce a friend and identify some of the differences; identify some conventions used in informal exchanges such as telephone calls with a friend)

Speaking

B1. Speaking to Communicate. By the end of this course, students will:
B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., identify their purpose for speaking, including circumstances, audience, and topic; use descriptive language to engage their audience; adjust volume to suit the purpose for speaking; adapt familiar models of speech to new contexts; increase confidence by reusing familiar and newly acquired phrases and sentences to state needs and preferences; engage in warm-up activities to practice newly acquired vocabulary; practice the delivery of lines in a role play; use repetition and speak clearly to ensure the audience understands)

B1.2 Producing Oral Communications: using familiar words and expressions, produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate (e.g., discuss personal interests in and outside school; share information about familiar activities and interests, including actions in the past and present, and plans for the future; describe skills learned through volunteering in the community; create and deliver a presentation about a familiar environmental or social issue; present a critique of a graphic novel, film, or video game)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared communications about a range of familiar topics (e.g., recite tongue twisters at different rates to practice pronunciation and emphasis; leave a clear, brief message on an answering machine with minimal hesitation)

B1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., describe themselves and others using correct forms of sensory adjectives; express opinions using interjections and familiar verbs; use appropriate prepositions with geographical names when describing places to visit as a tourist; maintain a conversation by following a model of questions and answers)

B2. Speaking to Interact. By the end of this course, students will:

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behavior when interacting with others in a variety of
structured, guided, formal, and informal situations (e.g., use body language and proximity to engage the audience; share personal experiences and ideas linked to those of others; use pauses appropriately during a conversation)

B2.2 Interacting: exchange information, ideas, and opinions with others in structured and guided spoken interactions about matters of personal interest and familiar topics, with teacher modelling as appropriate (e.g., ask and respond to questions to exchange personal information; ask questions for clarification or to elicit additional information; compare likes and dislikes with peers; discuss the setting, sequence of events, scenes, and characters in a text, using a graphic organizer to guide the conversation; give feedback to a classmate in a peer-assessment activity; negotiate solutions to problems; conduct opinion surveys among classmates about a variety of topics; act as facilitator during a class discussion)

B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (e.g., make revisions to the form and content of speech using feedback from peers and the teacher)

B3. Intercultural Understanding. By the end of this course, students will:

B3.1 Intercultural Awareness: 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 (e.g., make a presentation on popular tourist attractions, movies, or jobs in various French-speaking territories, and compare them to those in their own community; identify some countries where French is used as a first or additional language and compare its use to how and where French is used in their own community; teach a dance or sport from a French-speaking country; deliver an oral presentation on a famous person or fictional character from a French-speaking country; introduce a music video from a French-speaking community outside Canada, noting typical language and characteristics)
B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities and use them appropriately in spoken interactions (e.g., identify and use appropriate conventions in informal oral interactions, such as standard phrases for telephone greetings, asking to speak to someone, identifying themselves, and asking to leave a message)

Reading

C1. Reading Comprehension By the end of this course, students will:

C1.1 Using Reading Comprehension Strategies: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (e.g., ask questions to guide the exploration of a text; use titles, captions, and illustrations to make predictions about a text; identify familiar words and cognates to support their understanding of the text; create mental images of the setting or characters based on descriptive details; use contextual clues to infer meaning; reread a section of text to confirm or clarify understanding; divide text into phrases to monitor comprehension)

C1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (e.g., summarize the key events in a letter, postcard, or email from a friend describing his or her weekend or vacation; read and mime the instructions in a classmate’s procedural text, such as directions to a specific landmark, instructions for assembling a piece of furniture, or prompts at an ATM; as a reading response to a story, select what a character might order from a menu, using evidence from the text to justify the choice of foods)

C1.3 Reading with Fluency: read a variety of French 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 (e.g., read aloud at an appropriate rate and with expression; read with expression during reader’s theatre; read poems or song lyrics smoothly during choral reading or in shared or paired reading contexts)
C1.4 Developing Vocabulary: 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 and expressions (e.g., develop lists of cognates to expand vocabulary and to enhance understanding; identify familiar prefixes and suffixes and use them to infer the meaning of new words; create a list of new words, adding definitions determined from their context in texts; find a synonym for an unfamiliar word; identify synonyms and antonyms for familiar words; take note of new words while reading and add them to a personal word list)

C2. Purpose, Form, and Style. By the end of this course, students will:

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., ingredients and nutritional information on food packaging aid consumers in choosing healthy foods; maps, photos, and sample itineraries on a travel website help readers plan and budget for a vacation; pictures, diagrams, and troubleshooting tips in an owner’s manual enable consumers to set up electronic devices)

C2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., captions, titles, pictures, colour, punctuation, and various fonts emphasize important information on a poster or flyer; gridlines, various fonts, and icons in calendars identify dates and holidays)

C2.3 Metacognition: (a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (e.g., rank their top three reading comprehension strategies in order of effectiveness and give reasons for their ranking; compare their top strategies with those of a peer and collaborate to describe the best use for each strategy)
C3. Intercultural Understanding. By the end of this course, students will:

C3.1 Intercultural Awareness: using information from a variety of 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 (e.g., research symbols associated with a French-speaking community and explain their significance; identify the main course dishes on the menu of a restaurant in a French-speaking country; read articles that describe the eating habits in a French-speaking country and compare them to dietary recommendations in Canada’s Food Guide; research the currency used in a French-speaking country and compare the cost of some everyday products to their cost in Ontario)

C3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., while reading, identify words and expressions unique to certain regions; compare a personal and a business letter and discuss the differences in their language; describe how the words of the national anthem of a specific French-speaking country reflect some aspects of its national history or culture; discuss similarities and differences in the language used in song lyrics from two French-speaking regions)

Writing

D1. Purpose, Audience, and Form By the end of this course, students will:

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (e.g., to review fashion trends or new technology; to describe a sports game for a magazine; to develop a dialogue showing different ways to request and give directions; to share personal dreams and wishes; to create a poster highlighting the benefits and importance of learning French or other languages)

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, everyday topics, applying their knowledge of the basic structural and stylistic elements of each form (e.g., a poem or song about a personal experience; a how-to manual; a storyboard for an
autobiographical short film or documentary; a response to an email or invitation; an article on the benefits of part-time jobs for teenagers)

D1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., write descriptions of themselves and others using correct forms of sensory adjectives; express opinions using interjections and familiar verbs; give written directions using the impératif; describe favourite memories using the appropriate past tense; vary sentence length and use conjunctions such as “parce que”, “quand”, “et”, “ou”, and “donc” to create more complex sentences)

D2. The Writing Process. By the end of this course, students will:

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources (e.g., in a journal, record possible topics to write about; create a list of themes from favorite songs or books; select ideas from a class brainstorming session on topics of interest; use the results of a survey as the inspiration for a letter to the editor; create a timeline of important events and personal achievements and use it as the basis of an autobiography; develop a plan for working towards career goals)

D2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., use a list of teacher- and student-generated questions to guide revision; share work in small groups to obtain feedback; use all available resources to extend and enrich word choice; review the text to ensure that it reflects all aspects of the teacher’s instructions; review their draft with a peer to ensure the intended message is clear)

D2.3 Producing Finished Work: 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 (e.g., add appropriate fonts, visuals, or graphics to support key ideas in the text; check for adequate development of information and ideas; ensure all details are related to the topic)

D2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (e.g., note in a writing log
instances of writer’s block, what they did to overcome it, and how their strategies worked; assess their text against success criteria to determine what they did effectively and what could be improved)

D3. Intercultural Understanding. By the end of this course, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about Frenchspeaking 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 (e.g., describe housing in a French-speaking community; create a list of important facts about Canada and their community for French-speaking students who have recently immigrated to Canada; create a poster advertising the events for “la semaine de la francophonie”; describe the origins of a tradition or popular pastime from a French-speaking community)

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., write a receipt or invoice using conventions for writing numbers and money amounts [i.e., using a space to separate thousands and a comma rather than a decimal point, and placing the currency sign after the amount]; create a storyboard or skit highlighting regional differences in expressions and terminology among French-speaking communities; write menus for different types of eating establishments, such as a bistro, a brasserie, a restaurant, a café, and an auberge, and include the cost of the foods offered in each)