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

This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 1260 hours of French instruction, or equivalent

Listening

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

A1.1 Using Listening Comprehension Strategies: identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., activate prior knowledge about the topic before listening; determine the goal for each listening activity in order to listen more effectively; during listening, use visualization and make connections to personal experience to help them remember content; use context and background
knowledge to help make inferences while listening; make predictions before and
during a presentation and verify their accuracy after listening; after listening,
compare interpretations of the message with a peer)

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose
and meaning of oral French texts about familiar and academic topics, including
literary texts, with support as appropriate (e.g., listen to youth from different
French-speaking communities discuss a social issue, and extract details that
support their own opinion about the issue; explain the underlying meaning of lyrics
by a First Nation, Métis, or Inuit songwriter after listening to the song in class;
identify essential information from a presentation about the security features of
banknotes; following the read-aloud of a literary story, write a response to the story
and compare it with those of their peers)

A1.3 Responding to and Evaluating Media Texts: evaluate the effectiveness of the
treatment and presentation of ideas and information in a variety of oral media texts
in French about familiar and academic topics, with support as appropriate (e.g.,
explain how the words, music, images, and sound effects in a television
advertisement might influence teenagers; determine whether the images in a
documentary about a social issue are consistent with the message of the film;
explain reasons for the repetition of key points in a news report about an
environmental topic)

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

A2.1 Using Interactive Listening Strategies: identify and use a range of interactive
listening strategies to suit a variety of situations while participating in social and
academic interactions (e.g., when conversing with a peer, ask questions to verify
understanding and indicate involvement in the conversation; clarify, ask questions
about, or respond to the ideas heard in a group discussion; paraphrase instructions
or messages to confirm comprehension)

A2.2 Interacting: respond with understanding to what others say while
participating in interactions about familiar and academic topics, including literary
topics, in formal and informal situations (e.g., participate respectfully and
appropriately in an improvisational role play; with a partner, share ideas about a
French Canadian literary text read in class; in a small group, respond to the ideas
of others about how to distinguish between needs and wants when monitoring spending habits)

A2.3 Metacognition: (a) explain which strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan specific steps they can take to improve their listening skills (e.g., monitor the effectiveness of the strategies they used to confirm their understanding during interactions; discuss during a student-teacher conference the usefulness of referring to their predictions to infer meaning; plan to focus on extracting the most important message from oral texts)

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 Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to music that would be heard at cultural festivals in a variety of French-speaking communities in Europe and compare it to the music played at a festival in their own community; listen to French-speaking students from different areas in Europe describe a typical day, and make comparisons to their own experiences; contribute to a class discussion following peer presentations comparing French-speaking cultures in Europe to their own cultures)

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., distinguish between regional variations in pronunciation; interpret the messages conveyed through the language used to depict gender roles in popular music; identify some common idioms in a French-language news broadcast from Europe; view a television interview to identify expressions and forms of non-verbal communication that can be used to show interest in what is being said; identify the language register used by the participants in a conversation and rewrite it in a different register)

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

B1.1 Using Oral Communication Strategies: identify a variety 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., when planning a presentation, identify what classmates know about the topic; organize a speech with an introduction, middle, and conclusion; record, listen to, and make adjustments to a presentation before sharing it in a large group; use tone, body language, and facial expressions for emphasis; repeat or paraphrase ideas to assist peers’ understanding)

B1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about familiar and academic topics, including literary topics, with support as appropriate (e.g., deliver a monologue or an impromptu speech to persuade peers to support an anti-bullying initiative; present information about healthy eating based on research and personal experience; recount childhood memories or personal experiences in sharing circles; dramatize or parody a scene from a movie to entertain a younger audience)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about familiar and academic topics, including literary topics (e.g., recite a poem or present a speech or short talk with expression and at a suitable speed; adapt their expression and intonation to reflect their message and the situation; deliver an oral presentation on a familiar topic, such as family rules and routines, with appropriate phrasing and emphasis; use vocabulary and expressions correctly in spontaneous role plays with peers about familiar subjects)

B1.4 Creating Media Texts: create a variety of oral media texts in French about familiar and academic topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., produce a radio show, video, or podcast that distinguishes between the facts and opinions presented in a news report; record a song to stimulate discussion about an issue affecting adolescents; collaborate to record a message promoting the school’s extracurricular programs to potential students; in a small group, record a radio commercial for their geography class about the use and/or protection of Canada’s natural environment; provide the narration for a video clip about the role of music and dance in First Nations, Métis, or Inuit communities)
B1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., describe why they enjoy a particular interest or hobby, using possessive pronouns; provide advice to a Grade 8 student about the transition to high school, using appropriate verbs and tenses; use the subjonctif présent of high-frequency verbs such as “aller”, “faire”, “savoir” with the impersonal expression “il faut” to express necessity; refer to something nearby or far away by using pronoms démonstratifs such as “celui”, “celui-ci”, “celui-là”)

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 formal and informal situations (e.g., elaborate on a peer’s ideas in order to demonstrate and extend their own understanding; use culturally appropriate body language during a conversation; ask questions to encourage further discussion in a group)

B2.2 Interacting: engage in spoken interactions in French (prepared and spontaneous), in academic and social contexts, about familiar and academic topics, including literary topics (e.g., with a peer, prepare and rehearse a dialogue to present in class about ethics and social responsibility in the twenty-first century; converse spontaneously about everyday life; survey classmates on different topics; in a small group, share key points from a text to defend an opinion; discuss the moral and lessons expressed in a fable; role-play a scene from a literary novel under study; participate in a discussion of a poem read in class)

B2.3 Metacognition: (a) explain which 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 specific steps they can take to improve their speaking skills (e.g., identify situations in which elaboration was useful as a speaking strategy and those in which it was not; assess whether the questions they asked served to generate and encourage discussion, and consider how they might improve their ability to ask effective questions; consider peer feedback when reflecting on the appropriateness of their body language during interactions; explain during a student-teacher conference how they monitor their speaking skills, and articulate their plans for improvement)
B3. Intercultural Understanding. By the end of this course, students will:

B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Europe, 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., in pairs, discuss how traditions in French-speaking regions of Europe differ from one area to another; describe a variety of significant holidays in French-speaking European cultures and their importance to local communities; compare and contrast their own everyday life with that of individuals or groups from various French-speaking European 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., vary expressions and language register according to the occasion, intent, and social situation; use polite expressions to show appreciation to others and to start or finish a presentation; offer and respond to greetings, invitations, compliments, and apologies; use interjections to convey hesitation)

Reading

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

C1.1 Using Reading Comprehension Strategies: use a variety of reading comprehension strategies before, during, and after reading to understand a variety of short French texts (e.g., before reading, activate prior knowledge and experiences, and determine what they hope to learn from the text; use an anticipation guide to help them make predictions before reading and check their accuracy after reading; read beyond an unfamiliar word or phrase to infer meaning from the overall sense of the passage; when encountering an unfamiliar word, substitute a word that would make sense in the same context; during and after reading, ask questions for clarification and reread to confirm meaning; synthesize the information in the text after reading to support comprehension)
C1.2 Reading for Meaning: demonstrate an understanding of a variety of short literary, informational, and graphic French texts, including texts used in real-life situations (e.g., after reading a literary story, retell it from a different perspective; after reading a memoir, biography, or personal journal, role-play the subject of the text, responding in character to questions from peers; illustrate or dramatize a scene from a literary text; develop a profile of a person based on a collection of printed artifacts such as calendar entries, ticket stubs, grocery receipts, and library slips; read a series of instant messages to extract the specific details surrounding a group outing; develop a character sketch based on a brief biography of a historical figure to prepare for a short role-play presentation)

C1.3 Reading with Fluency: read a variety of French texts with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read aloud, adjusting their rate, expression, and tone to portray a character; improve pace and enunciation by recording and listening to their own reading; read aloud a fable, myth, or poem, pausing as indicated by the punctuation and/or line breaks to help communicate the intended meaning)

C1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., predict the meaning of an unfamiliar word through context, verify their prediction by looking the word up in a dictionary, and create a personal mnemonic to help them remember it; use knowledge of roots, prefixes, and suffixes to help them determine the meaning of unfamiliar words; in a vocabulary notebook, list and define words that are easily confused, such as “attendre” and “assister”)

C1.5 Responding to and Evaluating Media Texts: demonstrate an understanding of ideas and information in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., discuss the feelings evoked by the slogan in a print advertisement; explain their reactions to a news article on an environmental or First Nations issue; assess how magazines foster beliefs about ideal body images; assess the validity of and possible bias in product reviews on various websites; discuss how the text and images in a travel brochure appeal to a particular demographic; explain the message conveyed by informational graphics used in promotional materials for an event)
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 in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., dialogue gives concrete expression to character traits and conflicts in a literary text; a brief story illustrates one or more lessons or principles in a parable; brief messages, abbreviations, and photos succinctly convey information on a social networking site; charts communicate ratings in consumer reports evaluating products and services; images and specific information promote an event, a product, or a business in a flyer)

C2.2 Text Features and Elements of Style: identify features and stylistic elements of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., headings and subheadings, point form lists of ingredients, illustrations, and indexes help a cook find information in a cookbook; titles, headings, photographs, captions, and pull quotes supplement and reinforce the information in magazine articles; stylistic devices such as hyperbole add color to a character or humor to a story)

C2.3 Metacognition: (a) explain which 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 specific steps they can take to improve their reading skills (e.g., describe a method they have used to prepare to read an informational text and assess the effectiveness of that method; rank their top four reading comprehension strategies in order of effectiveness and give reasons for their choices; explain the usefulness of synthesizing as a reading strategy for different types of texts; determine whether skimming or scanning is a more useful strategy when reading a graphic novel; read aloud to a peer and consider his or her feedback when reflecting on steps to improve their reading skills)

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 Europe, find out about aspects of their
cultures, and make connections to personal experiences and their own and other communities (e.g., research and summarize some cultural characteristics of a French-speaking community in Europe; based on their reading of tourism brochures, articles, and/or websites, create a multimedia presentation highlighting tourist attractions in a French-speaking region in Europe; compare advertisements for cultural events in French-speaking communities in various European countries with advertisements for events in their own community; research a variety of recipes from a French-speaking region in Europe and explain how geography has influenced the ingredients)

C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., identify differences in the language registers that a character in a novel uses when addressing others who are of various ages and who have different types of relationships with that character; demonstrate awareness of abbreviations and initialisms in electronic messages from French-speaking peers; read letters from several decades ago and discuss the evolution of the language used for greeting, informing, or requesting)

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 French texts they plan to create (e.g., to introduce themselves to a potential employer or to the class; to request information from a friend about a social event or from a travel agency about a class trip; to express their opinion on a social issue or on hobbies or interests in the school newsletter; to invite people to a school event such as a cultural festival; to report on a community event, such as a First Nations, Métis, or Inuit celebration, for a local website; to promote the value of learning a second language in Canada in a blog; to thank a guest speaker for a presentation or a friend for help they have provided)

D1.2 Writing in a Variety of Forms: write a variety of short French texts to convey information, ideas, and opinions about familiar and academic topics,
including literary topics, applying their knowledge of some of the structural and stylistic elements of each form (e.g., a summary of a young adult or literary novel read in class; a formal paragraph stating and supporting their opinion about teenagers’ use of cellphones; a weekly budget based on their present financial circumstances; a letter to the school’s principal to suggest ways of improving the school building or naturalizing the school grounds; a short dialogue relating to a community cultural event that they attended or read about; a list describing information presented in a graph, table, or chart; a brief survey to solicit peers’ feedback on a particular issue; a response to a blog post or a tweet)

D1.3 Creating Media Texts: create short media texts in French on familiar and academic topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., write a news report, ensuring that they address all of the five Ws to communicate the most relevant information to the reader; create a slogan and jingle for a product to appeal to their age group; create a multimedia slideshow with narrative captions and music appropriate for the images; write a post for a social media website to respond to others’ comments)

D1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., use auxiliary verbs, adverbs, prepositions, and conjunctions correctly; use inversion for questions; use final punctuation appropriate to the sentence type; write correct simple, compound, and complex sentences; use relative pronouns such as “qui”, “que”, and “don’t” correctly; consistently make the adjective “tout” agree in number and gender with its referent and place it in the right position; use irregular adjectives for descriptions of people, places, or events; place adverbs correctly with compound verbs)

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., contribute to group discussions to generate ideas and to activate prior knowledge about the topic; use an idea tree to help them distinguish the main idea for a text from supporting ideas and to clarify the relationships among them; complete a K-W-L chart to help them focus an inquiry about a literary topic; summarize and paraphrase information and ideas in point-form notes; use note
cards to help them organize the main ideas and supporting details for their text; use a variety of resources when investigating a topic; record all sources used to credit the original author, provide a reference list, and avoid plagiarism)

D2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., when drafting a paragraph, focus on creating a topic sentence that reflects the main idea, followed by sentences that support that idea, and ending with a transition that leads the reader to the next paragraph; before drafting a news report, analyze the structure of other news articles and consider how they can apply that structure to the information they wish to present; to avoid interrupting their thought processes, write a full draft that includes all their main ideas before starting to edit or proofread; reread their draft to ensure logical organization, transitions between paragraphs, and adequate development of information and ideas; use feedback from peers to help them revise and add interest to their writing)

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., review their final draft against the success criteria for the task to ensure that they have met all the criteria; use electronic resources judiciously to help them check grammar, spelling, syntax, and punctuation in their final draft; reread their formatted text to ensure correct usage of capitalization and formatting conventions; review the formatted work in its entirety before submitting it)

D2.4 Metacognition: (a) explain which strategies they found helpful before, during, and after writing to communicate effectively; (b) identify their areas of greater and lesser strength as writers, and plan specific steps they can take to improve their writing skills (e.g., identify vocabulary that they frequently use, and identify strategies that could help them integrate a greater variety of words and expressions into their writing; assess completed texts using the success criteria for the tasks to determine what they could improve in the future; reflect on a writing task they found particularly challenging, and explain what they did to meet the challenge; consider feedback from the teacher and peers when planning next steps; complete a self-assessment on their use of a particular text form and plan next steps to improve their use of that form; discuss the distinction between drafting and revising)
D3. Intercultural Understanding. By the end of this course, students will:

D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Europe, 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 narrative inspired by a French-speaking European culture; write a promotional piece for a French-language film from Europe; write a letter or email to a teenager in a French-speaking European community, asking questions to determine how his or her life is similar to and/or different from their own; describe a personal celebration in their life and one that a teenager from a French-speaking European community might celebrate; write a description of a “green community” in a French-speaking region of Europe)

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 appropriate abbreviations in text messages to a French pen pal; research vocabulary related to specific French-speaking communities to use in their writing about the region; write a script for a skit with both formal and informal speech between characters)
Grade 10 (ages 15-16)

Academic

This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Extended French, Grade 9, Academic

Listening

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

A1.1 Using Listening Comprehension Strategies: identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (e.g., make predictions about the text they are about to hear; record information in a note-taking template while listening to various texts on the same topic; after listening, ask questions, restate information, or request clarification to ensure understanding)

A1.2 Demonstrating Understanding: demonstrate an understanding of oral French texts about academic and familiar topics, including literary texts, with support as appropriate (e.g., identify the underlying tone of an advertisement; explain the usage of various past tenses in a news report; recount the arguments on both sides of a controversial issue explored in a documentary about Aboriginal people in Canada; explain main ideas and supporting details heard in a live or recorded presentation about a social or environmental issue; after listening to a job description, list the skills that the employer requires in order of their importance; identify the stylistic devices heard in a literary text and explain how they support the theme; infer the underlying messages in an interview with a public figure)
A1.3 Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about academic and familiar topics, with support as appropriate (e.g., detect bias in a news report about a current social issue; compare how different media texts convey their messages, and determine which are most effective and why; analyze how television or radio advertisements use familiar situations to enhance the appeal of a product or company; analyze how a commercial attempts to create a need; analyze the relationship between visuals and lyrics in a music video by a First Nation, Métis, or Inuit musician)

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

A2.1 Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (e.g., when engaged in discussion, use non-verbal cues to demonstrate appreciation of another’s ideas; ask questions to show interest during a conversation; summarize both sides of the argument when moderating a debate; listen when it is not their turn to speak, and avoid interrupting others during informal debates; respond expressively to new information and acknowledge different points of view during a classroom “gallery walk”)

A2.2 Interacting: respond with understanding to what others say while participating in interactions about academic and familiar topics, including literary topics, in formal and informal situations (e.g., listen to a narrative and discuss with peers what they think will happen next; ask questions to clarify their understanding of a peer’s presentation on his or her future academic and career plans; contribute to a debate relating to French literature under study; discuss a current event in another part of the world; participate in a role play with a partner in which they reach a compromise about plans for a social outing; acknowledge others’ ideas using appropriate body language and facial expressions; after listening to a media clip about an environmental nongovernmental organization, discuss their own environmental goals with peers)

A2.3 Metacognition: (a) explain which strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan detailed steps they can take to improve their listening skills (e.g., explain the steps they took when listening to help them contribute to a group
discussion; describe strategies they used to monitor their understanding during interactions with peers; plan to apply feedback received from peers during an interaction to improve their listening skills; describe the strategies they used while listening to a long speech and explain how they were helpful; observe listening strategies used by peers and identify those that they themselves might find useful

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 a Malian song that combines French and Bambara, and describe how this combination affects the message; view news coverage of a cultural festival in Togo or Laos and compare it to one in their own community; view music videos from a variety of countries in French-speaking Africa and Asia and compare them to videos by North American French-speaking artists)

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 and explain the difference between formal and informal speech in a dialogue; identify linguistic elements that are common to rap music in French and English; explain the uses of intonation and non-verbal gestures in a variety of French-speaking communities; identify the relationship between the speakers in a series of short dialogues)

Speaking

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

B1.1 Using Oral Communication Strategies: identify a variety 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 to express ideas clearly; vary their choice of words to sustain the listener’s interest;
gather information from a variety of sources before a presentation; use tone of voice to help convey necessity or importance; vary the volume and rate of their speech to suit their audience)

B1.2 Producing Oral Communications: produce prepared and spontaneous communications in French containing information, ideas, and opinions about academic and familiar topics, including literary topics, with support as appropriate (e.g., research a current social issue and deliver a presentation on their findings; prepare a speech to welcome new students and orient them to their new environment; express their opinions about bike lanes in their community; recount an anecdote from their childhood; describe an issue relating to literature being studied; discuss the cultural significance of a personal artifact, such as a book, object, or photograph; thank a guest speaker, referring to what they learned from his or her presentation)

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about academic and familiar topics, including literary topics (e.g., demonstrate selfconfidence during a presentation by pausing for effect at appropriate points without concern that such pauses may signal a loss for words; record a lengthy voice mail message with minimal hesitation; conduct a conversation with peers with appropriate phrasing and emphasis; use a variety of linking terms to enhance the flow between key ideas)

B1.4 Creating Media Texts: create a variety of oral media texts in French about academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., host a radio or television show highlighting values associated with citizenship in Canada; produce a video to inform peers about career paths in which bilingualism would be an asset; record a music video to be used to fundraise for a charitable cause)

B1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (e.g., use appropriate pronouns to avoid repeating nouns in a conversation; use the comparative and superlative forms of adjectives and adverbs in a role play about a customer service representative and a consumer discussing service and prices; use the subjonctif after expressions of necessity; make hypothetical statements using “si” with the imparfait and conditionnel présent in the correct sequence)
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 formal and informal situations (e.g., during small-group activities, use polite expressions when contributing ideas, encouraging others to contribute, expressing agreement and disagreement, and/or seeking clarification; in a group discussion, make relevant comments at appropriate times; practice using tone of voice as a persuasive tool; use basic clarification and repair strategies, such as restating the message in a different way, to bridge gaps in spoken communication)

B2.2 Interacting: engage in spoken interactions in French (prepared and spontaneous), in academic and social contexts, about academic and familiar topics, including literary topics (e.g., converse spontaneously and at length about everyday life; with a partner, create and perform a lengthy dialogue dramatizing an unfair situation; participate in a panel presentation to Grade 9 students on how volunteering, part-time employment, and/or participation in school activities can develop job skills; informally discuss future career paths with peers; with a partner, role-play an interview with the author of or a character in a novel under study; present with a peer their interpretation of a French literary text; engage in a class discussion on personal finances)

B2.3 Metacognition: (a) explain which 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 detailed steps they can take to improve their speaking skills (e.g., reflect on the types of situations in which they interact most freely, and identify strategies that might help them improve their ease in other situations; in small groups, discuss their strengths and prioritize areas for improvement; assess the appropriateness and effectiveness of methods they have used to request clarification during a conversation; explain during a student-teacher conference the strategies that they used to prepare for an oral presentation)

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., deliver an oral presentation on a famous person or fictional character from Burkina Faso or Cambodia; discuss the importance of a musical style or a song to a particular French-speaking culture in Africa or Asia; in a small group, deliver an oral presentation on differences and similarities in cuisine, fashion, and/or art between a French-speaking region in Africa or Asia and their own community)

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., use regional idioms or expressions in a new context; compare and contrast vocabulary from two French-speaking areas or cultures and use this vocabulary appropriately in an interaction; choose words to suit the conversational context; use appropriate slang in a dialogue between two teenagers)

Reading

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

C1.1 Using Reading Comprehension Strategies: use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including short, challenging texts (e.g., determine the purpose for reading before beginning; brainstorm related ideas and themes before reading to recall relevant vocabulary; make predictions about the plot of a novel they are reading before starting the next chapter; form mental images of the setting of and action in a play while reading; create a concept map to help them explore plot elements and relationships between characters in a novel; identify verb tenses to help them sequence the actions in a news article or a detective story; synthesize the information in a non-fiction text; express their thoughts about a text by writing a response, drawing a sketch, or discussing it with a peer)

C1.2 Reading for Meaning: demonstrate an understanding of a variety of literary, informational, and graphic French texts, including short, challenging texts and texts used in real-life situations (e.g., describe the actions and motivations of a character in a contemporary novel or play; summarize the terms and conditions
related to an online service or product; explain whether the information in a text confirmed or negated a hypothesis they had formed before reading; make connections between informational and graphic texts on the same topic; list the skills needed for jobs after reading employment advertisements)

C1.3 Reading with Fluency: read a variety of French texts with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (e.g., read a play aloud with suitable emphasis and phrasing to dramatize the text and highlight a character’s feelings; read familiar words, such as subject-specific terminology from grade level texts, without hesitation in different reading contexts; repeatedly read aloud a challenging passage till their reading becomes smoother, more accurate, and faster)

C1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary (e.g., establish the function of unfamiliar words in a sentence to help decipher their meaning; read texts from a variety of sources, including the Internet, and record new words in their vocabulary notebooks; create a short graphic novel focused on a superhero in which each panel is titled with a word from their list of new vocabulary that reflects the action in the panel; list cognates encountered while reading; research the origins of words adopted from other languages)

C1.5 Responding to and Evaluating Media Texts: demonstrate an understanding of explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (e.g., read various reviews of the same film and then explain how they have affected their decision whether or not to see the film; analyze how each side is presented in an article detailing an issue related to workplace discrimination; explain what features make a magazine or a website more attractive; compare the information presented in reports on the same news story from television, an online source, and a newspaper; assess the credibility of a variety of Internet sites on the same topic; compare the effectiveness of a printed flyer and a website or email advertisement for a similar store or product)

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 in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (e.g., strong, persuasive language presents a reader’s point of view on an event or a matter of public policy in a letter to the editor; timetables and maps in train and bus schedules help travelers plan their route; clear categories and succinct descriptions highlight education and skills in a résumé; a fable conveys a moral illustrated by a brief story)

C2.2 Text Features and Elements of Style: identify features and stylistic elements of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (e.g., literary devices and descriptive language enhance the meaning of poems and song lyrics; a refrain or repeated phrase in a poem or story adds emphasis; words with several connotations can add extra levels of meaning in a literary text; the layout of a concrete poem can change or add to the meaning conveyed by the words alone; specialized terminology and illustrations explain sports-related skills on a website; a quotation helps clarify the abstract idea presented in an article)

C2.3 Metacognition: (a) explain which 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 detailed steps they can take to improve their reading skills (e.g., in a reading log, track the accuracy of their predictions, and assess the effectiveness of making predictions as a general reading strategy; reflect on the value of visualization as a tool to improve reading comprehension, and discuss with peers different approaches to visualization; in a conference with the teacher, discuss strategies for synthesizing texts, and develop a plan to enhance the accuracy and effectiveness of their syntheses)

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., read to explore issues related to equity and diversity in Niger and French Polynesia and compare them with related issues in their own
community; research festivals in Cameroon or Wallis and Futuna and compare them to events in their own community; describe aspects of culture in Tunisia or Laos through analysis of news articles and images; after reading his or her website and/or CD inserts, explain how the background of a French-speaking musician from Côte d’Ivoire or Cambodia influences his or her music)

C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., replace the slang in a comic strip or blog with standard French; compare terminology used in job postings from diverse French-speaking countries; interpret idiomatic expressions from online resources and newspapers; compare the level of language formality in an email or note from a best friend and from an employer)

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 French texts they plan to create (e.g., to encourage adults to change practices that have a negative impact on the environment in a series of persuasive paragraphs; to compare diction and imagery in literary texts on the same theme but from different historical periods; to educate teenagers about responsible personal financial practices through a website; to suggest to a government official what could be done to protect endangered species in their region; to answer an advertisement for a bilingual summer job)

D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and familiar topics, including literary topics, applying their knowledge of the structural and stylistic elements of each form (e.g., a résumé to accompany a cover letter to a prospective employer; an introduction for a product’s user manual; a news report about the benefits of the community service requirement for the Ontario Secondary School Diploma; a retelling of a short story or novel from an alternative point of view; a dialogue to explain issues associated with a healthy lifestyle; a supported opinion essay about the effect of advertising on society, using a variety of stylistic devices)
D1.3 Creating Media Texts: create media texts in French on academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (e.g., write an article for the school’s newsletter about the importance of learning French in Canada and how it can be useful in a variety of careers; design and create a marketing flyer for students looking for volunteer opportunities; create a script for a commercial to advertise a new health product; create a poster promoting a novel that they have read; post an opinion piece on an online forum to express their response to a television program or type of music; write a news report based on a headline and picture that they cut out from a newspaper or magazine)

D1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., make the past participle of verbs conjugated with “avoir” agree with the preceding direct object pronoun in affirmative and negative sentences; recount their daily routine using the passé composé of reflexive verbs; use punctuation correctly; use verb tenses appropriate to the context; use relative pronouns such as “ce qui”, “ce que”, “ce dont” to join two ideas or phrases; choose appropriate sensory adjectives and adverbs to modify nouns and verbs; select appropriate prepositions and conjunctions)

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., generate ideas by surveying peers; ask fundamental questions [who, what, where, when, why, how] to help them generate content for a news report, and use an organizer to help them sort information by category of question; engage in free writing to help them produce ideas for a poem or song; create a “grocery list” of topics; visualize the setting for a story they are writing and develop a list of words and phrases that will help the reader “see” it clearly; use a point-form outline to organize their ideas)

D2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., familiarize themselves with the success criteria for a task, and determine and sequence the steps that will enable them to meet those criteria; organize the paragraphs of an opinion piece to
present their argument clearly; use the ARMS strategy [add, remove, move, substitute] when revising their text; refer to a checklist when editing to ensure that they review the key components of a writing task; consider feedback from peers to help them improve the coherence and clarity of their message)

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., assess the appropriateness and clarity of their choice of vocabulary; use online and print resources judiciously to assist with revising and editing; choose an effective font and layout for their purpose and target audience, and consider what graphics, if any, they might add; reread the formatted text to ensure appropriate use of form, style, and conventions)

D2.4 Metacognition (a) explain which strategies they found helpful before, during, and after writing to communicate effectively; (b) identify their areas of greater and lesser strength as writers, and plan detailed steps they can take to improve their writing skills (e.g., reflect on the usefulness of asking the five Ws before writing a news article, and identify other text forms this strategy might be useful for; discuss with peers the usefulness of various graphic organizers for sorting ideas; select the self-correcting techniques they found most useful and comment on their use in a personal reflection log)

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

D3.1 Intercultural Awareness: in their written work, communicate information 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., create a tourist information brochure highlighting various French-language cultural events in Africa or Asia; write questions for an interview with individuals from French-speaking communities in Asia and Canada regarding cultural issues in these communities; write an opinion piece on how a French-speaking community in Africa is handling an issue also facing Canadian society)

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.,
incorporate common idiomatic expressions into a dialogue or song; design a banner or poster for National Francophonie Week that includes French expressions specific to different communities; write a letter asking a local First Nation, Métis, or Inuit artist to make a presentation to their class, and create an invitation inviting students to the presentation, adjusting the level of language formality accordingly)