

**TABLEAU DE CONCORDANCE  
AVEC LES ATTENTES ET LES CONTENUS D'APPRENTISSAGE  
DU CURRICULUM DE L'ONTARIO**

**PROGRAMME-CADRE DU COURS  
*FRENCH IMMERSION PROGRAM, 10<sup>e</sup> ANNÉE*  
FIF2D, FIF2P**

**FRENCH IMMERSION, GRADE 10  
ACADEMIC (FIF2D)**

<b>OVERALL EXPECTATIONS</b>
<p><b>A. LISTENING</b> By the end of this course, students will:</p>
<p><b>A1. Listening to Understand:</b> determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;</p>
<p><b>A2. Listening to Interact:</b> interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;</p>
<p><b>A3. Intercultural Understanding:</b> demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>

<b>Overall Expectations</b>	<b>Specific Expectations</b>	<b>Chap.</b>	<b>Pages</b>	<b>Vérific.</b>
<b>A.1</b>	<p><b>Listening to Understand</b> By the end of this course, students will:</p>			
	<p><b>A1.1 Using Listening Comprehension Strategies:</b> identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (<i>e.g., set goals and prepare a note-taking template before a listening task; make predictions that anticipate information to be heard; use an organizer to keep track of the main points during a presentation; use context and previous knowledge to help figure out unfamiliar words; make inferences based on specific information or ideas, key words, or linking words; visualize a scene in a literary text to aid in understanding relationships among characters; check comprehension after listening by reviewing notes with a peer</i>)</p>	Mod. 1 Mod. 2 Mod. 3 Mod. 5	28 86 145 255	
	<p><b>A1.2 Demonstrating Understanding:</b> demonstrate an understanding of oral French texts about academic and familiar topics, including literary texts and long texts, with support as appropriate (<i>e.g., note information heard in a presentation about summer jobs or future occupations, such as required knowledge, education, and skills; summarize the content of a scene from a French play after hearing it read aloud; comment on and ask relevant questions after a classmate's oral presentation about a novel or play being studied; explain the main ideas and supporting details of a story heard in a live or</i></p>	Mod. 1 G1 Mod. 2 G2	28-29 18-19 86-87 18-19	

	<i>recorded presentation; listen to various media texts to identify contributions that various ethnic groups have made to Canada, and compare these with their own culture's contribution; analyse the use of figurative language to establish tone and mood in an audiobook excerpt)</i>			
	<b>A1.3 Responding to and Evaluating Media Texts:</b> 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 ( <i>e.g., detect bias in a news report about a current social issue; identify different perspectives in a podcast about diversity and explain whether hearing multiple opinions enhances their understanding of the issue; hypothesize reasons for the possible disconnect between the images and the oral message in a music video; analyse how the language in a radio advertisement aims to influence the audience; identify examples of nationalism in a historical vignette</i> )	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	54-55 116-117 166-167 228-229 286-287	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
<b>A.2</b>	<b>Listening to Interact</b> By the end of this course, students will:			
	<b>A2.1 Using Interactive Listening Strategies:</b> identify and use a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions ( <i>e.g., paraphrase, clarify, ask questions about, or respond to the ideas shared in a group discussion; ask questions to demonstrate engagement during a conversation; take turns speaking and avoid interrupting others during informal discussion or debate</i> )	Mod. 1 G1	63 42-43	
	<b>A2.2 Interacting:</b> respond with understanding to what others say while participating in sustained interactions about academic and familiar topics, including literary topics, in formal and informal situations ( <i>e.g., respond to a speaker's opinion; present a rebuttal in an informal debate; acknowledge other points of view during a peer sharing session at the end of a lesson; listen to a peer share an experience of alienation and relate the feelings to an experience in their own life; contribute to a discussion or debate relating to the French literature being studied; pose questions after listening to a presentation at a co-op or job fair</i> )	Mod. 1 G1 Mod. 2 G2 Mod. 3 G3 Mod. 4 G4 Mod. 5 G5	4-5 4-5 66-67 4-5 126-127 4-5 176-177 4-5 236-237 4-5	

	<b>A2.3 Metacognition:</b> (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 <i>(e.g., suggest what they can do differently in response to oral feedback from the teacher; evaluate their ability to anticipate what they will hear in various oral texts; list listening strategies in order of effectiveness; after a listening activity, evaluate the effectiveness of their listening strategies and decide which strategy will be most helpful in similar contexts in the future; discuss their challenges recalling information after listening and strategies to address those challenges)</i>	Mod. 1 G1 Mod. 3 G3 Mod. 5 G5	30-31 20-21 146-147 18-19 256-259 20-21	
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Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
A.3	<b>Intercultural Understanding</b> By the end of this course, students will:			
	<b>A3.1 Intercultural Awareness:</b> 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 <i>(e.g., view historical clips about the French Empire in Africa and Southeast Asia and discuss its enduring cultural influence; extract cultural information from various French African or Asian songs, such as views on a social issue; watch films or video clips depicting family life and concerns in a French-speaking region in Africa or Asia and draw comparisons with those in their own community)</i>	Mod. 1 Mod. 2	22-25 112-115	
	<b>A3.2 Awareness of Sociolinguistic Conventions:</b> using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* <i>(e.g., identify and explain differences between familiar, colloquial, and formal language; note the vocabulary and register used by people of different age groups; listen to an interview and explain how the speakers use colloquial expressions to convey their meaning)</i>	Mod. 3 G3	146-147 18-19	

## OVERALL EXPECTATIONS

### B. SPEAKING

By the end of this course, students will:

**B1. Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;

**B2. Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences;

**B3. Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
<b>B.1</b>	<b>Speaking to Communicate</b> By the end of this course, students will:			
	<b>B1.1 Using Oral Communication Strategies:</b> 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 ( <i>e.g., select vocabulary that expresses their ideas clearly; use tone of voice to convey emotion, doubt, or certainty; gather information from a variety of sources before a presentation; vary their volume and rate of speech</i> )	Mod. 1 G1 Mod. 2 G2 Mod. 3 G3 Mod. 4 G4 Mod. 5 G5	28-29 18-19 86-87 18-19 144-145 16-17 194-195 18-19 254-255 18-19	
	<b>B1.2 Producing Oral Communications:</b> produce prepared and spontaneous communications in French containing information, ideas, and opinions about academic and familiar topics, including literary topics, with support as appropriate ( <i>e.g., retell a story or fable, paying particular attention to the sequence of events; explain how reading a humorous literary story improves their ability to tell amusing anecdotes of their own; deliver a monologue articulating the point of view of a stakeholder after an environmental disaster; deliver a persuasive presentation on an equity issue; outline plans for an outing to a French film festival; state their opinion on whether social media are creating the demise of privacy</i> )	Mod. 1 G1 Mod. 2 G2 Mod. 3 G3 Mod. 4 G4	62-63 42-43 122-123 40-41 172-173 40-41 232-233 42-43	

		Mod. 5 G5	292-293 42-43	
	<b>B1.3 Speaking with Fluency:</b> speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about academic and familiar topics, including literary topics ( <i>e.g., use tone and inflection to express sarcasm, irony, respect, and emotions; recite a classic fable clearly, using pauses for dramatic emphasis; change expression and intonation to reflect different messages and situations; avoid awkward pauses by using familiar vocabulary to describe an idea or object when the exact term is not known or has been forgotten; entertain the class with a joke, humorous story, or tongue twister</i> )	Mod. 1 G1 Mod. 2 G2 Mod. 3 G3 Mod. 4 G4 Mod. 5 G5	62-63 42-43 122-123 40-41 172-173 40-41 232-233 42-43 292-293 42-43	
	<b>B1.4 Creating Media Texts:</b> 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 ( <i>e.g., create a podcast analysing the explicit and implicit messages of an advertisement; create a public service message to promote intercultural appreciation; in small groups, create a media clip about climate change for their science class; record an opinion video commenting on a current local issue; in a group, create three radio news reports with different approaches to the same subject; create a multimedia advertising campaign that promotes hiring students for summer jobs</i> )	Mod. 1 Mod. 2 Mod. 3	63 123 172	
	<b>B1.5 Applying Language Structures:</b> communicate their meaning clearly, using parts of speech and word order appropriately ( <i>e.g., use correct tense sequences when formulating a hypothesis about what might have prevented a particular social or environmental problem; use a variety of transitional words and pronouns to link sentences when describing an experience or expressing an opinion; prepare a group presentation of a short play for a school-wide literary festival using vocabulary and verb tenses correctly</i> )	Mod. 1 G1 Mod. 2 G2 Mod. 3 G3 Mod. 4 G4 Mod. 5 G5	62-63 42-43 122-123 40-41 172-173 40-41 232-233 42-43 292-293 42-43	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
<b>B.2</b>	<b>Speaking to Interact</b> By the end of this course, students will:			
	<b>B2.1 Using Speaking Interaction Strategies:</b> demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations ( <i>e.g., prepare for and think positively about an upcoming conversation on a particular topic; use appropriate tone and expression in a discussion with peers; listen actively and remain on topic when asking or answering questions during an interview; interact appropriately with peers when participating in group work; adjust their vocabulary or the speed at which they are speaking in response to non-verbal cues from their partner</i> )	Mod. 1 G1 Mod. 2 G2 Mod. 3 G3 Mod. 4 G4 Mod. 5 G5	4-5 4-5 66-67 4-5 126-127 4-5 176-177 4-5 236-237 4-5	
	<b>B2.2 Interacting:</b> engage in sustained spoken interactions in French (prepared and spontaneous), in academic and social contexts, about academic and familiar topics, including literary topics ( <i>e.g., in small groups, converse spontaneously about everyday life; engage in a round-table discussion exploring such topics as hobbies, current events, potential career paths, hopes, goals, and ambitions; discuss a literary writer's choice of words and use of verb tenses to convey a message or mood; with a partner, rehearse and role-play a job interview in which the applicant highlights his or her personal strengths</i> )	Mod. 1 G1 Mod. 2 G2 Mod. 3 G3 Mod. 4 G4 Mod. 5 G5	4-5 4-5 66-67 4-5 126-127 4-5 176-177 4-5 236-237 4-5	
	<b>B2.3 Metacognition:</b> (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 ( <i>e.g., describe strategies they have used or could use to develop their ability to respond spontaneously; review their communication portfolio to help them determine next steps; participate in a French social group in the school to practise speaking with peers and native speakers outside class</i> )	Mod. 1 G1 Mod. 3 G3 Mod. 4 G4 Mod. 4 G4 Mod. 5 G5	30-31 20-21 146-147 18-19 196-199 20-21 230-231 40-41 256-259 20-21	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
B.3	<b>Intercultural Understanding</b> By the end of this course, students will:			
	<b>B3.1 Intercultural Awareness:</b> 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 ( <i>e.g., describe cultural events in Tunisia, such as the Carthage Film Festival, and their importance to local communities; deliver a presentation on key factors that affect a particular French-speaking country in Africa or Asia, such as historical events, climate, geography, the economy, and significant individuals; discuss with peers the similarities and differences between their own community and one presented in a film or video about a Guinean or Malian community; give a presentation on travelling to a country that protects the environment and respects local culture, such as Madagascar</i> )	Mod. 2	112-115	
	<b>B3.2 Awareness of Sociolinguistic Conventions:</b> identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in spoken interactions ( <i>e.g., use inclusive, bias-free language to show respect; use idiomatic expressions discovered while watching French commercials or reading on the Internet; accompany speech with appropriate non-verbal exclamations and gestures to help them convey an emotion or evoke a reaction; incorporate expressions from different regions in a dialogue</i> )	Mod. 4 G4	233 42-43	

OVERALL EXPECTATIONS
<b>C. READING</b> By the end of this course, students will:
<b>C1. Reading Comprehension:</b> determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
<b>C2. Purpose, Form, and Style:</b> identify the purpose(s), characteristics, and aspects of style of text forms, including literary, informational, graphic, and media forms;
<b>C3. Intercultural Understanding:</b> demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
C.1	<b>Reading Comprehension</b> By the end of this course, students will:			
	<b>C1.1 Using Reading Comprehension Strategies:</b> use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including challenging texts ( <i>e.g., in a think-aloud, predict content based on the text features, specialized vocabulary, illustrations, introductory information, and/or prior knowledge; determine the meaning of unfamiliar passages by examining illustrations and tables, rereading, using contextual clues, skipping ahead and returning, and pausing to ask questions; use diagrams or graphic organizers to illustrate connections between the topic and the main ideas and supporting details in the text; after reading, relate what they have learned to what they already knew about the topic, revising prior knowledge/understanding as necessary; ask themselves questions that require them to synthesize information from different segments of the text</i> )	Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 3 Mod. 4 Mod. 4 Mod. 5 Mod. 5	6-7 8-11 68-69 70-73 128-129 130-133 178-179 180-183 238-239 240-243	
	<b>C1.2 Reading for Meaning:</b> demonstrate an understanding of a variety of literary, informational, and graphic French texts, including challenging texts and texts used in real-life situations ( <i>e.g., summarize the main events in a French European literary novel; research information about an important event or development in Franco-Ontarian history for the school newspaper; extract information from websites to support an opinion on an environmental issue; make text-to-text connections between informational and graphic texts on the same topic; plan and budget for an overseas trip using travel brochures</i> )	Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 4 Mod. 5	8-11 12-15 16-19 20-25 26-27 70-73 74-77 134-135 184-185 244-247	
	<b>C1.3 Reading with Fluency:</b> read a variety of French texts, including some challenging texts, with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text ( <i>e.g., read unfamiliar words in literary texts smoothly; read along with a recorded audiobook, matching its pace; improve pacing and intonation in response to feedback from a partner while reading aloud; when reading aloud, convey the relationship between words, phrases, and sentences indicated by the punctuation</i> )	Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 2	12-15 16-19 20-25 26-27 74-77 78-79 80-83	

		Mod. 2	84-85	
		Mod. 3	134-135	
		Mod. 3	136-141	
		Mod. 3	142-143	
		Mod. 4	184-185	
		Mod. 4	186-189	
		Mod. 4	190-191	
		Mod. 4	192-193	
		Mod. 5	244-247	
		Mod. 5	248-249	
		Mod. 5	250-251	
		Mod. 5	252-253	
	<p><b>C1.4 Developing Vocabulary:</b> use several different vocabulary acquisition strategies to expand their French vocabulary (<i>e.g., use new words in context through role play; take notes when reading to add new words to their personal vocabulary list; find a synonym for an unfamiliar word; identify and develop lists of cognates, homonyms, and synonyms</i>)</p>	Mod. 1	2-3	
		G1	2-3	
		Mod. 2	64-65	
		G2	2-3	
		Mod. 2	80-83	
		G2	14-15	
		Mod. 3	124-125	
		G3	2-3	
		Mod. 3	130-133	
		G3	8-9	
		Mod. 3	150-153	
		G3	22-23	
		Mod. 4	190-191	
		G4	14-15	
	<p><b>C1.5 Responding to and Evaluating Media Texts:</b> explain explicit and implicit messages in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages (<i>e.g., read the platforms of political parties and deduce their target audiences; analyse techniques used in advertisements for a variety of products and explain which are the most effective; explain how the presentation of information on a billboard enables passers-by to read and process the message quickly; assess the methods used in newspapers to emphasize the importance of stories; describe how the</i></p>	Mod. 1	60-61	
		Mod. 2	118-119	
		Mod. 2	120-121	
		Mod. 3	170-171	

	<i>elements in a teen magazine article help to convey its message)</i>			
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Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
<b>C.2</b>	<b>Purpose, Form, and Style</b> By the end of this course, students will:			
	<b>C2.1 Purposes and Characteristics of Text Forms:</b> 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 ( <i>e.g., a fable conveys a moral illustrated by a brief story; topic sentences, supporting details, and transitional words guide the reader through the argument in an opinion piece; the artist's name, the title of the artwork, and background information on art museum panels help the viewer appreciate the piece of art; photos, status updates, and likes and dislikes on social networking sites help friends keep in touch; in a play, dialogue in verse or prose develops character and furthers the action</i> )	Mod. 1 Mod. 2 Mod. 3	32-33 92-93 166-167	
	<b>C2.2 Text Features and Elements of Style:</b> 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 ( <i>e.g., similes, metaphors, and other stylistic devices reinforce the themes in a novel or short story; an explanatory title for a chapter in a literary novel serves as a preface to the chapter; images, symbols, and literary devices from Aboriginal myths and legends in the prose of a contemporary First Nation, Métis, or Inuit writer reinforce connections between the past and present; humour can be used to make a serious point in an essay</i> )	Mod. 1 G1 Mod. 1 G1 Mod. 1 G1	2-3 2-3 8-11 8-9 34-37 24-25	
	<b>C2.3 Metacognition:</b> (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 ( <i>e.g., discuss with peers reading strategies that can be used with multiple types of texts and those that work best with specific kinds of text; use graphic and semantic organizers to help monitor their comprehension and identify where they have difficulty</i> )	Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 4	8-11 16-19 38-41 70-73 74-77 186-189	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
C.3	<b>Intercultural Understanding</b> By the end of this course, students will:			
	<b>C3.1 Intercultural Awareness:</b> 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 ( <i>e.g., after investigating the issue online, explain in their own words an environmental issue in a French-speaking African or Asian country, such as poaching and loss of lowland gorilla habitat in Democratic Republic of the Congo; compare and contrast texts on the same topic from Franco-African and Franco-Asian communities; identify issues to be considered when planning a year of study in a French-speaking African or Asian community</i> )			
	<b>C3.2 Awareness of Sociolinguistic Conventions:</b> using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* ( <i>e.g., interpret idiomatic expressions and puns in headlines from international French-language newspapers; compare academic or educational terminology in two different French-speaking communities; comment on persuasive language used in advertising in different French-speaking countries</i> )	Mod. 1 G1 Mod. 1 G1 Mod. 2 G2 Mod. 2 G2	42-43 28-29 56-59 38-39 80-83 14-15 94-97 24-25	

OVERALL EXPECTATIONS
<b>D. WRITING</b> By the end of this course, students will:
<b>D1. Purpose, Audience, and Form:</b> write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
<b>D2. The Writing Process:</b> use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
<b>D3. Intercultural Understanding:</b> in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French

sociolinguistic conventions in a variety of situations.

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
<b>D.1</b>	<b>Purpose, Audience, and Form</b> By the end of this course, students will:			
	<b>D1.1 Identifying Purpose and Audience:</b> determine their purpose in writing and the audience for French texts they plan to create ( <i>e.g., to explore ways in which form can affect meaning by analysing, in an academic essay, how a literary story and a fable, poem, and/or song treat the same theme or issue; to express an opinion about respecting the religious beliefs of others, especially when they are different from one's own; to highlight local attractions in an informative letter to a potential exchange student; to report for the school's online newsletter on community fundraising for a good cause; to survey and report on community attitudes towards reducing waste and conserving natural resources; to blog persuasively on a controversial issue</i> )	Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 4 Mod. 5	32-33 62-63 104-105 122-123 172-173 232-233 292-293	
	<b>D1.2 Writing in a Variety of Forms:</b> 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 ( <i>e.g., a supported opinion essay using a variety of literary devices such as metaphors, rhetorical questions, and contrast; a critical analysis of news reports on uranium mining in Canada, paying particular attention to word choice and sentence variety; a short story from the point of view of a young person growing up in Canada, with an emphasis on use of imagery; a vivid description of a natural disaster in a form that will raise awareness of the tragedy; a report on how effectively the Canadian Charter of Rights and Freedoms supports French-language rights; a journal entry on how ideas and images in various media affect their attitudes towards social and cultural norms, lifestyle, and gender roles</i> )	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	62-63 122-123 172-173 232-233 292-293	
	<b>D1.3 Creating Media Texts:</b> create media texts in French on academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience ( <i>e.g., create a web page presenting a personal anthology of poetry and write introductory text for each poem; create a poster highlighting their reading recommendations for display in the school library; write a script for a commercial celebrating cultural diversity in Canada; write a news article examining</i>	Mod. 1 Mod. 2 Mod. 3 Mod. 5	63 123 172-173 293	

	<i>how media coverage of major crises can influence the response of the international community; in a group, plan and write a brochure highlighting the responsibilities of a global citizen; write and record mock radio interviews about job programs for youth; write a television script about a celebrity or superhero)</i>			
	<b>D1.4 Applying Language Structures:</b> communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation ( <i>e.g., use punctuation correctly; use verb tenses appropriate to the context; choose appropriate sensory adjectives and adverbs to modify nouns and verbs; use possessive and demonstrative pronouns to avoid repeating nouns</i> )	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	62-63 122-123 172-173 232-233 292-293	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
<b>D.2</b>	<b>The Writing Process</b> By the end of this course, students will:			
	<b>D2.1 Generating, Developing, and Organizing Content:</b> generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources ( <i>e.g., explore ideas on the Internet before beginning a first draft; activate background knowledge through conferences with peers; organize ideas using idea webs or logs and/or other graphic organizers; identify the appropriate text form for the purpose and audience; engage in free writing to generate ideas; create a glossary reflecting previous knowledge of terminology related to a topic; summarize and paraphrase information and ideas in point-form notes</i> )	Mod. 1 G1 Mod. 1 G1 Mod. 1 G1 Mod. 2 G2	38-41 26-27 46-49 32-33 62-63 42-43 106-111 30-31	
	<b>D2.2 Drafting and Revising:</b> plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies ( <i>e.g., determine and sequence the steps necessary to create a first draft; create an outline for a multi-paragraph text; refer to a teacher-prepared editing checklist when revising their draft; participate in a peer-editing conference; reread early drafts to ensure logical organization with adequate development of information and ideas; assess their choice of vocabulary</i> )	Mod. 1 G1 Mod. 3 G3 Mod. 5 G5	32-33 22-23 150-153 22-23 276-277 32-33	

	<b>D2.3 Producing Finished Work:</b> 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 ( <i>e.g., refer to guiding questions provided by the teacher when proofreading their writing; use elements of effective presentation in the finished product, such as graphics, different fonts, headings, and captions; reread the final draft to ensure appropriate use of form, style, and conventions</i> )	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	62-63 122-123 172-173 232-233 292-293	
	<b>D2.4 Metacognition:</b> (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 ( <i>e.g., describe the benefits of planning carefully for each part of the writing process; use a checklist to help them assess their strengths with respect to the writing process and reflect on areas for improvement; explain how a checklist developed with peers helps focus efforts; identify alternative writing strategies they might find useful in the future; record common errors and self-correction techniques in a personal reflection log</i> )	Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 4 Mod. 5	42-43 94-97 112-115 160-163 212-215 262-265	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
D.3	<b>Intercultural Understanding</b> By the end of this course, students will:			
	<b>D3.1 Intercultural Awareness:</b> 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 ( <i>e.g., create an advertising campaign promoting a cultural celebration in Morocco or French Polynesia; analyse, on the basis of research, the historical reasons why many African and Asian countries use French; create a brochure on sports played in various French-speaking African countries and the ways in which they are connected to national identity</i> )			

	<b>D3.2 Awareness of Sociolinguistic Conventions:</b> identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in their written work ( <i>e.g., use the Internet to research conventions of different forms of business writing, record the sources, and compare the expressions in a summary chart; use conventional expressions of politeness in letters</i> )	Mod. 2	106-111	
		Mod. 3	156-157	
		Mod. 4	202-205	

## FRENCH IMMERSION, GRADE 10 APPLIED (FIF2P)

OVERALL EXPECTATIONS
<b>A. LISTENING</b> By the end of this course, students will:
<b>A1. Listening to Understand:</b> determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
<b>A2. Listening to Interact:</b> interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
<b>A3. Intercultural Understanding:</b> demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
<b>A.1</b>	<b>Listening to Understand</b> By the end of this course, students will:			
	<b>A1.1 Using Listening Comprehension Strategies:</b> identify a variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts ( <i>e.g., before listening, identify the purpose of and set personal goals with respect to a listening task; anticipate what might be heard based on clues such as the title of a presentation or accompanying images; use graphic organizers to help them identify relationships between concepts in the information they have heard; note key ideas during and after listening to a text; use context and background knowledge to make inferences; practise active listening by paraphrasing,</i>	Mod. 1 Mod. 2 Mod. 3 Mod. 5	28 86 145 255	

	<i>clarifying, asking questions, responding, and commenting after peer presentations)</i>			
	<b>A1.2 Demonstrating Understanding:</b> demonstrate an understanding of oral French texts about everyday matters and familiar topics, with contextual and visual support ( <i>e.g., listen to recorded job interviews and determine the most suitable candidate; match audio clips from films with their respective titles; extract detailed information from a radio or television advertisement; listen to a partial conversation and predict what will come next; dramatize the emotions of a character as a peer reads a scene from a play; follow oral directions to complete a technical procedure; use a graphic organizer to help them summarize the contents of a podcast; provide constructive feedback after peer presentations)</i> )	Mod. 1 G1 Mod. 2 G2	28-29 18-19 86-87 18-19	
	<b>A1.3 Responding to and Evaluating Media Texts:</b> evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about everyday matters and familiar topics ( <i>e.g., analyse the implicit messages in a song in relation to the explicit ones; identify the elements of a media text that indicate its intended audience; determine whose voice is represented and whose voice is absent in a public service announcement; analyse the persuasive techniques, music, and sound effects in a television advertisement; compare the techniques used to entertain the audience in various online audio clips; view a documentary clip about the impact of climate change in a region outside Canada and compare it with the impact of climate change on a local ecosystem)</i> )	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	54-55 116-117 166-167 228-229 286-287	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
<b>A.2</b>	<b>Listening to Interact</b> By the end of this course, students will:			
	<b>A2.1 Using Interactive Listening Strategies:</b> identify and use a range of interactive listening strategies to suit a variety of situations while participating in social interactions and interactions about everyday matters ( <i>e.g., listen attentively to the ideas and opinions in a small-group discussion and make relevant contributions when it is their turn to speak; use culturally appropriate body language and eye contact when participating in a discussion; show interest in what is being</i>	Mod. 1 G1	63 42-43	

	<i>said by commenting and asking questions)</i>			
	<b>A2.2 Interacting:</b> respond with understanding to what others say while participating in interactions about familiar and new topics and everyday matters, in formal and informal situations ( <i>e.g., agree or disagree with peers when discussing an issue; role-play a job interview taking place on the telephone; acknowledge other points of view when participating in a debate; respond to others' ideas when collaborating on a group project; share ideas to contribute to conversations</i> )	Mod. 1 G1 Mod. 2 G2 Mod. 3 G3 Mod. 4 G4 Mod. 5 G5	4-5 4-5 66-67 4-5 126-127 4-5 176-177 4-5 236-237 4-5	
	<b>A2.3 Metacognition:</b> (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 ( <i>e.g., assess their ability to read cues about when to enter a conversation; explain how paraphrasing what they have heard improves their understanding and helps them consolidate information; review the strategies that help them to understand oral presentations, and identify which strategy works best</i> )	Mod. 1 G1 Mod. 3 G3 Mod. 5 G5	30-31 20-21 146-147 18-19 256-259 20-21	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
A.3	<b>Intercultural Understanding</b> By the end of this course, students will:			
	<b>A3.1 Intercultural Awareness:</b> 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 ( <i>e.g., listen to various media clips describing family customs or teenagers' hopes and concerns in a French-speaking region of Africa or Asia, and make comparisons with their own lives; extract cultural information from various French African or Asian songs, such as customs and traditions; watch a report on cultural events in a French-speaking community in Africa or Asia and compare these with events in their own culture</i> )	Mod. 1 Mod. 2	22-25 112-115	

	<p><b>A3.2 Awareness of Sociolinguistic Conventions:</b> using information from oral French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (e.g., recognize and understand politeness conventions and forms of impoliteness; identify expressions related to folk wisdom heard in a read-aloud; identify the language register used by the participants in a conversation; identify the relationship between the speakers in a series of short dialogues or podcasts)</p>	<p>Mod. 3 G3</p>	<p>146-147 18-19</p>	
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<b>OVERALL EXPECTATIONS</b>
<p><b>B. SPEAKING</b> By the end of this course, students will:</p>
<p><b>B1. Speaking to Communicate:</b> communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;</p>
<p><b>B2. Speaking to Interact:</b> participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p>
<p><b>B3. Intercultural Understanding:</b> in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
B.1	<p><b>Speaking to Communicate</b> By the end of this course, students will:</p>			

	<p><b>B1.1 Using Oral Communication Strategies:</b> 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 (<i>e.g., repeat or paraphrase ideas to assist peers' understanding; use voice and facial expressions to emphasize meaning; vary their choice of words; use images, illustrations, or other visual aids to support a presentation or description</i>)</p>	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	28-29 86-87 144-145 194-195 254-255	
	<p><b>B1.2 Producing Oral Communications:</b> produce prepared and spontaneous communications in French containing information, ideas, and opinions about everyday matters and familiar topics, with contextual and visual support (<i>e.g., present a personal point of view on an environmental topic; make a morning announcement to promote a special event; deliver a persuasive presentation on an equity issue; deliver a speech with a message about the benefits of healthy living; present a comparison of the information or ideas in an oral text with those in another text on the same topic; present a character sketch based on a media text studied in class; create a presentation for peers on developing awareness of the advantages and disadvantages of shopping online</i>)</p>	Mod. 1 G1 Mod. 2 G2 Mod. 3 G3 Mod. 4 G4 Mod. 5 G5	62-63 42-43 122-123 40-41 172-173 40-41 232-233 42-43 292-293 42-43	
	<p><b>B1.3 Speaking with Fluency:</b> speak with a smooth pace, appropriate intonation, and accuracy in communications in French (prepared and spontaneous) about everyday matters and familiar topics (<i>e.g., speak in appropriate phrases when using familiar vocabulary and expressions; role-play a telephone conversation to demonstrate clear speaking when face-to-face communication is not possible; recite short pieces using pauses for dramatic emphasis</i>)</p>	Mod. 1 G1 Mod. 2 G2 Mod. 3 G3 Mod. 4 G4 Mod. 5 G5	62-63 42-43 122-123 40-41 172-173 40-41 232-233 42-43 292-293 42-43	
	<p><b>B1.4 Creating Media Texts:</b> create a variety of oral media texts in French about familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (<i>e.g., create videos with narration and interviews that inform peers about potential educational and career paths; develop a multimedia campaign to promote learning a second language; produce a trailer for a documentary about the history and culture of First Nations, Métis, or Inuit peoples; in a small group, produce a song and a music video to raise money for an environmental cause; adapt and re-record a popular song to advertise video games or toys to children</i>)</p>	Mod. 1 Mod. 2 Mod. 3	63 123 172	

	<b>B1.5 Applying Language Structures:</b> communicate their meaning clearly, using parts of speech and word order appropriately ( <i>e.g., distinguish between the futur simple and the conditionnel présent when describing future career plans and goals or aspirations; use appropriate verb tenses when recounting events from everyday life in a conversation; speak about their interests and activities in school and outside of school using a variety of pronouns</i> )	Mod. 1	62-63	
		G1	42-43	
		Mod. 2	122-123	
		G2	40-41	
		Mod. 3	172-173	
		G3	40-41	
		Mod. 4	232-233	
		G4	42-43	
		Mod. 5	292-293	
		G5	42-43	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérfic.
<b>B.2</b>	<b>Speaking to Interact</b> By the end of this course, students will:			
	<b>B2.1 Using Speaking Interaction Strategies:</b> demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of structured, formal, and informal situations ( <i>e.g., remain focused on the topic during a discussion; interact respectfully with peers when engaged in group work; in a group, take turns guiding the conversation; use tone of voice to help persuade their audience</i> )	Mod. 1 G1 Mod. 2 G2 Mod. 3 G3 Mod. 4 G4 Mod. 5 G5	4-5 4-5 66-67 4-5 126-127 4-5 176-177 4-5 236-237 4-5	
	<b>B2.2 Interacting:</b> engage in spoken interactions in French (prepared and spontaneous), in a variety of contexts, about everyday matters and familiar topics ( <i>e.g., in a round-table discussion, share perspectives on a current issue; compare hopes for future career paths with peers; improvise dialogues about travel-related situations such as encountering different customs, going to the airport, or being sick abroad; engage in a class discussion on First Nations, Métis, or Inuit identity, culture, or language; with a group, identify a solution to a problem in the community such as the disposal of electronic items; in a small group, discuss how volunteering, part-time employment, and participation in school activities can develop job skills, and make a presentation to the class; discuss, in small groups, the benefits of learning French and other languages that are used internationally</i> )	Mod. 1 G1 Mod. 2 G2 Mod. 3 G3 Mod. 4 G4 Mod. 5 G5	4-5 4-5 66-67 4-5 126-127 4-5 176-177 4-5 236-237 4-5	

	<b>B2.3 Metacognition:</b> (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 ( <i>e.g., discuss strengths with peers and prioritize areas for improvement; identify the types of communication situations that allow them to interact more freely; determine how the mood of the person with whom they are speaking affects the way they respond; join a French conversation club to practise their spoken language</i> )	Mod. 1 G1 Mod. 3 G3 Mod. 4 G4 Mod. 4 G4 Mod. 5 G5	30-31 20-21 146-147 18-19 196-199 20-21 230-231 40-41 256-259 20-21	
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Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
B.3	<b>Intercultural Understanding</b> By the end of this course, students will:			
	<b>B3.1 Intercultural Awareness:</b> 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 ( <i>e.g., research and speak about French cuisine in Africa, such as couscous in Morocco or kedjenou in Côte d’Ivoire; discuss fashion and/or art from French-speaking African or Asian countries and make comparisons to their own community; present research about a French-speaking African musical artist, such as Youssou N’Dour of Senegal; deliver a presentation on some key factors that affect a French-speaking country such as Laos, Lebanon, Burkina Faso, or Mali, including climate, geography, and some significant historical events; compare and contrast their own everyday life with that of individuals or groups from various French-speaking cultures; provide information on local customs and culture that would be needed for planning a camping trip to Laos or an Asian safari</i> )	Mod. 2	112-115	
	<b>B3.2 Awareness of Sociolinguistic Conventions:</b> identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in spoken interactions ( <i>e.g., use appropriate vocabulary and register to introduce a speaker at parents’ night; use interjections such as “euh”, “ah”, “ben” to show hesitation; use regional expressions or colloquialisms while role-playing different members of the community;</i>	Mod. 2	123	

	<i>research customer service etiquette in French restaurants or stores and demonstrate it in a skit)</i>			
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<b>OVERALL EXPECTATIONS</b>
<p><b>C. READING</b> By the end of this course, students will:</p> <p><b>C1. Reading Comprehension:</b> determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;</p> <p><b>C2. Purpose, Form, and Style:</b> identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including fictional, informational, graphic, and media forms;</p> <p><b>C3. Intercultural Understanding:</b> demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.</p>

<b>Overall Expectations</b>	<b>Specific Expectations</b>	<b>Chap.</b>	<b>Pages</b>	<b>Vérific.</b>
<b>C.1</b>	<b>Reading Comprehension</b> By the end of this course, students will:			
	<p><b>C1.1 Using Reading Comprehension Strategies:</b> use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including short, challenging texts (<i>e.g., determine the purpose for reading before beginning; use a graphic organizer such as a timeline, story map, or thought web to help them identify and make connections between main ideas and important details; clarify confusing instructions by using a flow chart to outline the steps; read beyond an unfamiliar word or phrase to infer meaning from the overall sense of the passage; identify words, phrases, sentences, and visuals that connect to their existing knowledge of oral and written language; create a concept map of the text using stick-on notes for the main ideas, ensuring that all the notes relate clearly to the topic and that they cover all the key ideas; use a graphic organizer to link prior knowledge with new concepts in order to consolidate their understanding of the concepts</i>)</p>	Mod. 1	6-7	
		Mod. 1	8-11	
		Mod. 2	68-69	
		Mod. 2	70-73	
		Mod. 3	128-129	
		Mod. 3	130-133	
		Mod. 4	178-179	
		Mod. 4	180-183	
		Mod. 5	238-239	
		Mod. 5	240-243	
	<p><b>C1.2 Reading for Meaning:</b> demonstrate an understanding of a variety of fictional, informational, and graphic French texts,</p>	Mod. 1	8-11	

	including short, challenging texts and texts used in real-life situations ( <i>e.g., discuss what the actions of a character in a story reveal about his or her attitude; describe how to maintain a bicycle after reading an instruction manual, or how to wash clothes after reading the care labels; explain, on the basis of research, the features that distinguish counterfeit and real banknotes; scan the headlines in an online newspaper to learn about First Nations, Métis, and Inuit events in their community; create a dinner menu with prices based on items in a supermarket or restaurant flyer; interpret survey results from several sources to draw conclusions about the impact of food scrap recycling programs</i> )	Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 4 Mod. 5	12-15 16-19 20-25 26-27 70-73 74-77 134-135 184-185 244-247	
	<b>C1.3 Reading with Fluency:</b> 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 ( <i>e.g., when reading aloud, convey the relationship between words, phrases, and sentences indicated by the punctuation; take turns reading excerpts from a play, varying rate, tone, and expression to suit the characters; read aloud with suitable emphasis and phrasing to dramatize a text for an audience</i> )	Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 2 Mod. 2 Mod. 3 Mod. 3 Mod. 3 Mod. 4 Mod. 4 Mod. 4 Mod. 4 Mod. 4 Mod. 5 Mod. 5 Mod. 5 Mod. 5	12-15 16-19 20-25 26-27 74-77 78-79 80-83 84-85 134-135 136-141 142-143 184-185 186-189 190-191 192-193 244-247 248-249 250-251 252-253	
	<b>C1.4 Developing Vocabulary:</b> use several different vocabulary acquisition strategies to expand their French vocabulary ( <i>e.g., use words from their list of new vocabulary in a different context by integrating them into a rap song; use contextual clues to figure out the meaning of new words; create a word bank related to areas of interest; use knowledge of another language to infer the meaning of a new word</i> )	Mod. 1 G1 Mod. 2 G2 Mod. 2 G2	2-3 2-3 64-65 2-3 80-83 14-15	

		Mod. 3 G3 Mod. 3 G3 Mod. 3 G3 Mod. 4 G4	124-125 2-3 130-133 8-9 150-153 22-23 190-191 14-15	
	<b>C1.5 Responding to and Evaluating Media Texts:</b> explain ideas and information in a variety of French media texts, and evaluate the effectiveness of the treatment and presentation of the messages ( <i>e.g., explain why the images, colours, and information on a magazine cover might appeal to a specific demographic; analyse video game reviews and determine their underlying intent; assess the credibility of different sources of information on the Internet; analyse a page on an environmental website about recycling cellphones; compare how print and online newspaper formats help readers find the stories they are interested in; explain how different virtual worlds can promote the teaching and learning of languages</i> )	Mod. 1 Mod. 2 Mod. 2 Mod. 3	60-61 118-119 120-121 170-171	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
<b>C.2</b>	<b>Purpose, Form, and Style</b> By the end of this course, students will:			
	<b>C2.1 Purposes and Characteristics of Text Forms:</b> identify the purpose(s) and characteristics of a variety of text forms in French, including fictional, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning ( <i>e.g., television listings and public transportation schedules are laid out to communicate information succinctly and efficiently; the “Frequently Asked Questions” [FAQ] section on a website highlights the information of greatest practical use to readers; an encyclopedia entry or magazine article answers the questions “Qui?”, “Quand?”, “Quoi?”, “Comment?”, “Où?”, and “Pourquoi?” about its subject; a key or legend explains the meaning of the symbols used on a map; withholding information adds suspense to a mystery or crime story</i> )	Mod. 1 Mod. 2 Mod. 3	32-33 92-93 166-167	

	<b>C2.2 Text Features and Elements of Style:</b> identify features and stylistic elements of a variety of text forms in French, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning ( <i>e.g., logo size, illustrations, font sizes, and colour attract attention to an advertisement and highlight its key message; maps supplement information in news reports about events in other parts of the world; the use of bold face or italics indicates emphasis; rhymes in a song or poem add interest and draw attention to particular words; hyperlinks and information buttons enable the user of a website to find further details</i> )	Mod. 1 G1 Mod. 1 G1 Mod. 1 G1	2-3 2-3 8-11 8-9 34-37 24-25	
	<b>C2.3 Metacognition:</b> (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 ( <i>e.g., identify their reading challenges and determine the best strategies to apply to address each challenge; identify a reading situation in which a seldom-used strategy might be helpful; discuss reading strategies that can be used with multiple types of texts and those that work best with specific kinds of text</i> )	Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 4	8-11 16-19 38-41 70-73 74-77 186-189	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
C.3	<b>Intercultural Understanding</b> By the end of this course, students will:			
	<b>C3.1 Intercultural Awareness:</b> 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 ( <i>e.g., research the colours and symbols associated with a French-speaking community in Africa or Asia, such as the green in the flag of the Republic of Senegal or the letter Y in the flag of Republic of Vanuatu, and explain their significance; identify the African members of the Organisation internationale de la Francophonie [OIF] and describe some key aspects of their cultures; read job postings to identify other languages used in French-speaking communities in Africa and Asia; study two websites to compare the reviews of a specific vacation destination in French-speaking Africa or Asia; use a Venn diagram to help them compare and contrast traffic signs and symbols in two different French-speaking countries</i> )			

	<b>C3.2 Awareness of Sociolinguistic Conventions:</b> using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* ( <i>e.g., read online reviews to identify variations and nuances in expression of preferences; investigate proverbs from various regions and determine why they are often useful devices in a text; compare the level of formality in different thank-you notes</i> )	Mod. 1	42-43	
		G1	28-29	
		Mod. 1	56-59	
		G1	38-39	
		Mod. 2	80-83	
		G2	14-15	
		Mod. 2	94-97	
		G2	24-25	

OVERALL EXPECTATIONS
<b>D. WRITING</b> By the end of this course, students will:
<b>D1. Purpose, Audience, and Form:</b> write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
<b>D2. The Writing Process:</b> use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
<b>D3. Intercultural Understanding:</b> in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
<b>D.1</b>	<b>Purpose, Audience, and Form</b> By the end of this course, students will:			
	<b>D1.1 Identifying Purpose and Audience:</b> determine their purpose in writing and the audience for French texts they plan to create ( <i>e.g., to protest the treatment of animals by a particular group or company; to write a script for a fashion show that promotes environmental awareness; to respond in an advice column to a question about a body image issue; to compose a thematic menu for a restaurant; to respond to a specific job advertisement with a bilingual résumé; to explain how to give constructive feedback to peers; to adapt a recipe or another</i> )	Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3	32-33 62-63 104-105 122-123 172-173	

	<i>set of instructions for a different audience; to welcome a new Canadian in a letter describing daily life in the community)</i>	Mod. 4 Mod. 5	232-233 292-293	
	<b>D1.2 Writing in a Variety of Forms:</b> write a variety of French texts to convey information, ideas, and opinions about everyday matters and familiar topics, applying their knowledge of some of the structural and stylistic elements of each form ( <i>e.g., a photo journal illustrating their life, with detailed captions describing each photograph; a creative slogan to encourage healthy eating; a newspaper editorial using vivid language to emphasize the negative effect of poor environmental habits, such as the failure to recycle; a comic strip about a personal interest, with varied word choice; a word collage conveying their emerging understanding of issues facing First Nations, Métis, or Inuit people; blog entries describing highlights of a cooperative education or summer job experience; a letter to the editor comparing and contrasting the concepts of a cultural mosaic and a cultural melting pot; a humorous dialogue between a francophone and an anglophone who are trying to communicate despite a limited knowledge of each other's language)</i> )	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	62-63 122-123 172-173 232-233 292-293	
	<b>D1.3 Creating Media Texts:</b> create media texts in French on everyday matters and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience ( <i>e.g., write a script for a public service announcement about an issue related to health, poverty, diversity, bullying, or climate change; write a news report on a current issue relevant to students; write copy for a sports or fashion magazine cover to attract a teenage audience; write a marketing flyer for students looking for volunteer opportunities, co-op placements, or part-time work; write a newspaper column on the use of celebrities in advertising; produce a pamphlet on an innovative technology)</i> )	Mod. 1 Mod. 2 Mod. 3 Mod. 5	63 123 172-173 293	
	<b>D1.4 Applying Language Structures:</b> communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation ( <i>e.g., use a variety of punctuation appropriately; describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; use a variety of pronouns; construct positive and negative questions)</i> )	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	62-63 122-123 172-173 232-233 292-293	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
<b>D.2</b>	<b>The Writing Process</b> By the end of this course, students will:			
	<b>D2.1 Generating, Developing, and Organizing Content:</b> generate, develop, and organize ideas for writing using a variety of pre-writing strategies and resources ( <i>e.g., generate ideas for an opinion piece and discuss them with peers; engage in free writing to generate ideas; sort ideas into categories for an informational paragraph; use a graphic organizer such as a plus-minus-interesting organizer or a T-chart to help them assess the relevance of ideas to the chosen topic; identify the appropriate text form for the purpose and audience; 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; create a glossary of essential vocabulary for their chosen topic</i> )	Mod. 1 G1 Mod. 1 G1 Mod. 1 G1 Mod. 2 G2	38-41 26-27 46-49 32-33 62-63 42-43 106-111 30-31	
	<b>D2.2 Drafting and Revising:</b> plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies ( <i>e.g., refer to a teacher-prepared editing checklist when revising their drafts; consider feedback from peer and/or teacher conferences to help them improve precision when revising their draft; reread early drafts to ensure logical organization with adequate development of information and ideas; assess their choice of vocabulary</i> )	Mod. 1 G1 Mod. 3 G3 Mod. 5 G5	32-33 22-23 150-153 22-23 276-277 32-33	
	<b>D2.3 Producing Finished Work:</b> 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 ( <i>e.g., refer to a class-generated checklist to ensure that their work meets the established criteria; reread the final draft to ensure appropriate use of form, style, and conventions; tailor the presentation, such as font, layout, graphics, to suit the intended audience; use a word-processing program to produce their finished work</i> )	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	62-63 122-123 172-173 232-233 292-293	
	<b>D2.4 Metacognition:</b> (a) describe 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 steps they can take to improve their writing skills ( <i>e.g., note in a writing log when they experienced writer’s block, what they did to overcome it, and which strategies or methods were effective; review their past work for commonly used expressions and plan to vary their word choice; create and regularly update a personal lexicon</i> )	Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 4 Mod. 5	42-43 94-97 112-115 160-163 212-215 262-265	

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Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
D.3	<b>Intercultural Understanding</b> By the end of this course, students will:			
	<b>D3.1 Intercultural Awareness:</b> 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., write a journal entry on the differences a French-speaking adolescent from Côte d’Ivoire might encounter when immigrating to Canada; create a brochure on sports practised in various French-speaking African countries and ways in which they are connected to national identity; describe the origins of a tradition or pastime from Madagascar or New Caledonia; write a double-entry journal from the points of view of people from two French-speaking communities in Africa or Asia affected by the same social issue)			
	<b>D3.2 Awareness of Sociolinguistic Conventions:</b> identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities,* and use them appropriately in their written work (e.g., adapt their language to a different audience or situation; write a formal email requesting an interview, using the appropriate conventions; write two dialogues on the same subject, one an informal conversation between friends and the other a formal conversation between a client and a customer service representative; write about professionals, using appropriate French abbreviations such as “Dr”)	Mod. 2 Mod. 3 Mod. 4	106-111 156-157 202-205	