

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

**PROGRAMME-CADRE DU COURS
FRENCH AS A SECOND LANGUAGE, 10^e ANNÉE
FSF2D, FSF2P, FSF2O**

**CORE FRENCH, GRADE 10
ACADEMIC (FSF2D)**

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

Overall Expectations	Specific Expectations	Chap.	Pages	Vérfic.
A.1	Listening to Understand By the end of this course, students will:			
	A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (<i>e.g., note key information when listening to aid understanding; visualize elements of the text while listening to help them remember content; make predictions before a listening task and confirm them during and after the task; identify what they know about a topic before listening to a text; make connections to personal experiences and opinions</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 5	28 86 145 255	
	A1.2 Demonstrating Understanding: demonstrate an understanding of messages in oral French texts about academic and familiar topics, with support as appropriate (<i>e.g., identify key events and place them on a timeline when listening to a partner's account of childhood memories; identify the purposes of a variety of telephone messages; summarize the main ideas and significant supporting details in a speaker's presentation; identify information about movie or concert programs, times, and prices in a recording</i>)	Mod. 1 G1 Mod. 2 G2	28-29 18-19 86-87 18-19	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
A.2	Listening to Interact By the end of this course, students will:			
	A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social and academic interactions (<i>e.g., restate key points to affirm understanding and show interest; ask for clarification when needed; lean forward to encourage the speaker and signal interest; paraphrase instructions or messages received from a partner, and review the paraphrase with their partner to confirm its accuracy</i>)	Mod. 1 G1	63 42-43	
	A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about academic and familiar topics, in formal and informal situations (<i>e.g., discuss the best mode of transportation to get to a concert in a neighbouring town; role-play a respectful negotiation to extend a curfew or review house or school rules; participate in a small-group or class debate</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	
	A2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (<i>e.g., during a student-teacher conference, explain how they self-monitor their listening skills; outline the steps they used prior to, during, and after listening to a recorded text</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	Intercultural Understanding By the end of this course, students will:			

	<p>A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities <i>(e.g., listen to perspectives on the same subject from two French-speaking countries and discuss how the culture in these countries might have influenced these perspectives; identify examples from audio-visual media that illustrate the extent to which French is used in a particular country; watch a clip, video, documentary, or film set in a French-speaking country with adolescent participants, and compile a list of similarities and differences between their own community and the one depicted)</i></p>	<p>Mod. 4 G4 Mod. 4 G4</p>	<p>174-175 2-3 176-177 4-5</p>	
	<p>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 <i>(e.g., interpret the meanings and uses of intonation and non-verbal gestures in different French-speaking communities; compare the significance and usage of tone, pitch, and emotion when communicating in French and English; identify the difference between formal and informal speech in a dialogue)</i></p>	<p>Mod. 3 G3</p>	<p>146-147 18-19</p>	

OVERALL EXPECTATIONS	
<p>B. SPEAKING By the end of this course, students will:</p>	
<p>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;</p> <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p> <p>B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.

B.1	Speaking to Communicate By the end of this course, students will:			
	B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (<i>e.g., select appropriate vocabulary and expressions for the intended message and audience; use appropriate gestures in a variety of situations; rehearse sharing ideas in a small group before presenting their ideas to the whole class; review knowledge about the topic before beginning a speaking task; adjust volume and tone to suit the message and context; identify and respond to audience needs and interests</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	
	B1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of academic, personally relevant, and familiar topics, with contextual, auditory, and visual support as appropriate (<i>e.g., report on information obtained from a French text and relate it to familiar texts, personal experiences, and the wider world; ask questions using inversion and a variety of interrogative words; inform others about the importance of healthy eating and the impact their diet may have on their health; give instructions about how to play a sport; justify their choice of a particular product</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	
	B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of familiar topics (<i>e.g., use known vocabulary when speaking about familiar subjects; avoid awkward pauses by using familiar vocabulary to describe an idea or object when the exact term is forgotten; role-play a telephone conversation to demonstrate clear speaking when face-to-face communication is not possible; recite a poem using pauses for dramatic emphasis; change expression and intonation to reflect different messages and situations; change tone/inflection to express sarcasm, irony, respect, and/or happiness or other emotions</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	
	B1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately	Mod. 1	62-63	

	<i>(e.g., describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; express necessity using the impersonal expressions “il faut que” and “il est important que” followed by the subjonctif présent of high-frequency verbs such as “être”, “aller”, “faire”, and “pouvoir”; identify the differences in meaning of synonymous nouns, adjectives, verbs, and adverbs; use comparatives and superlatives in conversation about everyday life, such as in comparisons of items to buy)</i>	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.2	Speaking to Interact By the end of this course, students will:			
	B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations <i>(e.g., use questions such as “As-tu pensé à ceci?” or “Avez-vous considéré cela?” to encourage others to share their thoughts; refer to personal lists of common expressions that can be used in different types of interactions)</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	
	B2.2 Interacting: exchange information, ideas, and opinions with others in guided and spontaneous spoken interactions about academic and personally relevant topics, with teacher modelling as appropriate <i>(e.g., ask questions for clarification or to elicit further information; acknowledge opinions of others using respectful language; with a peer, identify and discuss the messages presented in media texts; create and conduct a survey in interview format; engage in conversations about everyday life; compare hopes for future career paths with a peer)</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	
	B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills <i>(e.g., discuss the effective elements of their presentation and identify other elements that could be incorporated in future; use a checklist to monitor their contributions to and participation in discussions)</i>	Mod. 1 G1 Mod. 3 G3 Mod. 4	30-31 20-21 146-147 18-19 196-199	

		G4	20-21	
		Mod. 4	230-231	
		G4	40-41	
		Mod. 5	256-259	
		G5	20-21	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
B.3	Intercultural Understanding By the end of this course, students will:			
	B3.1 Intercultural Awareness: communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (<i>e.g., orally deliver a podcast, radio broadcast, or film script about tourist attractions in a French-speaking community such as the Seychelles; describe and teach a dance or sport from a French-speaking country; deliver an oral presentation on a famous person or fictional character from a French-speaking country; in pairs, research the history, economy, and geography of French overseas administrative territories such as French Guiana, St. Martin, or Saint Pierre and Miquelon and present the information orally, using visual aids such as a slideshow, a poster, a travel brochure; introduce a music video of a song from a French-speaking community outside Canada, noting typical language and characteristics; dramatize a scene from a comic strip or story incorporating characteristics of the culture or lifestyle of a French-speaking people</i>)	Mod. 4 G4 Mod. 4 G4	174-175 2-3 176-177 4-5	
	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 (<i>e.g., participate in a role play using colloquialisms and gestures appropriate to the setting; speak using an appropriate level of formality</i>)	Mod. 4 G4	233 42-43	

OVERALL EXPECTATIONS

C. READING

By the end of this course, students will:

C1. Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;

C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;

C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
C.1	Reading Comprehension By the end of this course, students will:			
	C1.1 Using Reading Comprehension Strategies: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (<i>e.g., while reading, make notes to record important or interesting ideas; ask questions about a character's motivation or actions; use an anticipation guide to make predictions and inferences; read beyond an unfamiliar word or phrase to infer its meaning from the overall sense of the passage; reread to determine or confirm meaning; after reading, make connections to their own experiences and knowledge</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	
	C1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts about academic and personally relevant topics (<i>e.g., describe the author's purpose and point of view; distinguish between fact and opinion; identify stated and implied ideas; role-play alternative solutions to a conflict presented in a text; locate and record information about the lives of Aboriginal people in Canada before or during the early settlement period; distinguish between informational and promotional texts; restate the message or recount the events from a graphic novel; follow written instructions</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 4	8-11 12-15 16-19 20-25 26-27 70-73 74-77 134-135 184-185	

		Mod. 5	244-247	
	<p>C1.3 Reading with Fluency: read a variety of French texts containing familiar vocabulary and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (<i>e.g., read groups of words in clusters or phrases; read with appropriate expression to communicate the emotions suggested by the text; make reading aloud sound like speaking, with appropriate emphasis and pauses as indicated by the punctuation; identify and pronounce smoothly words previously encountered in grade-level texts or that are part of their oral vocabulary and terminology used regularly in discussions and/or posted on anchor charts</i>)</p>	Mod. 1	12-15	
		Mod. 1	16-19	
		Mod. 1	20-25	
		Mod. 1	26-27	
		Mod. 2	74-77	
		Mod. 2	78-79	
		Mod. 2	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>C1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (<i>e.g., identify parts of words, such as roots, prefixes, suffixes; list on mind maps ideas or terms related to the topic of the text they are reading; identify parts of speech as they read; use contextual clues to help them determine the meaning of new words; substitute a word that would make sense in the same context for an unfamiliar word; identify words borrowed from other languages; identify verb tenses to determine when actions take place</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	
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Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
C.2	Purpose, Form, and Style By the end of this course, students will:			
	C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (<i>e.g., photos, status updates, and likes and dislikes on social networking sites help friends keep in touch; the artist's name, the title of the artwork, and background information on art museum labels help the viewer appreciate the piece of art; comparisions, charts, graphs, and grading systems in consumer reports are used to review and rate products and services for potential buyers; the interplay of images and words conveys a story in a graphic novel</i>)	Mod. 1 Mod. 2 Mod. 3	32-33 92-93 166-167	
	C2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (<i>e.g., point form, abbreviations, photos, and icons allow quick communication on a social networking site; titles, pull quotes, sidebars, photos, headings, and subheadings direct a reader's attention to certain information in magazines or newspapers; a list of accomplishments, the use of chronological order, and events recounted in the third person inform the reader about the life of the subject of a biography</i>)	Mod. 1 G1 Mod. 1 G1 Mod. 1 G1	2-3 2-3 8-11 8-9 34-37 24-25	
	C2.3 Metacognition: (a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (<i>e.g., rank their top three reading comprehension strategies in order of effectiveness and give reasons for the ranking; compare their top strategies with those of a peer and collaborate to describe the best use for each strategy; review predictions made before reading to confirm or clarify meaning and to determine the effectiveness of this strategy</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	Intercultural Understanding By the end of this course, students will:			
	C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (<i>e.g., from their reading of advertisements and promotional material, identify some culturally significant practices related to events in French-speaking communities in various countries, such as Switzerland, Belgium, or Canada; read job postings to identify languages required in business in French-speaking communities around the world; identify vocabulary that reflects the history or culture of the author or setting of a text; compare posted signage in French-speaking regions and infer some of the interests, values, and societal norms of those communities</i>)	Mod. 2 G2 Mod. 2 G2 Mod. 4 G4 Mod. 4 G4	106-111 30-31 112-115 32-33 176-177 4-5 212-215 28-29	
	C3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (<i>e.g., determine what the author's choice of language register conveys about his or her identity and position and how it affects the message; discuss similarities and differences in the language in poems or song lyrics from two French-speaking regions; scan headlines and advertisements in an online newspaper from a French-speaking region and identify vocabulary unique to that region</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
D. WRITING By the end of this course, students will:
D1. Purpose, Audience, and Form: 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;
D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French

sociolinguistic conventions in a variety of situations.

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
D.1	Purpose, Audience, and Form By the end of this course, students will:			
	D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (<i>e.g., to discuss an environmental disaster in a newspaper article; to compose a short dialogue between two fictional characters; to narrate a personal journey; to express and justify an opinion in response to a newspaper editorial or a film critique; to encourage community service among peers through an advertisement; to request information on a French-speaking country from a consulate or travel agency; to create an FAQ section for a school website for French-speaking students who have recently immigrated to Canada</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	
	D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of some of the structural and stylistic elements of each form (<i>e.g., a persuasive article on a website to encourage healthy eating; a text message or an email to a friend using informal language; a biography that includes different points of view about its subject; a report on a topic of interest that includes subheadings to guide the reader through the text; a letter to the editor on a social or environmental issue; an opinion piece on the importance of learning French or other languages</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	62-63 122-123 172-173 232-233 292-293	
	D1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (<i>e.g., describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; express opinions using interjections and the subjunctif présent; give instructions in a recipe, positioning object pronouns correctly with the impératif; write an autobiography using two different past tenses; vary sentence length and use conjunctions such as “si”, “quand”, “lorsque”, “dès que”, “cependant”, “car”, and “donc” to create more complex sentences</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.
D.2	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 (<i>e.g., participate in a group discussion to activate prior knowledge and generate ideas; create checklists or graphic organizers to assist them in organizing their thoughts; discuss storyboard ideas with peers to generate dialogue and narration for a comic strip; engage in free writing to generate ideas for a poem or song; assess the suitability of ideas in relation to the topic assigned; use different types of questions to deepen their understanding of a specific topic; summarize and paraphrase information and ideas in point-form notes, and review them to identify gaps; research facts to report accurately on a situation or event</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	
	D2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (<i>e.g., develop questions to help them clarify and expand upon peer and teacher feedback; determine whether ideas and supporting details are important, interesting, and clearly related to the purpose or the topic; use a teacher- or student-generated checklist when revising grammar, spelling, syntax, and punctuation; use a variety of classroom and electronic resources when editing and proofreading</i>)	Mod. 1 G1 Mod. 3 G3 Mod. 5 G5	32-33 22-23 150-153 22-23 276-277 32-33	
	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 (<i>e.g., reorganize main ideas and supporting details as necessary; add headings and subheadings to create sections in a report; use photos or drawings to support key ideas</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	62-63 122-123 172-173 232-233 292-293	
	D2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (<i>e.g., note in a writing log instances of writer's block, what they did to overcome it, and how their strategies worked; assess their text against success criteria to determine what they did effectively and what could be improved</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	Intercultural Understanding By the end of this course, students will:			
	D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (<i>e.g., write an online review that explores local cuisine in a specific French-speaking region; create a storyboard or skit highlighting the portrayal of adolescent issues in two different French-speaking communities; describe the influence of French colonization on the architecture of a French-speaking region; write a welcome letter to a potential new Canadian describing daily life in their community; write a double-entry journal from the points of view of people from two French-speaking communities affected by the same social issue; describe the origins of a tradition or pastime from a French-speaking community; create a promotional travel brochure for a French-speaking country</i>)	Mod. 4 G4 Mod. 4 G4	224-225 34-35 226-227 36-37	
	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 (<i>e.g., use the appropriate salutation and language register in an email to a friend and another to a teacher; explore words or expressions related to food and meals in different French-speaking communities</i>)	Mod. 2 Mod. 3 Mod. 4	106-111 156-157 202-205	

**CORE FRENCH, GRADE 10
APPLIED (FSF2P)**

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

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
A.1	Listening to Understand By the end of this course, students will:			
	A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (<i>e.g., break down the elements of a speaker’s message; brainstorm vocabulary before a listening task; draw on prior knowledge and make connections to personal experiences; identify key ideas and list associated details; make predictions before a presentation, and confirm, modify, or reject them during and after it</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 5	28 86 145 255	
	A1.2 Demonstrating Understanding: demonstrate an understanding of messages in oral French texts about everyday matters and familiar topics, with support as appropriate (<i>e.g., identify familiar words and expressions used to persuade in an advertisement; use a graphic organizer to sort information heard in a voice mail message; extract and summarize information from a broadcast about new and upcoming athletes; re-enact an event based on a description that includes new and familiar vocabulary; determine main ideas</i>)	Mod. 1 G1 Mod. 2 G2	28-29 18-19 86-87 18-19	

	<i>and relevant supporting details in a news broadcast; detect forms of bias in a song)</i>			
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Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
A.2	Listening to Interact By the end of this course, students will:			
	A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in social interactions and interactions about everyday matters (<i>e.g., acknowledge others' ideas using appropriate body language and facial expressions; identify the topic of discussion in order to select appropriate vocabulary to respond; paraphrase different speakers' points of view during a group discussion; ask for clarification or repetition to ensure comprehension during a conference with a teacher or peer</i>)	Mod. 1 G1	63 42-43	
	A2.2 Interacting: respond with understanding to what others say while participating in a variety of interactions about everyday matters and familiar topics, in formal and informal situations (<i>e.g., interview students for a survey; answer questions from others in a small-group discussion; participate in an improvisational role play; express agreement or disagreement verbally and non-verbally</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	
	A2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (<i>e.g., assess their level of participation in a role play; compare effective listening strategies with a peer</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	Intercultural Understanding By the end of this course, students will:			

	A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (<i>e.g., using a graphic organizer, record the names of French-speaking people heard describing their communities and identify French influences on their first and last names; listen to songs from a variety of French-speaking cultures to determine and appreciate how they convey messages</i>)	Mod. 4 G4 Mod. 4 G4	174-175 2-3 176-177 4-5	
	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 (<i>e.g., interpret the meanings and uses of intonation and non-verbal gestures in different French-speaking communities; identify expressions that show interest in what another person is saying; identify the language register used by the participants in a conversation</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.1	Speaking to Communicate By the end of this course, students will:			

	<p>B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (<i>e.g., focus on what to say rather than on how to say it; draw pictures to help correctly order the elements of a speaking task; use familiar ideas and expressions; provide supporting details to clarify ideas and opinions; continue speaking after making a mistake; build a bank of frequently used expressions, such as greetings, goodbyes, and requests for clarification, to help them focus on using complete phrases rather than individual words; rehearse with a partner</i>)</p>	<p>Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5</p>	<p>28-29 86-87 144-145 194-195 254-255</p>	
	<p>B1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate (<i>e.g., recount childhood memories or personal experiences; share interests, dreams, hopes, and aspirations; adapt and retell a familiar text; create and present a persuasive audio commercial; give a presentation on the importance of accessibility ramps in public buildings; present the results of a survey; describe a profession's skills and responsibilities; discuss French television commercials or film trailers after viewing; discuss the cultural significance of a personal book, object, or photograph; lead a panel discussion on where to find the most economical ticket prices or cell phone plans</i>)</p>	<p>Mod. 1 G1 Mod. 2 G2 Mod. 3 G3 Mod. 4 G4 Mod. 5 G5</p>	<p>62-63 42-43 122-123 40-41 172-173 40-41 232-233 42-43 292-293 42-43</p>	
	<p>B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of familiar topics (<i>e.g., vary tone and intonation for emphasis during presentations; speak in phrases using familiar vocabulary; avoid awkward pauses by using familiar vocabulary to describe an idea or object when the exact term is forgotten; role-play a telephone conversation to demonstrate clear speaking when face-to-face communication is not possible; recite a poem using pauses for dramatic emphasis</i>)</p>	<p>Mod. 1 G1 Mod. 2 G2 Mod. 3 G3 Mod. 4 G4 Mod. 5 G5</p>	<p>62-63 42-43 122-123 40-41 172-173 40-41 232-233 42-43 292-293 42-43</p>	
	<p>B1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (<i>e.g., express feelings, desires, or suggestions using the conditional; describe an event using the appropriate past tense; use appropriate pronouns to avoid repetition while speaking</i>)</p>	<p>Mod. 1 G1 Mod. 2 G2</p>	<p>62-63 42-43 122-123 40-41</p>	

		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	Vérific.
B.2	Speaking to Interact By the end of this course, students will:			
	B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (<i>e.g., restate and reformulate ideas and ask questions in response to a peer’s presentation; check for understanding; give alternative suggestions in response to others’ propositions; acknowledge the contributions of others before expressing their own opinion; contribute information in a small-group discussion to encourage active participation by all group members</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	
	B2.2 Interacting: exchange information, ideas, and opinions with others in guided and spontaneous spoken interactions about everyday matters and topics of personal interest, with teacher modelling as appropriate (<i>e.g., collaborate with classmates to prepare and present a skit; ask questions to elicit further information; acknowledge and respond to feedback during a writing conference with the teacher or peers; contribute opinions in a class discussion; discuss in small groups the effectiveness of messages in media texts; paraphrase or restate group members’ contributions to a discussion to verify understanding; compare “family rules” with a peer; discuss the setting, sequence of events, scenes, and characters in a text, using a graphic organizer to guide the conversation; with a partner, summarize key ideas from a group discussion; role-play a conversation between a parent and teenager about a product the teenager wants to have</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	

	B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills (<i>e.g., plan to incorporate newly learned vocabulary in interactions; identify strategies that are useful when interacting with peers</i>)	Mod. 1	30-31	
		G1	20-21	
		Mod. 3	146-147	
		G3	18-19	
		Mod. 4	196-199	
		G4	20-21	
		Mod. 4	230-231	
		G4	40-41	
Mod. 5	256-259			
G5	20-21			

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
B.3	Intercultural Understanding By the end of this course, students will:			
	B3.1 Intercultural Awareness: communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (<i>e.g., make a presentation on popular tourist attractions, movies, or jobs in various French-speaking regions, comparing them to those in their own community; identify some countries where French is used as a first or additional language, and compare its use in these countries to how and where French is used in their own community; deliver an oral presentation on a famous person or fictional character from a French-speaking country</i>)	Mod. 4 G4 Mod. 4 G4	174-175 2-3 176-177 4-5	
	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 (<i>e.g., participate in a role play using colloquialisms and gestures appropriate to the setting; speak using an appropriate level of formality</i>)			

OVERALL EXPECTATIONS

C. READING

By the end of this course, students will:

C1. Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;

C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;

C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
C.1	Reading Comprehension By the end of this course, students will:			
	C1.1 Using Reading Comprehension Strategies: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (<i>e.g., examine the features of a text before reading; note repeated words in a text to help them identify main ideas; make inferences based on images; focus on the overall message rather than the meaning of every word; choose texts about familiar topics; read beyond an unfamiliar word or phrase to infer its meaning from the overall sense of the passage</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	
	C1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts about everyday matters and personally relevant topics (<i>e.g., distinguish between fact and opinion in a newspaper article about providing nutritious food in schools; identify stated and implied ideas in an Internet, cable, or cell phone plan; role-play alternative solutions to a conflict presented in a text; make a timeline of the plot or key events in a story before creating a summary; read cookbooks from a variety of cultures, comparing ingredients and discussing the cultural significance of particular foods or dishes; read and respond to a reviewer’s point of view about a movie or CD; read a city map to determine directions to a particular location</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 2	8-11 12-15 16-19 20-25 26-27 70-73 74-77 134-135	

		Mod. 4	184-185	
		Mod. 5	244-247	
	<p>C1.3 Reading with Fluency: read a variety of French texts containing familiar vocabulary and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (<i>e.g., divide text into chunks when reading aloud; read with appropriate expression to communicate the emotions suggested by the text; identify and pronounce smoothly previously encountered words; read in role using appropriate intonation to emphasize the emotions conveyed by the character</i>)</p>	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	
	<p>C1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (<i>e.g., make associations based on illustrations and prior knowledge to determine and clarify the meaning of new words; use knowledge of etymology and related words to help decode an unfamiliar word's meaning; identify words borrowed from other languages; make a list of words and expressions that convey emotion; develop a personal lexicon including jargon and slang from personal online messaging, expressions used regularly in discussions, words from resource materials, and terminology in school-related documents; substitute a word that would make sense in the same context for an unfamiliar word</i>)</p>	Mod. 1 G1 Mod. 2 G2 Mod. 2 G2 Mod. 3 G3 Mod. 3 G3 Mod. 3 G3 Mod. 4	2-3 2-3 64-65 2-3 80-83 14-15 124-125 2-3 130-133 8-9 150-153 22-23 190-191	

		G4	14-15	
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Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
C.2	Purpose, Form, and Style By the end of this course, students will:			
	C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (<i>e.g., an encyclopedia entry or newspaper article answers the questions “Qui?”, “Quand?”, “Quoi?”, “Comment?”, “Où?”, and “Pourquoi?” in relation to its subject; a list of materials enables a person to check that all components are present before assembling furniture; short essays, images, and useful links express and support opinions in a blog; speech bubbles, captions, and illustrations are used to convey information in comic strips and graphic novels</i>)	Mod. 1 Mod. 2 Mod. 3	32-33 92-93 166-167	
	C2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (<i>e.g., tables and diagrams convey information concisely in a report; the impératif and persuasive language in advertisements encourage consumers to buy a product; boldface titles, the infinitif, numbered steps, and illustrations help to guide cooks through a recipe</i>)	Mod. 1 G1 Mod. 1 G1 Mod. 1 G1	2-3 2-3 8-11 8-9 34-37 24-25	
	C2.3 Metacognition: (a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (<i>e.g., rank their top three reading comprehension strategies in order of effectiveness and give reasons for their ranking; compare their top strategies with those of a peer and collaborate to describe the best use for each strategy</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	Intercultural Understanding			

	By the end of this course, students will:		
	<p>C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (<i>e.g., research symbols associated with specific French-speaking communities and explain their significance; from their reading of advertisements and promotional material, identify some culturally significant practices related to events in French-speaking communities in various countries, such as Switzerland, Belgium, or Canada; read job postings to identify languages required in business in French-speaking communities around the world; compare posted signage in French-speaking regions and infer some of the interests, values, and societal norms of those communities; read descriptions of the flags of various French-speaking countries and describe how the elements reflect the national history or culture</i>)</p>	Mod. 2 G2 Mod. 2 G2 Mod. 4 G4 Mod. 4 G4	106-111 30-31 112-115 32-33 176-177 4-5 212-215 28-29
	<p>C3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (<i>e.g., compare vocabulary in menus from two French-speaking communities; identify words and expressions unique to certain communities; describe how the words of the national anthem of a specific French-speaking country reflect aspects of its national history or culture</i>)</p>	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
<p>D. WRITING By the end of this course, students will:</p> <p>D1. Purpose, Audience, and Form: 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;</p> <p>D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;</p> <p>D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
D.1	Purpose, Audience, and Form By the end of this course, students will:			
	D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (e.g., to publish an article in a school paper based on an interview with a family member about his or her cultural traditions; to critique a film for a blog; to promote community service in an advertisement; to prepare a report explaining how something works or why something happened; to create a travel brochure to convince their families to visit a particular city or country; to develop a series of dialogues illustrating various ways to request and give directions; to compose an email or text message accepting an invitation to a party and confirming information about the event; to highlight the admirable qualities of a personal hero in a biography; to create a newspaper or magazine advertisement discussing the benefits and importance of learning French or other languages; to create an advertising campaign to persuade students to support a school fundraising event)	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	
	D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about everyday matters and personally relevant topics, applying their knowledge of some of the structural and stylistic elements of each form (e.g., an editorial to encourage adults to improve their energy conservation practices; a promotional text for a book or a movie; a slogan to encourage healthy and active living; a classified advertisement about an item lost, found, or for sale; an FAQ section for a school website about school-based apprenticeships or opportunities for bilingual volunteer work)	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	62-63 122-123 172-173 232-233 292-293	
	D1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (e.g., describe places, objects, people, and feelings using correct forms of sensory adjectives and adverbs; express opinions or arguments using impersonal expressions and interjections; give instructions in a recipe, positioning object pronouns correctly with the impératif; write an autobiography using a variety of past tenses; vary sentence length and use conjunctions such as “si”, “quand”, “lorsque”, “dès que”, “cependant”, “car”, “donc” to create more complex	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	62-63 122-123 172-173 232-233 292-293	

	<i>sentences)</i>			
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Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
D.2	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 (<i>e.g., discuss and reflect on personal opinions about a specific topic before writing; create a timeline of important events and personal achievements to use as the basis for an autobiography; discuss personal reactions with peers to clarify their own response to the work of a First Nation, Métis, or Inuit artist</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	
	D2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (<i>e.g., identify frequently used vocabulary and integrate a greater variety of words and expressions in their text; use a teacher- or student-generated checklist to revise grammar, spelling, syntax, and punctuation; prioritize ideas and information to improve organization and clarify the message; use feedback from peer and teacher conferences to improve a written piece; vary sentence length to add interest and improve coherence</i>)	Mod. 1 G1 Mod. 3 G3 Mod. 5 G5	32-33 22-23 150-153 22-23 276-277 32-33	
	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 (<i>e.g., add appropriate visuals or graphics to support key ideas; check for adequate development of information and ideas; check that their use of punctuation is appropriate and consistent with their meaning</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	62-63 122-123 172-173 232-233 292-293	
	D2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (<i>e.g., note in a writing log instances of writer's block, what they did to overcome it, and how their strategies worked; assess their text against success criteria to determine what they did effectively and what could</i>	Mod. 1 Mod. 2 Mod. 2 Mod. 3	42-43 94-97 112-115 160-163	

	<i>be improved)</i>	Mod. 4 Mod. 5	212-215 262-265	
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Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
D.3	Intercultural Understanding By the end of this course, students will:			
	D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (<i>e.g., describe the influence of French colonization on the architecture of a French-speaking region; create a menu, including the prices, for a traditional French Canadian meal; write a journal entry describing the events during “la semaine de la francophonie”; describe the origins of a tradition or pastime from a French-speaking community; create a promotional poster related to the cuisine of a French-speaking country, such as “Saveurs de la Martinique”</i>)	Mod. 4 G4 Mod. 4 G4	224-225 34-35 226-227 36-37	
	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 (<i>e.g., use appropriate salutations and levels of formality when writing invitations for a special event to friends, the school principal, teachers, or a local government official; write to an organization to offer their services as a volunteer, explaining their reasons for volunteering, expressing interest in a particular position, and discussing how their skills and experiences can make a contribution; write a thank-you note to a store’s manager after a job interview</i>)	Mod. 2 Mod. 3 Mod. 4	106-111 156-157 202-205	

**CORE FRENCH, GRADE 10
OPEN (FSF2O)**

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

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
A.1	Listening to Understand By the end of this course, students will:			
	A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (<i>e.g., use prior knowledge and contextual clues to make deductions and inferences while listening; identify cognates; make predictions about key ideas in an oral text and verify predictions as they listen to the text; take notes to retain information</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 5	28 86 145 255	
	A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts about everyday matters and matters of personal interest, with contextual and visual support (<i>e.g., use words, pictures, and/or actions to restate the main idea and related details in an oral report about First Nations people; identify familiar words and expressions in a song; act out a procedure based on a classmate's description; identify a character from a story or movie based on a peer's description</i>)	Mod. 1 G1 Mod. 2 G2	28-29 18-19 86-87 18-19	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
A.2	Listening to Interact By the end of this course, students will:			
	A2.1 Using Interactive Listening Strategies: identify and use interactive listening strategies to suit a variety of situations while participating in structured and guided social interactions and interactions about everyday matters (<i>e.g., react appropriately to personal accounts shared by a peer; use familiar words and phrases to paraphrase a speaker and verify understanding</i>)	Mod. 1 G1	63 42-43	
	A2.2 Interacting: respond with understanding to what others say while participating in a variety of structured and guided interactions about everyday matters and matters of personal interest (<i>e.g., in a small group, create guidelines for preparing a litter-less lunch; recommend local restaurants in response to peers' statements about their food preferences and budgets; respond to the ideas and contributions of others during a conversation about traditions and celebrations; listen to another person's opinion about a story and express their own; listen to and act on descriptive feedback from a peer or teacher regarding their performance of a task</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	
	A2.3 Metacognition: (a) describe strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills (<i>e.g., identify things that have distracted them from listening to a speaker; describe how various resources can help them find out more about a subject in preparation for listening</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	Intercultural Understanding By the end of this course, students will:			

	<p>A3.1 Intercultural Awareness: using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (<i>e.g., listen to perspectives on the same subject from people in two French-speaking countries and discuss how their culture might have influenced their perspectives; listen to descriptions of tourist destinations in French-speaking parts of the world and describe significant landmarks in these regions; listen to French popular songs in class and determine the meaning of the lyrics</i>)</p>	<p>Mod. 4 G4 Mod. 4 G4</p>	<p>174-175 2-3 176-177 4-5</p>	
	<p>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 (<i>e.g., interpret the meanings and uses of intonation and non-verbal gestures in different French-speaking communities; compare the language heard in conversations with a teacher and with a peer and identify some of the differences; compare the language used to introduce a performer or celebrity and the language used to introduce a friend and identify some of the differences; identify some conventions used in informal exchanges such as telephone calls with a friend</i>)</p>	<p>Mod. 3 G3</p>	<p>146-147 18-19</p>	

OVERALL EXPECTATIONS	
<p>B. SPEAKING By the end of this course, students will:</p>	
<p>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;</p> <p>B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;</p> <p>B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.</p>	

Overall	Specific Expectations	Chap.	Pages	Vérific.
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Expectations				
B.1	Speaking to Communicate By the end of this course, students will:			
	B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (<i>e.g., identify their purpose for speaking, including circumstances, audience, and topic; use descriptive language to engage their audience; adjust volume to suit the purpose for speaking; adapt familiar models of speech to new contexts; increase confidence by reusing familiar and newly acquired phrases and sentences to state needs and preferences; engage in warm-up activities to practise newly acquired vocabulary; practise the delivery of lines in a role play; use repetition and speak clearly to ensure the audience understands</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	28-29 86-87 144-145 194-195 254-255	
	B1.2 Producing Oral Communications: using familiar words and expressions, produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate (<i>e.g., discuss personal interests in and outside school; share information about familiar activities and interests, including actions in the past and present, and plans for the future; describe skills learned through volunteering in the community; create and deliver a presentation about a familiar environmental or social issue; present a critique of a graphic novel, film, or video game</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	
	B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared communications about a range of familiar topics (<i>e.g., recite tongue twisters at different rates to practise pronunciation and emphasis; leave a clear, brief message on an answering machine with minimal hesitation</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	
	B1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately	Mod. 1	62-63	

	<i>(e.g., describe themselves and others using correct forms of sensory adjectives; express opinions using interjections and familiar verbs; use appropriate prepositions with geographical names when describing places to visit as a tourist; maintain a conversation by following a model of questions and answers)</i>	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	Vérific.
B.2	Speaking to Interact By the end of this course, students will:			
	B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of structured, guided, formal, and informal situations <i>(e.g., use body language and proximity to engage the audience; share personal experiences and ideas linked to those of others; use pauses appropriately during a conversation)</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	
	B2.2 Interacting: exchange information, ideas, and opinions with others in structured and guided spoken interactions about matters of personal interest and familiar topics, with teacher modelling as appropriate <i>(e.g., ask and respond to questions to exchange personal information; ask questions for clarification or to elicit additional information; compare likes and dislikes with peers; discuss the setting, sequence of events, scenes, and characters in a text, using a graphic organizer to guide the conversation; give feedback to a classmate in a peer-assessment activity; negotiate solutions to problems; conduct opinion surveys among classmates about a variety of topics; act as facilitator during a class discussion)</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	
	B2.3 Metacognition: (a) describe strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills <i>(e.g., make revisions to the form and content of speech using feedback from peers and the teacher)</i>	Mod. 1 G1 Mod. 3 G3 Mod. 4	30-31 20-21 146-147 18-19 196-199	

		G4	20-21	
		Mod. 4	230-231	
		G4	40-41	
		Mod. 5	256-259	
		G5	20-21	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
B.3	Intercultural Understanding By the end of this course, students will:			
	B3.1 Intercultural Awareness: communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (<i>e.g., make a presentation on popular tourist attractions, movies, or jobs in various French-speaking territories, and compare them to those in their own community; identify some countries where French is used as a first or additional language and compare its use to how and where French is used in their own community; teach a dance or sport from a French-speaking country; deliver an oral presentation on a famous person or fictional character from a French-speaking country; introduce a music video from a French-speaking community outside Canada, noting typical language and characteristics</i>)	Mod. 4 G4 Mod. 4 G4	174-175 2-3 176-177 4-5	
	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 (<i>e.g., identify and use appropriate conventions in informal oral interactions, such as standard phrases for telephone greetings, asking to speak to someone, identifying themselves, and asking to leave a message</i>)			

OVERALL EXPECTATIONS
C. READING By the end of this course, students will:
C1. Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a range of

reading comprehension strategies;

C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms;

C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
C.1	Reading Comprehension By the end of this course, students will:			
	C1.1 Using Reading Comprehension Strategies: identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided, and independent reading contexts (<i>e.g., ask questions to guide the exploration of a text; use titles, captions, and illustrations to make predictions about a text; identify familiar words and cognates to support their understanding of the text; create mental images of the setting or characters based on descriptive details; use contextual clues to infer meaning; reread a section of text to confirm or clarify understanding; divide text into phrases to monitor comprehension</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	
	C1.2 Reading for Meaning: demonstrate an understanding of a variety of student- and teacher-selected French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (<i>e.g., summarize the key events in a letter, postcard, or email from a friend describing his or her weekend or vacation; read and mime the instructions in a classmate's procedural text, such as directions to a specific landmark, instructions for assembling a piece of furniture, or prompts at an ATM; as a reading response to a story, select what a character might order from a menu, using evidence from the text to justify the choice of foods</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	

	<p>C1.3 Reading with Fluency: read a variety of French texts containing familiar names, words, and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (<i>e.g., read aloud at an appropriate rate and with expression; read with expression during reader’s theatre; read poems or song lyrics smoothly during choral reading or in shared or paired reading contexts</i>)</p>	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	
	<p>C1.4 Developing Vocabulary: use a variety of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words and expressions (<i>e.g., develop lists of cognates to expand vocabulary and to enhance understanding; identify familiar prefixes and suffixes and use them to infer the meaning of new words; create a list of new words, adding definitions determined from their context in texts; find a synonym for an unfamiliar word; identify synonyms and antonyms for familiar words; take note of new words while reading and add them to a personal word list</i>)</p>	Mod. 1 G1 Mod. 2 G2 Mod. 2 G2 Mod. 3 G3 Mod. 3 G3 Mod. 3 G3 Mod. 4 G4	2-3 2-3 64-65 2-3 80-83 14-15 124-125 2-3 130-133 8-9 150-153 22-23 190-191 14-15	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
C.2	Purpose, Form, and Style By the end of this course, students will:			
	C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (<i>e.g., ingredients and nutritional information on food packaging aid consumers in choosing healthy foods; maps, photos, and sample itineraries on a travel website help readers plan and budget for a vacation; pictures, diagrams, and troubleshooting tips in an owner's manual enable consumers to set up electronic devices</i>)	Mod. 1 Mod. 2 Mod. 3	32-33 92-93 166-167	
	C2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (<i>e.g., captions, titles, pictures, colour, punctuation, and various fonts emphasize important information on a poster or flyer; gridlines, various fonts, and icons in calendars identify dates and holidays</i>)	Mod. 1 G1 Mod. 1 G1 Mod. 1 G1	2-3 2-3 8-11 8-9 34-37 24-25	
	C2.3 Metacognition: (a) describe strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills (<i>e.g., rank their top three reading comprehension strategies in order of effectiveness and give reasons for their ranking; compare their top strategies with those of a peer and collaborate to describe the best use for each strategy</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	Intercultural Understanding By the end of this course, students will:			

	<p>C3.1 Intercultural Awareness: using information from a variety of French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., <i>research symbols associated with a French-speaking community and explain their significance; identify the main course dishes on the menu of a restaurant in a French-speaking country; read articles that describe the eating habits in a French-speaking country and compare them to dietary recommendations in Canada's Food Guide; research the currency used in a French-speaking country and compare the cost of some everyday products to their cost in Ontario</i>)</p>	<p>Mod. 2 G2 Mod. 2 G2 Mod. 4 G4 Mod. 4 G4</p>	<p>106-111 30-31 112-115 32-33 176-177 4-5 212-215 28-29</p>	
	<p>C3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities (e.g., <i>while reading, identify words and expressions unique to certain regions; compare a personal and a business letter and discuss the differences in their language; describe how the words of the national anthem of a specific French-speaking country reflect some aspects of its national history or culture; discuss similarities and differences in the language used in song lyrics from two French-speaking regions</i>)</p>	<p>Mod. 1 G1 Mod. 1 G1 Mod. 2 G2 Mod. 2 G2</p>	<p>42-43 28-29 56-59 38-39 80-83 14-15 94-97 24-25</p>	

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

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
D.1	Purpose, Audience, and Form By the end of this course, students will:			
	D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (<i>e.g., to review fashion trends or new technology; to describe a sports game for a magazine; to develop a dialogue showing different ways to request and give directions; to share personal dreams and wishes; to create a poster highlighting the benefits and importance of learning French or other languages</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	
	D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about familiar, everyday topics, applying their knowledge of the basic structural and stylistic elements of each form (<i>e.g., a poem or song about a personal experience; a how-to manual; a storyboard for an autobiographical short film or documentary; a response to an email or invitation; an article on the benefits of part-time jobs for teenagers</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	62-63 122-123 172-173 232-233 292-293	
	D1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation (<i>e.g., write descriptions of themselves and others using correct forms of sensory adjectives; express opinions using interjections and familiar verbs; give written directions using the impératif; describe favourite memories using the appropriate past tense; vary sentence length and use conjunctions such as “parce que”, “quand”, “et”, “ou”, and “donc” to create more complex sentences</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.
D.2	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 (<i>e.g., in a journal, record possible topics to write about; create a list of themes from favourite songs or books; select ideas from a class brainstorming session on topics of interest; use the results of a survey as the inspiration for a letter to the editor; create a timeline of important events and personal achievements and use it as the basis of an autobiography; develop a plan for working towards career goals</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	
	D2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (<i>e.g., use a list of teacher- and student-generated questions to guide revision; share work in small groups to obtain feedback; use all available resources to extend and enrich word choice; review the text to ensure that it reflects all aspects of the teacher's instructions; review their draft with a peer to ensure the intended message is clear</i>)	Mod. 1 G1 Mod. 3 G3 Mod. 5 G5	32-33 22-23 150-153 22-23 276-277 32-33	
	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 (<i>e.g., add appropriate fonts, visuals, or graphics to support key ideas in the text; check for adequate development of information and ideas; ensure all details are related to the topic</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 5	62-63 122-123 172-173 232-233 292-293	
	D2.4 Metacognition: (a) describe strategies they found helpful before, during, and after writing; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (<i>e.g., note in a writing log instances of writer's block, what they did to overcome it, and how their strategies worked; assess their text against success criteria to determine what they did effectively and what could be improved</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	Intercultural Understanding By the end of this course, students will:			

	<p>D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (<i>e.g., describe housing in a French-speaking community; create a list of important facts about Canada and their community for French-speaking students who have recently immigrated to Canada; create a poster advertising the events for “la semaine de la francophonie”; describe the origins of a tradition or popular pastime from a French-speaking community</i>)</p>	<p>Mod. 4 G4 Mod. 4 G4</p>	<p>224-225 34-35 226-227 36-37</p>	
	<p>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 (<i>e.g., write a receipt or invoice using conventions for writing numbers and money amounts [i.e., using a space to separate thousands and a comma rather than a decimal point, and placing the currency sign after the amount]; create a storyboard or skit highlighting regional differences in expressions and terminology among French-speaking communities; write menus for different types of eating establishments, such as a bistro, a brasserie, a restaurant, a café, and an auberge, and include the cost of the foods offered in each</i>)</p>	<p>Mod. 2 Mod. 3 Mod. 4</p>	<p>106-111 156-157 202-205</p>	