

**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, 9^e ANNÉE
FSF1D, FSF1P, FSF1O**

**CORE FRENCH, GRADE 9
ACADEMIC (FSF1D)**

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., activate prior knowledge; preview a list of words to listen for; use context and background knowledge to make inferences while listening; take notes while listening to help them recall the information later; use a graphic organizer to help them organize ideas after listening to a text</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	28-29 86-87 140-141 208-209	
	A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts about new and familiar topics, with contextual and visual support (<i>e.g., identify essential information from recorded messages, songs, audio webcasts, and live presentations; deduce the subjects being taught after hearing excerpts from lessons that include unfamiliar vocabulary; extract key points from an oral text about an environmental issue; compare the information or ideas in two oral texts on the same topic; listen to a dialogue set in an airport and use the context to help them determine the meaning of new words; trace the route to a location in their community while listening to directions; paraphrase an oral text</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 2 Mod. 3	4-5 26-27 30-31 60-61 66-67 84-85 88-89 138-139	

		Mod. 3	142-143	
		Mod. 4	190-193	
		Mod. 4	206-207	
		Mod. 4	210-213	
		Mod. 4	244-245	

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 and academic interactions (<i>e.g., use culturally appropriate body language and eye contact when listening during a discussion; take turns speaking and avoid interrupting others during an informal discussion or debate; clarify and confirm the messages in a presentation by commenting and asking questions afterwards; express interest during a discussion with peers; use think-pair-share sessions to discuss new topics with a peer; respond to directions by action, writing a note, or drawing on a map</i>)	Mod. 2	86-87	
	A2.2 Interacting: respond with understanding to what others say while participating in a variety of structured and guided interactions about new and familiar topics, in formal and informal situations (<i>e.g., formulate questions in response to a peer's statements about personal information, interests, and/or experiences; participate in paired and small-group conversations on familiar topics, such as healthy eating or environmental issues in their community; respond to statements and questions of others during a role play; share with a partner feelings evoked when listening to a multimedia text; provide constructive feedback during a peer conference</i>)	Mod. 2	118	

	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 practices that helped them to understand and allowed them to interact more effectively during a discussion; determine next steps after assessing the effectiveness of the listening strategies they use most often</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	30-31 88-89 142-145 210-213	
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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 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 commercials promoting the same product in different French-speaking communities in Africa or Asia, and identify specific differences; listen to various media clips describing family habits or teens' hopes and dreams, issues, and concerns in a French-speaking region, and draw comparisons with their own families; listen to music that would be heard at cultural festivals in French-speaking Africa or Asia, and compare it to the music played at a festival in their own community</i>)			
	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., identify variations in pronunciation and dialect; determine the context based on the speaker's use of formal or informal language registers; describe the messages conveyed by the language used in relation to gender in popular music; identify politeness conventions and forms of impoliteness; manage situations of intercultural misunderstandings and conflict; listen for and identify examples of borrowed words used in different French-speaking communities</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 4	44-49 96-97 148-153 198-199 206-207	

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., identify and clarify the purpose for speaking; record, listen to, and make adjustments to a presentation before sharing it in a large group; use appropriate intonation; repeat or paraphrase ideas to assist peers' understanding; when planning a presentation, create an outline of the main ideas and supporting details associated with their topic; compile and refer to a personal lexicon of expressions and phrases that can be helpful in a variety of situations; introduce the subject matter to the audience at the outset of a talk, and summarize the essential points at the end</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	28-29 86-87 140-141 208-209	
	B1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about matters of personal interest and familiar and academic topics, with contextual, auditory, and visual support as appropriate (<i>e.g., critique a graphic novel, film, or video game; express ideas and opinions about current events and issues; express needs in everyday situations; speak about their interests and activities in school, their future plans, and/or their personal interests and pastimes outside of school</i>)	Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 3 Mod. 4 Mod. 4	4-5 62-63 66-67 118-119 122-123 182-183 186-187 246-247	

	<p>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., accurately pronounce known vocabulary when discussing personal interests; deliver a prepared and peer-assisted oral presentation at a smooth pace with appropriate phrasing and emphasis; reduce hesitations while participating in a group discussion about a researched topic; recite a piece of writing aloud, pausing as indicated by the punctuation</i>)</p>	<p>Mod. 1 Mod. 2 Mod. 3 Mod. 4</p>	<p>62-63 118-119 182-183 246-247</p>	
	<p>B1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (<i>e.g., describe daily activities using appropriate verbs and time indicators and specify the time of the day; participate in informal discussions with peers about needs and wants; make a presentation using the five Ws about personal interests or familiar topics; role-play an interaction between a teacher and a student in a discussion about a problem, such as absenteeism, tardiness, or lateness of assignments</i>)</p>	<p>Mod. 1 Mod. 2 Mod. 3 Mod. 4</p>	<p>62-63 118-119 182-183 246-247</p>	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
B.2	<p>Speaking to Interact By the end of this course, students will:</p>			
	<p>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., provide meaningful feedback in response to a peer's presentation; encourage others during group discussions; bridge gaps in spoken communication with basic clarification and repair strategies, such as stopping and going back to clarify, or restating differently; use non-verbal cues, such as facial expressions and gestures, to highlight important ideas in their conversations; respond constructively to their partner's ideas and questions in think-pair-share sessions</i>)</p>	<p>Mod. 2 Mod. 2</p>	<p>86-87 118</p>	

	B2.2 Interacting: exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about matters of personal interest and academic topics, with teacher modelling as appropriate (<i>e.g., respond to the ideas and opinions of others in a conversation; role-play a situation where negotiation is required; respond to and formulate questions about familiar topics; participate in a discussion about family traditions</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	4-5 66-67 122-123 186-187	
	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 and record revisions to the form and content of speech using feedback from peers and the teacher</i>)	Mod. 1 Mod. 2 Mod. 3	30-31 88-89 182	

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 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., talk about cultural events in French-speaking Africa and their importance to the local community; describe countries of origin of classmates and public personalities and use that information to trace how many may have French-speaking roots; prepare a presentation on various factors that affect a particular French-speaking region in Africa or Asia, such as historical events, climate, geography, the economy, and significant individuals; share with peers the similarities and differences between their own community and one presented in a French film or video</i>)			
	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., contrast the appropriate uses of certain expressions of formality or politeness, such as “je veux” vs “je voudrais”; offer and respond to greetings, invitations, compliments, and apologies</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 4	44-49 96-97 148-153 198-199 206-207	

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OVERALL EXPECTATIONS
<p>C. READING By the end of this course, students will:</p>
<p>C1. Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;</p>
<p>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;</p>
<p>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.</p>

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
C.1	Reading Comprehension By the end of this course, students will:			
	<p>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., skim through the first few sentences, paragraphs, or pages to activate prior learning and determine the main idea; make predictions before reading and ask questions during and after reading to test the accuracy of those predictions; make connections to other texts or to personal experiences; examine illustrations, pictures, and diagrams in the text to enhance their understanding of its main points; identify important facts and key details; make sketches to help them visualize the action in a scene; after a shared reading activity in a small group, use placemat activities to determine the major themes of the text; extract information from titles, subtitles, headings, and sidebars in a non-fiction text</i>)</p>	Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 3 Mod. 4	6-7 8-11 22-25 68-69 124-125 188-189	
	<p>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., record key information and supporting details from brochures or posters; dramatize key events in a text about current events or a social</i></p>	Mod. 1 Mod. 3 Mod. 4	8-11 126-129 194-197	

	<i>or environmental issue; create an illustration depicting the main conflict in a short story or novel; summarize the opinions and evidence that a newspaper column offers to support its points about recycling electronic devices; retell a scene or chapter from an alternative point of view; compare the experiences of a character in a story to their own experiences or to the experiences of a character in a different story; plan and budget for a trip using a bus or train schedule)</i>	Mod. 4	232-239	
	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 with suitable emphasis and phrasing to dramatize a text for an audience; read a statement on a current event to peers, varying expression to reinforce meaning and using intonation in keeping with the punctuation</i>)	Mod. 1	12-17	
	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 familiar words used in new contexts and explain their meaning; identify slang expressions and jargon, and research their meaning; identify words borrowed from other languages; use words in context to demonstrate their meaning; construct a word web listing the personality traits of a character; use understanding of context and parts of speech to deduce the meaning of unfamiliar words and expressions; use knowledge of roots, prefixes, and suffixes to help them determine the meaning of unfamiliar words; use French–English dictionaries to confirm the meaning of unfamiliar vocabulary</i>)	Mod. 1 Mod. 1 Mod. 2 Mod. 3	22-25 56-57 76-79 134-137	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérfic.
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., the episodic plot of an adventure story creates suspense; links in a website lead the reader to related information</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 2	8-11 12-17 54-55 56-57 90-91	

		Mod. 2 Mod. 3 Mod. 4	104-105 146-147 240-241	
	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., dialogue and descriptive words help a reader visualize characters in a narrative text; descriptive language and metaphors in song lyrics, short stories, and novels add vividness and evoke an emotional response; boldface type and colours emphasize key words in an advertisement; titles and subtitles are used to organize information in an article or a report</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 2 Mod. 3 Mod. 4 Mod. 4	8-11 12-17 54-55 90-91 104-105 112-113 146-147 206-207 232-239	
	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., keep a reading log and use it to analyse their reading trends; set goals to expand the variety of texts read; plan to incorporate newly acquired vocabulary in spoken and written contexts</i>)	Mod. 1 Mod. 1 Mod. 2 Mod. 3	8-11 18-21 70-75 130-133	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérfic.
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 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., conduct research to identify and describe significant landmarks in various French-speaking places in Africa and Asia; read travel brochures or information from websites about different French-speaking African or Asian regions and create a multimedia presentation on the cultural highlights of these regions; read a menu from a Moroccan or Lebanese restaurant to determine the extent to which the main dishes reflect the agriculture in the country that inspired the</i>			

	<i>restaurant)</i>			
	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., read a blog from someone in a French-speaking region to identify local colloquialisms; extract regional vocabulary from two children’s stories from different regions depicting a cultural celebration; read song lyrics by French-speaking artists to identify expressions specific to different regions</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 4	44-49 96-97 148-153 198-199 206-207	

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	Vérfic.
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 record personal opinions and feelings in a journal entry; to inform others of the key ideas from a magazine or story in a blog; to compose a survey to find out about people’s habits and routines related to environmental concerns such as recycling; to produce a brochure explaining a new [real or imaginary] innovative technology; to create a poster to promote an event in the community; to describe a</i>	Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3	42-43 56-57 63 90-91 118-119 183	

	<i>significant Canadian personality or historical event in a guide for newcomers to Canada; to compose song lyrics with a particular message)</i>			
	D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about academic and personally relevant topics, applying their knowledge of the basic structural and stylistic elements of each form (<i>e.g., a biography of an important Canadian historical figure, such as an individual from a First Nation, Métis, or Inuit community; a critique of a work by their favourite artist; an analysis of information presented in a graph or chart in a report; a letter to the editor using persuasive language to convince adults to increase their environmental awareness; an email message inquiring about student loans for summer venture projects</i>)	Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 2 Mod. 3 Mod.3 Mod. 4	44-49 63 90-91 104-105 118-119 162-163 183 214-215	
	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 daily routines using common reflexive verbs; write a diary entry including verbs conjugated with “être” in the past tense; create effective compound sentences using conjunctions in a personal blog entry; make suggestions that promote diversity and inclusion in the school community using the impératif; provide instructions related to a personal hobby in a how-to manual or poster using the impératif and/or infinitif; describe favourite and familiar activities, people, places, and things in an autobiography using a variety of adjectives; express opinions in a comic strip about a social issue using a variety of positive and negative question forms; offer advice and make recommendations in an email or in a dialogue using pronouns to avoid repetition; express likes and dislikes using verbs of emotion</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	63 118-119 183 226-227	

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., use guiding questions to identify the purpose and audience before writing; use graphic organizers to help them structure ideas; conduct background reading to expand their knowledge of a topic; sort ideas into logical order for an informational paragraph; record information in their own words or using images; pose questions to guide research; gather supporting information, ideas, and opinions from print and electronic sources; assess the accuracy and relevance of information and the reliability of sources</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3	32-33 42-43 56-57 63 104-105 118-119 183	
	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 an editing checklist; reread their writing to determine where it might be necessary to add and reorder information to improve organization and clarify the message; discuss word choices during peer and teacher conferences and use feedback to help them improve precision; use words from a class word wall or personal lexicon; ensure the appropriate placement of words in a sentence</i>)	Mod. 1 Mod. 1 Mod. 3 Mod. 3	63 118-119 162-163 183	
	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., ensure the images and words on a cover page support the message of the text; label diagrams, illustrations, and photographs appropriately</i>)	Mod. 1 Mod. 2 Mod. 2 Mod. 3	63 90-91 118-119 183	
	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., use exit passes to reflect on the writing they have just completed; review their past work for commonly used expressions and plan to vary word choice</i>)	Mod. 2 Mod. 3 Mod. 3 Mod. 4 Mod. 4	92-95 148-153 183 216-219 228-231	

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 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., write an online encyclopedia article or blog entry summarizing interesting and important facts about a French-speaking African or Asian community; write a letter to an imaginary or real friend in Laos, Senegal, or Egypt asking questions about tourist destinations)</i></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., create a comic strip using popular expressions particular to youth from a specific French-speaking region; create a picture book to explain the meanings of popular expressions to younger students; write notes to a friend and to a job interviewer or the school principal, adjusting the level of formality accordingly)</i></p>	<p>Mod. 1 Mod. 2 Mod. 3</p>	<p>44-49 119 183</p>	

**CORE FRENCH, GRADE 9
APPLIED (FSF1P)**

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., clarify the purpose for listening; before listening to a text, make predictions based on the topic and illustrations provided; listen to a text multiple times to monitor and repair comprehension; make connections to background knowledge and personal experiences; identify cognates and familiar words; focus on the main idea, key information, and supporting details while listening to a text; record notes while listening to help them summarize information afterwards</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	28-29 86-87 140-141 208-209	
	A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral French texts about new and familiar topics, with contextual and visual support (<i>e.g., extract key ideas and new vocabulary from recorded messages, songs, or audio webcasts; identify relevant information in an oral description related to personal interests; identify common phrases in dialogues; follow oral instructions to perform a sequence of tasks; restate the principal message of an audio text in their own words;</i>	Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2	4-5 26-27 30-31 60-61 66-67 84-85	

	<i>dramatize the events described in a text after listening; listen to a dialogue set in a restaurant and use the context to help them determine the meaning of new words; write down on an exit ticket three things they learned during a presentation; transform the information into a new form, such as a poster, brochure, or electronic text, to confirm understanding of the message)</i>	Mod. 2	88-89	
		Mod. 3	138-139	
		Mod. 3	142-143	
		Mod. 4	190-193	
		Mod. 4	206-207	
		Mod. 4	210-213	
		Mod. 4	244-245	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérfic.
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., demonstrate an understanding of when to speak and when to listen; during a dialogue with a peer, paraphrase statements made by their partner and verify the accuracy of the paraphrase with him or her; clarify and confirm the messages in a presentation by commenting and asking questions afterwards; create a mental image of a message to make its meaning more vivid; repeat key information to express understanding of the oral text, in paired and small-group sessions; during a conversation, focus on tone of voice, intonation, facial expression, body language, and cognates to help them understand what others are saying</i>)	Mod. 2	86-87	
	A2.2 Interacting: respond with understanding to what others say while participating in a variety of structured and guided interactions about new and familiar topics, in formal and informal situations (<i>e.g., make plans for the weekend with friends; participate in paired and small-group conversations on familiar topics, such as recycling or eating habits; in a small group, discuss what items are found in their favourite stores, as well as other reasons for liking these stores; listen to a peer's description of his or her family and ask questions to get to know them better; in pairs, discuss where to find a better price for a product</i>)	Mod. 2	118	
	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	Mod. 1 Mod. 2	30-31 88-89	

	take to improve their listening skills (<i>e.g., describe which listening strategies helped them contribute to a group discussion</i>)	Mod. 3 Mod. 4	142-145 210-213	
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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 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 accounts of seasonal and/or holiday traditions in various French-speaking communities in Africa or Asia and relate them to their own; listen to songs from a particular French-speaking community and determine how the lyrics and elements of music, such as rhythm, tempo, and beat, are used to communicate a message</i>)			
	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., identify variations in pronunciation and dialect; introduce themselves in a variety of situations; describe the messages conveyed by the language used in relation to gender in popular music; identify different expressions of rejection, both positive [e.g., “C’est genial”] and negative [e.g., “Pas questions!”]; listen to identify different ways to express gratitude; listen for and identify examples of borrowed words and anglicisms used in different French-speaking communities, such as “le shopping”, “le parking”, “le week-end”</i>)	Mod. 2	70-75	

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:			
	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., allocate time to planning, mapping out, and practising a presentation; practise in front of a mirror to gain confidence before a presentation; rehearse a presentation with a partner before sharing it in a large group; use visuals to supplement and enhance a presentation; use gestures, body language, and facial expressions while speaking; repeat or paraphrase ideas to assist peers' understanding; use a variety of sentence structures to enhance the flow between ideas; take into consideration what classmates know about the topic when planning a presentation</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	28-29 86-87 140-141 208-209	
	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., use supporting ideas to add detail to messages; provide straight-forward explanations using clear and uncomplicated statements; describe themselves, their home, and their community; express needs in everyday situations; speak about their interests and activities in school, their future plans, and/or their personal interests and pastimes outside of school; compare a scene from the original version of a movie to its remake using a teacher-generated template; report on the results of a newspaper or menu scavenger hunt in which students locate English words also used in French – “mots apparentés” – such as “à la carte”, “à la mode”, “à propos”, “déjà vu”, “vis-à-vis”, “art nouveau”, “bon voyage”, “chauffeur”</i>)	Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 3 Mod. 4 Mod. 4	4-5 62-63 66-67 118-119 122-123 182-183 186-187 246-247	
	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., use</i>	Mod. 1 Mod. 2	62-63 118-119	

	<i>pauses appropriately to accentuate personal preferences when describing food or music choices; raise pitch at the end of a sentence to ask a question; participate in a reader's theatre)</i>	Mod. 3 Mod. 4	182-183 246-247	
	B1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (<i>e.g., describe daily activities and their personal interests, using commonly used verbs and time indicators; discuss their favourite movie or video games with peers, using "aller" and the construction "aimer faire"; make a presentation using the five Ws on a familiar topic; role-play an interaction between a customer and manager in a department store in which the customer expresses dissatisfaction with a product</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	62-63 118-119 182-183 246-247	

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., provide meaningful feedback in response to a peer's presentation; establish and follow rules for participating in a group; recognize and respond to the preferred communication styles of peers; speak in turn; predict what might be heard and consider different expressions that might be used in response to vary the language in interactions; practise the use of expressions of courtesy such as "après toi!" and "tu permets?" during partner and group work; use clarification phrases when misunderstanding occurs in class; use non-verbal cues, such as facial expressions and gestures, to highlight important ideas in their conversations</i>)	Mod. 2 Mod. 2	86-87 118	
	B2.2 Interacting: exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about everyday matters and topics of personal interest, with teacher modelling as appropriate (<i>e.g., respond to the ideas and opinions of others in brief conversations; respond to and formulate direct questions spoken slowly and clearly in non-idiomatic speech about personal details; role-play a challenging social situation and verbalize possible resolutions; exchange ideas with a peer about topics under study; summarize ideas in a group discussion; discuss the concept or notion of culture; discuss the cost of products or</i>	Mod. 1 Mod. 2 Mod. 3 Mod. 4	4-5 66-67 122-123 186-187	

	<i>services of interest, such as sporting goods, campsites, or concert tickets)</i>			
	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., describe during a student-teacher conference how they self-monitor their speaking skills; make and record revisions to the form and content of speech using feedback from peers and the teacher; identify and describe the key elements used by peers and others during oral presentations; set small, attainable goals to improve oral communication, increase confidence, and sustain motivation</i>)	Mod. 1 Mod. 2 Mod. 3	30-31 88-89 182	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérfic.
B.3	Intercultural Understanding By the end of this course, students will:			
	B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Africa and Asia, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (<i>e.g., research and speak about French cuisine around the world, such as a loko in Côte d’Ivoire; discuss differences and similarities in fashion and art from North African French-speaking communities and relate them to those in their own community; present research regarding a French-speaking musical artist or group; present an oral report summarizing some key factors [such as historical events, climate, geography, and significant individuals] affecting the francophone community in a particular region [such as Laos, Lebanon, French Polynesia, or the Philippines]; compare and contrast their own everyday life with that of individuals or groups from various French-speaking cultures</i>)			
	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., introduce themselves in a variety of situations; vary tone of voice according to the purpose and audience; contrast the appropriate uses of certain expressions of formality or politeness, such as “je veux” vs “je voudrais”</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 4	44-49 96-97 148-153 198-199 206-207	

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OVERALL EXPECTATIONS
<p>C. READING By the end of this course, students will:</p>
<p>C1. Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies;</p>
<p>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;</p>
<p>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.</p>

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., preview the text by scanning to get a general sense of the subject; highlight key words to help them determine the main idea; make connections to personal experiences; examine illustrations, pictures, and diagrams to support their understanding of the text and/or make predictions about its message; make inferences based on knowledge of similar text forms; use visualization to clarify their impressions of the setting and/or characters; ask themselves questions to help activate prior knowledge; create sketches that reflect key ideas and/or new words or expressions; reread to confirm understanding</i>)	Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 4	6-7 8-11 68-69 70-75 124-125 188-189	
	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., restate in proper sequence information found in newspaper articles, blogs, emails, text messages, or letters; record key information and supporting details from posters; dramatize key events in a</i>	Mod. 3 Mod. 3 Mod. 4 Mod. 4	126-129 168-173 190-193 194-197	

	<i>text using props; mime the steps required to follow a recipe; illustrate the main conflict in a story using a story map; participate in teacher-led discussions about texts; retell the events of a scene or chapter in small groups; create a headline that summarizes the main idea of a newspaper article about a topic such as adolescent health and fitness or adolescent spending habits)</i>	Mod. 4	232-239	
	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 with suitable emphasis and phrasing to dramatize a text for an audience; make reading aloud sound like speaking; divide text into logical sections/phrases when reading aloud</i>)	Mod. 1	12-17	
	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 words borrowed from other languages; identify the relationships among words with the same root or origin, using a graphic organizer to sort the words; use visual elements from the text to assist them in determining the meaning of new vocabulary; infer the meaning of unfamiliar words by looking for words within larger words, similarities with familiar words, and known spelling patterns; use knowledge of roots, prefixes, and suffixes to help them determine the meaning of unfamiliar words</i>)	Mod. 1 Mod. 1	22-25 56-57	

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., the division of information into short sections in a how-to book helps readers learn a new skill; the separation of ingredients from cooking instructions in recipes helps readers assemble the components they need before they start to cook; images, short paragraphs, and bullet points on a website allow users to scan it for information</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 4	8-11 12-17 54-55 90-91 104-105 146-147 240-241	

	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., photographs and diagrams in a non-fiction text support the main idea or enhance explanations; dialogue in speech bubbles and descriptions in captions in graphic novels and comic books reveal characters' thoughts and provide information about the setting</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 2 Mod. 2 Mod. 3	8-11 12-17 54-55 90-91 96-97 104-105 112-113 146-147	
	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., keep a reading log to track their reading trends; analyse their reading log to determine preferred text forms and set goals to expand the variety of texts read</i>)	Mod. 1 Mod. 1 Mod. 2 Mod. 3	8-11 18-21 70-75 130-133	

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 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., conduct research to identify and describe significant landmarks in various French-speaking places in Africa and Asia; compare sports played in French-speaking countries to sports in their own community; read a menu from a Moroccan or Lebanese restaurant to determine whether the main dishes reflect the agriculture in the country that inspired the restaurant; research opportunities for learning French as an exchange student in different African and Asian countries and present their findings to the class</i>)	Mod. 1	18-21	

	C3.2 Awareness of Sociolinguistic Conventions: identify, in a variety of French texts, examples of sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities* (e.g., while reading, identify words and expressions unique to certain regions, such as the North African term “kif-kif”, which means “comme”, “c’est la même chose”, “semblable”, “pareil”; interpret abbreviations in electronic text such as “bjr : bonjour”, “auj : aujourd’hui”, “mr6 : merci”, “MDR : mort de rire”; identify the level of formality in letters by people from different French-speaking communities)	Mod. 1	44-49	
		Mod. 2	96-97	
		Mod. 3	148-153	
		Mod. 4	198-199	
		Mod. 4	206-207	

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	Vérfic.
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 script a newscast; to create an online survey; to depict conflict between a superhero and villain in a comic strip or short graphic novel; to produce an engaging cover for a class magazine on a contemporary issue or trend; to express ideas about cell phone or Internet plans)	Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3	42-43 56-57 63 90-91 118-119 183	

	<p>D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about everyday matters and personally relevant topics, applying their knowledge of the basic structural and stylistic elements of each form (<i>e.g., a visual essay with captions on a current event or topic of personal interest; a multimedia text demonstrating the benefits of daily physical activity; a diary entry on personal reactions to bullying; a blog review of a television show or movie; shopping lists detailing favourite items and their prices; a brief email or text message; a poem or song responding to an event in their lives; testimonials or quotes for an advertising campaign raising awareness about a social or environmental issue</i>)</p>	<p>Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 3 Mod. 4</p>	<p>44-49 63 90-91 118-119 162-163 183 214-215</p>	
	<p>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 their best day of the week using reflexive verbs; use the passé composé when preparing a statement about celebrities for a “guess who?” game to post in the classroom; create a video game, using the impératif for instructions; use a variety of adjectives to describe activities and celebrations from different cultures in their community when promoting diversity and inclusion on the school website; use appropriate tenses to describe work and volunteer experiences and future plans in an article for the school newsletter</i>)</p>	<p>Mod. 1 Mod. 2 Mod. 3 Mod. 4</p>	<p>63 118-119 183 226-227</p>	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
D.2	<p>The Writing Process By the end of this course, students will:</p>			

	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., create a storyboard to outline a story before writing; organize ideas using graphic organizers suited to the structure of the piece of writing; create checklists to ensure they cover all the main points in their writing; sort ideas and information into categories; make notes that suit their personal learning styles, using words or images to record key ideas; gather supporting ideas and information from print and electronic sources; make a flow chart before writing a procedural text</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 3	32-33 42-43 63 118-119 183	
	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 sentence starters discussed in class or common templates; use a revision checklist either independently or when in conference with the teacher; use an appropriate graphic organizer to plan and organize vocabulary; consult with peers to verify word choice, punctuation, and language conventions when editing; adopt the appropriate voice/tone</i>)	Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 3 Mod. 3	63 104-105 118-119 162-163 164-167 183	
	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., ensure the images and words on a cover page support the message of the text; label diagrams, illustrations, and photographs appropriately</i>)	Mod. 1 Mod. 2 Mod. 2 Mod. 3	63 90-91 118-119 183	
	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., reflect on and select the pre-writing strategies that are best suited to the task; after writing, complete a self-assessment, with particular emphasis on the elements associated with the selected text form; keep a log of strategies that were most helpful during the writing process</i>)	Mod. 2 Mod. 3 Mod. 3 Mod. 4 Mod. 4	92-94 148-153 183 216-219 228-231	

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 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 and illustrate examples of cultural artifacts; create a print advertising campaign for a French-speaking African country to increase awareness about arts, sports, plants, or animals; write a proposal to their family comparing the cost of a trip to two different countries in Africa, such as Côte d’Ivoire and Tunisia, or in Asia, such as Vietnam and Laos, to help them determine the most economical trip)</i></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 an email to a friend using expressions from a French-speaking region; create a comic strip for younger students to explain the meanings of greetings and other expressions that use the verb “aller”, such as “Ça va?”, “Comment vas-tu?”, “Comment allez-vous?”, “On y va?”, “Allons-y!”, “Allons donc!”)</i></p>	<p>Mod. 1 Mod. 2 Mod. 3</p>	<p>44-49 119 183</p>	

**CORE FRENCH, GRADE 9
OPEN (FSF10)**

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	<p>Listening to Understand By the end of this course, students will:</p>			
	<p>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., brainstorm key words and ideas related to the topic before listening to a text; visualize key elements of a text to bring it to life; listen for known words within new words; listen for key words that indicate sequence to help them determine when an action takes place; use background knowledge and contextual clues to deduce the meaning of an unfamiliar word; replay an audio text to confirm understanding; ask for clarification after listening to a text; take notes to retain information</i>)</p>	<p>Mod. 1 Mod. 2 Mod. 3 Mod. 4</p>	<p>28-29 86-87 140-141 208-209</p>	
	<p>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., extract key ideas and new vocabulary from recorded messages, songs, or audio webcasts; identify new words and phrases heard in introductions of friends and family; illustrate familiar objects based on oral descriptions; use a graphic organizer with headings such as “hier”, “aujourd’hui”, and “demain” to record the order of events in a text read aloud; point to, choose, or rearrange items according to oral instructions;</i></p>	<p>Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 2</p>	<p>4-5 26-27 30-31 60-61 66-67 84-85 88-89</p>	

	<i>listen to a dialogue taking place in a department store and use the context to help them determine the meaning of new words)</i>	Mod. 3	138-139	
		Mod. 3	142-143	
		Mod. 4	190-193	
		Mod. 4	206-207	
		Mod. 4	210-213	
		Mod. 4	244-245	

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., use culturally appropriate body language and eye contact when listening during a discussion; express engagement by asking questions and sharing constructive comments; make connections to personal experiences when responding to a statement; visualize aspects of the message, event, or situation under discussion to help them determine the meaning of a statement</i>)	Mod. 2	86-87	
	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., determine with a partner appropriate answers to questions heard; listen to a description of the benefits of extracurricular activities and discuss them in pairs or small groups; respond to oral questions about personal preferences and interests such as shopping; interview a classmate and share selected aspects of the interview with a larger group</i>)	Mod. 2	118	
	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., discuss how anticipating possible themes, words, and expressions helped with comprehension; describe how listening to intonation, watching gestures, and identifying words and phrases used in English supports comprehension</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	30-31 88-89 142-145 210-213	

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 in Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities <i>(e.g., listen to a text about a specific French-speaking region in eastern, western, or northern Canada and describe distinctive features of the community; listen to recipes of traditional French Canadian foods and identify some of their key ingredients; take notes while listening to a text about life in a French-speaking Canadian family, and make connections to their own families)</i>	Mod. 1	60-61	
	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., listen for and identify examples of borrowed words and anglicisms used in different French-speaking communities, such as “le shopping”, “le parking”, “le week-end”; identify the terms used to address different people in dialogues or discussions; listen for the use and choice of greetings and expressions of politeness)</i>	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 4	44-49 96-97 148-153 198-199 206-207	

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:			
	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., use modelled sentence starters and prompts when sharing personal preferences; use gestures and mime to clarify meaning; vary pitch, tone, and volume for emphasis; repeat or paraphrase ideas to assist peers' understanding; slow down speech and focus on pronouncing words clearly; record and review their presentation to increase confidence and identify areas needing practice; list essential vocabulary and ideas before speaking; use images and illustrations to support presentations or descriptions</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	28-29 86-87 140-141 208-209	
	B1.2 Producing Oral Communications: using familiar words and expressions, produce prepared messages in French to communicate information, ideas, and opinions about familiar, everyday matters and topics of personal interest, with contextual, auditory, and visual support as appropriate (<i>e.g., express likes and dislikes related to food, music, pets, hobbies, sports, movies, video games, books, celebrities; describe daily routine activities before, during, and after school; in a small group, introduce a classmate and state his or her place of origin, customs, hobbies, and tastes in food and music</i>)	Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 3 Mod. 4 Mod. 4	4-5 62-63 66-67 118-119 122-123 182-183 186-187 246-247	
	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., vary the pace to entertain the audience while telling a story; pause to emphasize key ideas during a presentation</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	62-63 118-119 182-183 246-247	
	B1.4 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (<i>e.g., introduce themselves and discuss their hobbies and interests using basic expressions; describe a person or an object from their environment; request information or permission; respond to questions</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	62-63 118-119 182-183 246-247	

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., speak in turn; ask for repetition when they do not understand something; acknowledge alternative points of view during a small-group discussion; use body language, degree of physical proximity, gestures, level of assertiveness, and facial expressions to engage the audience; incorporate expressions of courtesy when acknowledging the contributions of others</i>)	Mod. 2 Mod. 2	86-87 118	
	B2.2 Interacting: exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions about matters of personal interest and familiar topics, with teacher modelling as appropriate (<i>e.g., in conversation, present personal opinions and respond to the opinions of others; ask and respond to questions about name, age, family, favourite school subjects, weather, leisure activities, and places of interest; role-play a situation where negotiation is required; select appropriate responses from a prepared bank of common situational dialogues; engage in brief conversations about everyday life</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	4-5 66-67 122-123 186-187	
	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., describe which speaking strategies contributed to a positive group discussion; identify the most effective elements in an oral exchange and describe what might be done differently next time</i>)	Mod. 1 Mod. 2 Mod. 3	30-31 88-89 182	

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 in Canada, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (<i>e.g., research and speak about French Canadian cuisine, such as tourtière in Quebec; research, in pairs, a French Canadian musical artist or group and present the information to the class; share information about festivals and traditions in French-speaking communities in Canada</i>)	Mod. 1	60-61	
	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., contrast the appropriate uses of certain expressions of formality or politeness, such as “je veux” vs “je voudrais”; compare the use of social distance and body language in video clips of people from various communities, including French-speaking Canadian communities and their own; offer and respond to greetings, invitations, compliments, and apologies</i>)	Mod. 1 Mod. 3	60-61 182	

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:			

	<p>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., activate prior knowledge by brainstorming about the cover, title page, and/or topic of a text; examine illustrations to help them understand the content of a brochure or poster; identify action verbs to help them visualize the action in a scene; make predictions based on knowledge of similar text forms; use pictorial clues, including the cover of a text, to predict vocabulary; make connections to personal experiences; scan text for specific information; reread when understanding has broken down; preview vocabulary to identify familiar words and cognates; as a class, ask and respond to questions to formulate predictions before reading; list key words in a text and refer to them when summarizing its message</i>)</p>	<p>Mod. 1 Mod. 2 Mod. 3 Mod. 4</p>	<p>6-7 68-69 124-125 188-189</p>	
	<p>C1.2 Reading for Meaning: demonstrate an understanding of a variety of short student- and teacher-selected French texts containing visuals and familiar names, words, and expressions, with teacher modelling and guidance as appropriate (<i>e.g., order a meal based on information in a menu; summarize the steps in a how-to manual; identify people and objects based on written descriptions; read the instructions that accompany a video game and explain the game to a partner; create a series of illustrations to convey the plot of a short story; omit extraneous information when summarizing key ideas; discuss reactions to a text in a small group; dramatize events in a story to convey the importance of foods, feasts, and/or traditions in an Aboriginal community; draw a sketch of a scene in a story and write a caption describing personal reactions to the scene; read about the benefits of learning French and make an informed presentation to the class</i>)</p>	<p>Mod. 3 Mod. 4 Mod. 4</p>	<p>126-129 194-197 232-239</p>	
	<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., recognize and automatically read high-frequency words and words related to personal interests; read texts aloud with appropriate expression, voice, tone, and pauses as indicated by the punctuation; make reading aloud sound like speaking</i>)</p>	<p>Mod. 1</p>	<p>12-17</p>	
	<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., find familiar words used in new contexts and explain their meaning; use contextual clues to help them determine the meaning of new words; use knowledge of parts of speech to infer the meaning of a new word; create a word web with vocabulary relating to</i></p>	<p>Mod. 1 Mod. 1 Mod. 2 Mod. 2</p>	<p>8-11 22-25 76-79 110-111</p>	

	<i>a specific topic; identify slang expressions and jargon in a magazine article)</i>			
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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., descriptions and images in a catalogue or flyer promote products; alphabetical order in dictionaries and encyclopedias helps the reader to find words and information; identification of the occasion on the outside and poetic text on the inside of a greeting card acknowledges the significance of an event</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 3 Mod. 4	8-11 12-17 54-55 104-105 146-147 240-241	
	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., descriptive words help a reader visualize scenes in a narrative text; repetition and rhyme draw attention to certain ideas or images in a poem or song lyrics; boldface type and colours emphasize key words in catalogues and flyers</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 3 Mod. 4	6 8-11 12-17 26-27 54-55 104-105 112-113 138-139 146-147 206-207	
	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., keep a reading log to track reading trends; analyse their reading log to determine preferred text forms and set goals to expand the variety of texts read</i>)	Mod. 1 Mod. 1 Mod. 2 Mod. 3	8-11 18-21 70-75 130-133	

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 in Canada, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (<i>e.g., conduct research to identify and describe significant landmarks in various French-speaking places in eastern, western, and northern Canada; in groups, read travel brochures about different French-speaking regions and create a multimedia presentation on cultural highlights in those regions; identify common activities and interests of youth in a Franco-Ontarian community; choose a meal from a Québécois restaurant menu</i>)	Mod. 1 Mod. 1	26-27 60-61	
	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 the use of greetings in letters written for different purposes; based on salutations, determine the gender and number of people being addressed in a letter; identify words and expressions unique to certain regions while reading</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 4	44-49 96-97 148-153 198-199 206-207	

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 describe a classmate; to provide personal information in a biography; to invite others to a social event; to introduce themselves to a new pen pal; to promote the value of learning French in Canada in a brochure for adolescents; to thank a guest speaker for a presentation; to send a postcard to a friend, parent, or teacher identifying the highlights of a holiday; to compile and prioritize a to-do list for the week; to conduct a survey about environmental habits in the home; to inform the school community about a fundraiser for a local charity</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 3	42-43 56-57 63 118-119 183	
	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 photo essay including images and captions; a how-to book with descriptive instructions and illustrations; a survey to determine the food preferences of classmates; a registration form for a sport or contest requiring personal information; a print advertising campaign to increase awareness about healthy living</i>)	Mod. 1 Mod. 1 Mod. 2 Mod. 3 Mod. 3 Mod. 4	44-49 63 118-119 162-163 183 214-215	
	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 favourite and familiar activities, people, places, and things in an autobiography using a variety of adjectives and correct verb forms; ask questions and seek additional information using a variety of interrogative pronouns; express likes and dislikes using personal pronouns and verbs of emotion; recount occurrences or events in the past, present, and future, using the correct verb tense</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	63 118-119 183 226-227	

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., record in a journal possible topics to write about; activate prior knowledge through peer and group discussion; sort information and ideas into categories using graphic organizers; share ideas with and seek feedback from peers; gather supporting ideas and information from print and electronic sources; pose questions to guide research</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 3	32-33 42-43 63 118-119 183	
	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 an editing checklist; reread their work with a partner to determine whether it is necessary to add or reorder information to improve organization and clarify the message; discuss word choices during peer and teacher conferences and use feedback to help them improve precision; add words from a class word wall or personal lexicon; use a template as a guide when writing a rough draft; develop a word web based on feedback on their drafts; read a piece written by a peer to see whether punctuation supports the message</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 3	63 118-119 162-163 183	
	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., ensure the images and words on a cover page support the message of the text; label diagrams, illustrations, and photographs appropriately</i>)	Mod. 1 Mod. 2 Mod. 3	63 118-119 183	
	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., after a writing activity, complete a self-assessment, with particular emphasis on the elements associated with the selected text form, and plan next steps</i>)	Mod. 2 Mod. 3 Mod. 3 Mod. 4 Mod. 4	92-94 148-153 183 216-219 228-231	

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 in Canada, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (<i>e.g., write a postcard including interesting and important facts about a French-speaking community in eastern, western, or northern Canada; describe and illustrate examples of French Canadian cultural artifacts and explain their significance; write a letter to an imaginary or real friend in a French-speaking community in Canada asking questions to determine how life in that community is similar to and different from their own</i>)</p>	Mod. 1	60-61	
	<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 thank-you note using expressions of gratitude and appreciation; create a brochure with pictures to explain greeting expressions to younger students; write a description using common local terms from a French-speaking region of Canada; write emails to a friend and a job interviewer, adjusting the level of formality accordingly</i>)</p>	Mod. 1 Mod. 3	44-49 183	