

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

**PROGRAMME-CADRE DU COURS
FRENCH IMMERSION PROGRAM, 9^e ANNÉE
FIF1D, FIF1P**

**FRENCH IMMERSION, GRADE 9
ACADEMIC (FIF1D)**

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 variety of listening comprehension strategies, and use them before, during, and after listening to understand oral French texts (<i>e.g., recall prior knowledge about the topic; before a listening task, preview a list of words to listen for; use the speaker's non-verbal cues, including body language, to help them interpret meaning; make connections to personal knowledge and experiences; record information on a note-taking template while listening to various texts on the same topic; after listening, rephrase main points to ensure that they have understood the meaning of a literary 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 oral French texts about academic and familiar topics, including literary texts, with support as appropriate (<i>e.g., summarize information heard in a webcast on a social or an environmental issue; after listening to an interview with or a speech by a public figure such as a politician, a singer, a movie star, or an activist, summarize key points in a report; analyse the lyrics of a song they have heard about the Acadian deportation and explain ways in which the lyrics evoke an emotional reaction; take notes while listening to a history documentary to use in a class discussion of the events depicted; identify stylistic devices heard in a literary text and</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 2	4-5 26-27 30-31 60-61 66-67 84-85 88-89	

	<i>explain how they support the theme)</i>	Mod. 3 Mod. 3 Mod. 4 Mod. 4 Mod. 4 Mod. 4	138-139 142-143 190-193 206-207 210-213 244-245	
	A1.3 Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about academic and familiar topics (<i>e.g., compare a French novel under study to its film adaptation, and explain what is communicated more effectively and less effectively by the film; compare the ways in which an environmental issue is represented in various public service announcements; evaluate the techniques used in a documentary about a social issue to influence its target audience; analyse the relationship between visuals and lyrics in a music video by a First Nation, Métis, or Inuit artist</i>)	Mod. 1 Mod. 1 Mod. 3	58-59 60-61 176-179	

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 a range of interactive listening strategies to suit a variety of situations while participating in academic and social interactions (<i>e.g., focus attention on the person speaking and ask questions to indicate involvement; acknowledge, ask questions about, and build on the ideas of others in a group discussion; when participating in a discussion, paraphrase the opinions of other participants to ensure they are understood; in interactions, restate key points to affirm understanding and show interest; apply previous knowledge when discussing a new topic with peers</i>)	Mod. 2	86-87	

	A2.2 Interacting: respond with understanding to what others say while participating in interactions about academic and familiar topics, including literary topics, in formal and informal situations (<i>e.g., listen to a short narrative and discuss with peers what they think will happen next; share ideas in pairs or small groups about a French Canadian literary text studied in class; participate in a group discussion following an artistic presentation; view a television program featuring entrepreneurs and discuss with peers some ways in which needs and wants create opportunities for businesses; participate in an improvisational role play</i>)	Mod. 2	118	
	A2.3 Metacognition: (a) explain which strategies they found helpful before, during, and after listening; (b) identify their areas of greater and lesser strength as listeners, and plan specific steps they can take to improve their listening skills (<i>e.g., develop strategies for determining the overall meaning of a message even if there are many unfamiliar and new words in the message; consider feedback from peer or teacher conferences when determining next steps</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 Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (<i>e.g., identify and interpret the message and emotion in songs from a variety of French-speaking European cultures; watch films and video clips depicting family customs, issues, and concerns in a range of French-speaking regions in Europe and draw comparisons with those in their own community; listen to a clip from a documentary about the French Revolution and determine whose voices are represented as well as whose voices are missing</i>)	Mod. 4	206-207	

	<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* (e.g., identify and explain differences between familiar, colloquial, and formal language; identify some common idioms [“Coûter les yeux de la tête” – to be expensive, “Ce n’est pas la mer à boire” – it’s not difficult]; compare animal idioms in French to those in English, including some that are similar [“être doux comme un agneau” – to be as gentle as a lamb, “être fort comme un taureau” – to be as strong as a bull, “être têtu comme une mule” – to be stubborn as a donkey] and some that are different [“avoir un chat dans la gorge” – to have a frog in one’s throat]; identify ways in which the French language has evolved and is evolving, such as the use of anglicisms, including “le camping”, “le hamburger”, and “le marketing”)</p>	Mod. 1	44-49	
		Mod. 2	96-97	
		Mod. 3	148-153	
		Mod. 4	198-199	
		Mod. 4	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	<p>Speaking to Communicate By the end of this course, students will:</p>			

	B1.1 Using Oral Communication Strategies: identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., vary their pace and tone to maintain the listener’s interest; support their message by referring to pictures and objects around the room; integrate respectful vocabulary and expressions of courtesy; enunciate clearly; use non-verbal cues to highlight the feelings they are expressing; use tone of voice to reinforce a stated opinion)	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 communications in French containing information, ideas, and opinions about academic and familiar topics, including literary topics, with support as appropriate (<i>e.g., dramatize or parody a scene from a movie to entertain a younger audience; present a monologue or an impromptu speech on budgeting and saving money; describe an issue relating to the literature being studied; present and describe to peers an object of personal cultural significance; explain the use of familiar children’s songs in advertisements for games and toys; describe a memorable experience in the natural world, such as a hike through the forest</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 accuracy in communications in French (prepared and spontaneous) about academic and familiar topics, including literary topics (<i>e.g., deliver an oral presentation at a smooth pace with appropriate phrasing and emphasis; make themselves clearly understood in exchanges with a partner; without long pauses, communicate the theme of a film; recognize and correct anglicisms as they speak; use appropriate words to link ideas and sentences smoothly; use a variety of sentence structures to create a smooth flow; leave a clear, lengthy message on an answering machine with minimal hesitation</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	62-63 118-119 182-183 246-247	
	B1.4 Creating Media Texts: create a variety of oral media texts in French about academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (<i>e.g., record an audio or video text recounting the plot of a story or play read in class; develop a television, radio, or Internet commercial for a product or service that a young entrepreneur is offering; recreate and reinterpret a television news report from a point of view overlooked in the original; collaborate to create an interactive multimedia presentation that includes a mock interview with a member of the audience at a concert</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	62 118 182 247	
	B1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately	Mod. 1	62-63	

	<i>(e.g., use the comparative and superlative forms of adjectives and adverbs when comparing items to buy; use appropriate pronouns to avoid repeating nouns; use literary language in an oral analysis of a poem during a small-group discussion)</i>	Mod. 2	118-119	
		Mod. 3	182-183	
		Mod. 4	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 formal and informal situations <i>(e.g., respond respectfully and ask relevant questions to demonstrate engagement; paraphrase, clarify, ask questions about, or otherwise respond to ideas shared in a group discussion; use culturally appropriate body language and eye contact during a group discussion)</i>	Mod. 2 Mod. 2	86-87 118	
	B2.2 Interacting: engage in spoken interactions in French (prepared and spontaneous), in academic and social contexts, about academic and familiar topics, including literary topics <i>(e.g., in small groups, discuss solutions to international problems, such as those related to public health, natural disasters, or the environment; improvise dialogues using a question-and-answer format and requiring a tactful, formal tone, such as between a client and a sales clerk, a traveller and a bus driver, or a banker and someone seeking information about saving; with a partner, role-play a telephone conversation in which they request an appointment; discuss whether morals and lessons expressed in children's poems, fables, and/or literary texts from the past still apply today; converse with peers about obstacles they had to overcome and the strategies used to do so; with a partner, role-play an interview with an author, a film director, or a fictional character; share reactions with a group following an artistic presentation; discuss different interpretations of a French-language literary text from Canada)</i>	Mod. 1 Mod. 2 Mod. 3 Mod. 4	4-5 66-67 122-123 186-187	
	B2.3 Metacognition: (a) explain which strategies they found helpful before, during, and after speaking to communicate effectively; (b) identify their areas of greater and lesser strength as speakers, and plan specific steps they can take to improve their speaking skills <i>(e.g., discuss with peers or the teacher the use and value of paraphrasing as a speaking strategy; in a journal, record and reflect on strategies that have improved their speaking skills; incorporate feedback from a</i>	Mod. 1 Mod. 2 Mod. 3	30-31 88-89 182	

	partner or teacher when planning next steps)			
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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 Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (<i>e.g., in pairs, research the history and geography of a French-speaking country such as Monaco, Switzerland, or Belgium, and present their findings orally; deliver an oral presentation about cultural events in diverse French-speaking communities in Europe and their importance to local communities; in groups, compare and contrast the everyday life of a French-speaking European adolescent with their own</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., participate in a role play using colloquialisms, idioms, and gestures appropriate to the situation; plan a meal and describe the food, circumstances, place, and participants to the class using gastronomic vocabulary from different French-speaking regions; describe local festivals using regional vocabulary found in the headlines and advertisements of online newspapers</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 4	44-49 96-97 148-153 198-199 206-207	

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 variety of reading comprehension strategies;

C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including literary, 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: use a variety of reading comprehension strategies before, during, and after reading to understand French texts, including short, challenging texts (<i>e.g., brainstorm related ideas and themes before reading; use the title and visuals of a book cover to make predictions about the text; use think-aloud strategies while reading, such as asking questions, making quick comments or personal connections, or noting interesting phrases; while reading, make notes about the theme, main characters, setting, and events, and then, after reading, organize the notes to show how these elements are developed throughout the story</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 3 Mod. 4	6-7 8-11 22-25 68-69 124-125 188-189	
	C1.2 Reading for Meaning: demonstrate an understanding of a variety of literary, informational, and graphic French texts, including short, challenging texts and texts used in real-life situations (<i>e.g., identify the author's intent or point of view in literary novels and poetry; read informational texts to confirm or negate a hypothesis; use a bus or train schedule to plan a journey; extract information relevant to a particular issue from an online biography; consult a variety of texts when conducting research on Aboriginal perspectives on sustainable uses of ecosystems, and write a report for science class to communicate their findings; read and extract information from the Statistique Canada website for a provincial cultural profile</i>)	Mod. 1 Mod. 3 Mod. 4 Mod. 4	8-11 126-129 194-197 232-239	

	C1.3 Reading with Fluency: read a variety of French texts with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (<i>e.g., read a text on a current event to peers without hesitation and with pauses at logical breaks; read a scene from a French Canadian play aloud, adjusting rate, tone, and expression to highlight a character's feelings; use tone and intonation for emphasis in presenting arguments supporting or refuting a theory; read aloud a fable or poem, pausing as indicated by the punctuation and/or line breaks to help communicate the intended meaning</i>)	Mod. 1	12-17	
	C1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary (<i>e.g., explore a new word's etymology and related words to decode its meaning; create a short graphic novel focused on a superhero in which each panel is titled with a word from their list of new vocabulary that reflects the action in the panel; maintain personal lists of useful words and phrases encountered in literary contexts</i>)	Mod. 1 Mod. 1 Mod. 2 Mod. 3	22-25 56-57 76-79 134-137	

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 in French, including literary, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (<i>e.g., titles, charts, subheadings, and layout help organize information in a non-fiction text; impersonal language distinguishes the factual, objective orientation of a news item from the personal, persuasive tone of an opinion piece; graphics and text work together to convey the narrative in a comic strip</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 4	8-11 12-17 54-55 56-57 90-91 104-105 146-147 240-241	

	C2.2 Text Features and Elements of Style: identify features and stylistic elements of a variety of text forms in French, including literary, informational, graphic, and media forms, and explain how they help to convey the meaning (<i>e.g., the layout of a concrete poem can change or add to the meaning conveyed by the words alone; descriptive language and metaphors in song lyrics, short stories, and novels add vividness and evoke an emotional response; incongruous words and phrases may be used to create a humorous effect in a short story; stylistic devices such as alliteration contribute to the meaning in poetry</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) explain which strategies they found helpful before, during, and after reading to understand texts; (b) identify their areas of greater and lesser strength as readers, and plan specific steps they can take to improve their reading skills (<i>e.g., in a reading log, reflect on the helpfulness of previewing vocabulary prior to reading and adding to a personal word bank while reading; describe the strategies they used while reading to record main ideas/themes and determine the meanings of unfamiliar words; rank their top five reading comprehension strategies in order of effectiveness and give reasons for their choices</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 Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (<i>e.g., compare traditional and modern myths and legends from a variety of French-speaking European communities and discuss how they convey the values, traditions, and/or customs of those cultures; read a tourism brochure or website on a French-speaking European country and its various communities, and identify the differences from Ontario; compare the importance of various sports in different French-speaking European communities, based on newspaper coverage</i>)	Mod. 1	60-61	

	C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (<i>e.g., identify regional vocabulary in online advertisements and newspapers; compare vocabulary in menus from two French-speaking communities; rewrite colloquial text messages in standard language; compare the level of language formality in invitations from their best friend and from the school principal</i>)	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 (<i>e.g., to persuade the community to take action on an issue; to introduce a significant Canadian personality to newcomers to Canada in an article for the school newsletter; to share a significant personal moment with the class; to illustrate an opinion on a social issue in a comic strip for youth; to write an expository essay for peers, explaining a character's development in a literary novel or short story; to dramatize two sides of an issue in a dialogue to be acted out in class; to write a proposal to convince a finance committee that funds should be granted for a summer work project</i>)	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 academic and familiar topics, including literary topics, applying their knowledge of some of the structural and stylistic elements of each form (<i>e.g., a new scene or ending for a literary play or short story read in class, drawing on the key themes of the original; an updated myth or fairy tale using a variety of literary devices; a pamphlet inviting other secondary school students to a special event at their school, using concrete words to depict the event vividly and precisely; an advice column about resolving a personal or social conflict, playing on words to add extra meaning; a “how-to” manual or poster about a personal hobby or interest; a series of paragraphs for an opinion piece; a letter to an editor of a newspaper or to a politician outlining the argument for action on an current issue</i>)</p>	<p>Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 2 Mod. 3 Mod.3 Mod. 4</p>	<p>44-49 63 90-91 104-105 118-119 162-163 183 214-215</p>	
	<p>D1.3 Creating Media Texts: create media texts in French on academic and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (<i>e.g., write a storyboard for a video depicting daily routines, describing an event, or reflecting on a significant development in their life; write jacket copy for a novel or play read in class, reflecting the themes; write a script for a public service announcement to inform teenagers about a social or health issue; create a multimedia presentation to convey the results of their research about the contributions of important figures in First Nations, Métis, or Inuit history; write an objective news article summarizing the causes and potential consequences of a current social, economic, or environmental issue</i>)</p>	<p>Mod. 1 Mod. 2</p>	<p>62-63 118-119</p>	
	<p>D1.4 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 complete and correct simple, compound, complex, and compound-complex sentences using conjunctions; consistently make nouns and adjectives agree, and use a variety of adjectives to describe familiar activities, people, places, and things; consistently make subjects and verbs agree, and use appropriate verb tenses; use pronouns to make sentences less cumbersome and repetitive</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	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 free writing to develop or focus a topic; draw or sketch to formulate thoughts; use different types of questions to deepen their understanding of a topic; create a glossary reflecting prior knowledge of terminology related to their topic; summarize and paraphrase information and ideas in point-form notes; use note cards to organize the main ideas and supporting details; explore ideas in peer conferences before starting research; use online and print resources to research a topic</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., determine and sequence the steps necessary to create a first draft; consider feedback from peers to help improve coherence and clarity; refer to a checklist when editing to ensure that they review the key components of a writing task; reread early drafts to ensure logical organization and adequate development of information and ideas</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., adopt a layout appropriate to the writing task and the target audience; add visuals to emphasize key ideas; reread the final draft to ensure appropriate use of form, style, and conventions</i>)	Mod. 1 Mod. 2 Mod. 2 Mod. 3	63 90-91 118-119 183	
	D2.4 Metacognition: (a) explain which strategies they found helpful before, during, and after writing to communicate effectively; (b) identify their areas of greater and lesser strength as writers, and plan specific steps they can take to improve their writing skills (<i>e.g., reflect on and select the pre-writing strategies that are best suited to the task; reflect on the steps they used to accomplish their writing goal, and determine if any need to be revised or sequenced differently; use exit passes to reflect on the work just completed</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	<p>Intercultural Understanding By the end of this course, students will:</p>			
	<p>D3.1 Intercultural Awareness: in their written work, communicate information about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (<i>e.g., create a print advertising campaign to increase health awareness in a French-speaking European community; write a short story that involves a significant current issue in a French-speaking European community; write a newspaper article explaining how a French-speaking European community is handling an issue also facing Canadian society; develop two menus that reflect what they themselves and a teenager from a specific French-speaking European community might choose to eat</i>)</p>	<p>Mod. 1 Mod. 2</p>	<p>62-63 118-119</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., incorporate common idiomatic expressions into a dialogue or song; use French abbreviations in a text message; use correct conventions when referring to buildings, streets, and other locations</i>)</p>	<p>Mod. 1 Mod. 2 Mod. 3</p>	<p>44-49 119 183</p>	

**FRENCH IMMERSION, GRADE 9
APPLIED (FIF1P)**

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 variety of listening comprehension strategies, and use them before, during, and after listening to understand short oral French texts (<i>e.g., before listening, share prior knowledge about the topic with the teacher and classmates; determine the purpose for listening before starting a task; interpret non-verbal signals, including body language; record ideas while listening and organize them after listening, using a graphic organizer developed with peers; after listening, ask relevant questions to clarify meaning</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 short oral French texts about everyday matters and familiar topics, with contextual and visual support (<i>e.g., identify the different points of view heard in a discussion of a social or global issue; create a magazine advertisement based on a radio or television commercial; recount the essential details of a voicemail message; support their opinions about teenagers' eating habits by using details extracted from an oral text; follow oral instructions; listen to a description of a situation and make predictions about its outcome</i>)</p>	<p>Mod. 1 Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 2 Mod. 3</p>	<p>4-5 26-27 30-31 60-61 66-67 84-85 88-89 138-139</p>	

		Mod. 3 Mod. 4 Mod. 4 Mod. 4 Mod. 4	142-143 190-193 206-207 210-213 244-245	
	A1.3 Responding to and Evaluating Media Texts: evaluate the effectiveness of the treatment and presentation of ideas and information in a variety of oral media texts in French about everyday matters and familiar topics (<i>e.g., identify the target audience of a movie based on its trailer; select effective radio advertisements and explain their features; identify the points of view presented in a television newscast and evaluate it for bias; evaluate the effectiveness of a public service announcement about an environmental issue; compare the information on a current issue from two media sources to determine the perspectives conveyed by each; analyse the language and tone of a public service announcement about smoking and suggest how these elements might influence an audience; explain how the music and words in a technology advertisement influence teenagers to buy the product</i>)	Mod. 1 Mod. 1 Mod. 3	58-59 60-61 176-179	

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 a range of interactive listening strategies to suit a variety of situations while participating in guided and structured social interactions and interactions about everyday matters (<i>e.g., paraphrase, clarify, ask questions about, or respond to the ideas shared in a group discussion; express interest in another student's presentation by commenting and asking relevant questions; take turns speaking and avoid interrupting others during informal discussion or debate; be alert to non-verbal cues in a discussion with peers</i>)	Mod. 2	86-87	

	A2.2 Interacting: respond with understanding to what others say while participating in guided and structured interactions about familiar and new topics and everyday matters, in formal and informal situations (<i>e.g., listen to the description of a series of actions and, with a partner, deduce what likely preceded them; in a small group, listen to a national weather report and compare weather conditions across the country; discuss with peers obstacles that they have overcome and ask relevant questions to demonstrate understanding; participate in guided role play of a type of interaction that takes place outside school; share skills and knowledge with each other through peer mentoring; listen to a new rap CD and discuss how different groups might respond to it</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., during a student-teacher conference, explain how they monitor their own listening skills; outline the learning strategies they used before, during, and after a listening task involving a recorded text; maintain a “listening diary” of helpful feedback received in peer or teacher conferences</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 Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (<i>e.g., listen to various European students discuss an average day in their lives, and compare it with their own day; listen to peer presentations about traditions and customs in a variety of French-speaking communities in Europe to identify the similarities and differences with their own community; listen to songs from two French-speaking countries in Europe and identify the message and emotions expressed in the lyrics</i>)	Mod. 4	206-207	

	<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* (e.g., explain the messages conveyed through the language used to depict gender roles in popular music; explain the use of some common French expressions, such as “Bon appétit”, “Ça vaut la peine/le coup”, “Tant mieux”, “Jamais de la vie”; compare the wording of proverbs with similar meanings in French and English, such as “Petit à petit, l’oiseau fait son nid” – Every little bit helps, “Vouloir, c’est pouvoir” – Where there’s a will, there’s a way, “Pas de nouvelles, bonnes nouvelles” – No news is good news, “Qui ne risque rien, n’a rien” – Nothing ventured, nothing gained; identify ways in which the French language has evolved and is evolving, such as the use of anglicisms, including “le shopping”, “le parking”, and “le business”)</p>	Mod. 2	70-75	
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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	<p>Speaking to Communicate By the end of this course, students will:</p>			

	B1.1 Using Oral Communication Strategies: identify a variety of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (<i>e.g., present their topic clearly and logically; organize a presentation with an introduction, middle, and conclusion; use tone of voice, body language, and facial expressions for emphasis; make effective eye contact with the audience</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 communications in French containing information, ideas, and opinions about everyday matters and familiar topics, with contextual and visual support (<i>e.g., give a detailed account of a meaningful experience; speak about their school involvement, future plans, and interests outside of school; present and describe to peers an object of personal cultural significance; describe a memorable experience in the natural world, such as a fishing or camping trip</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 accuracy in communications in French (prepared and spontaneous) about everyday matters and familiar topics (<i>e.g., deliver a prepared oral presentation on a familiar topic, such as family rules and routines, at a smooth pace with appropriate phrasing and emphasis; use pauses appropriately to accentuate the benefits of getting involved in extracurricular activities; pronounce new words correctly when discussing a news article about the impact of climate change on the environment; recite a rehearsed poem, speech, or mini-talk with expression and varying the speed of their delivery; use contractions, elisions, and liaisons appropriately</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	62-63 118-119 182-183 246-247	
	B1.4 Creating Media Texts: create a variety of oral media texts in French about familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (<i>e.g., use role play or drama in a video to compare two different perspectives on a current issue; record a public service announcement about environmental choices; create a radio or television commercial for a product or service; deliver a multimedia presentation about the role of music and dance in contemporary First Nations, Métis, or Inuit communities</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	62 118 182 247	
	B1.5 Applying Language Structures: communicate their meaning clearly, using parts of speech and word order appropriately (<i>e.g., identify the differences in meaning of synonymous nouns, adjectives, verbs, and adverbs; express feelings, desires, or</i>	Mod. 1 Mod. 2	62-63 118-119	

	<i>suggestions in a conversation using the conditionnel)</i>	Mod. 3 Mod. 4	182-183 246-247	
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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 guided and structured situations (<i>e.g., ask questions to stimulate discussion or for clarification; during small-group activities, use expressions of politeness when contributing ideas, encouraging others to participate, expressing agreement and disagreement, and seeking clarification; maintain and refer to a personal lexicon of common expressions and phrases that can be helpful in a variety of exchanges</i>)	Mod. 2 Mod. 2	86-87 118	
	B2.2 Interacting: engage in guided and structured spoken interactions in French (prepared and spontaneous), in a variety of contexts, about everyday matters and familiar topics (<i>e.g., with a partner, discuss characteristics of successful people and then survey classmates on their criteria for success; role-play a situation where negotiation is required; converse with peers about personal interests; in small groups, discuss a local environmental or financial issue affecting the community and propose some solutions; role-play a telephone conversation in which they give a peer clear directions to a place he or she has never been</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 revisions to the form and content of their speech using feedback from peers and the teacher; in order to increase confidence and sustain motivation, set small, attainable goals to improve oral communication; explain during a student-teacher conference how they monitor their speaking skills; plan to participate in the school French club</i>)	Mod. 1 Mod. 2 Mod. 3	30-31 88-89 182	

Overall	Specific Expectations	Chap.	Pages	Vérific.
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Expectations				
B.3	Intercultural Understanding By the end of this course, students will:			
	B3.1 Intercultural Awareness: communicate information orally about French-speaking communities in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (<i>e.g., research and speak about French cuisine in different countries in Europe, such as fondue in Switzerland; in small groups, discuss differences and similarities in fashion and/or art between French-speaking European communities and their own community; deliver an oral presentation about a French-speaking European community, using visual aids such as a slideshow, a poster, a travel brochure, film clips, or a commercial</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., apply vocabulary from two French-speaking areas or cultures in a debate about a significant issue; use proverbs to make relevant contributions to a discussion</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4 Mod. 4	44-49 96-97 148-153 198-199 206-207	

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 variety of reading comprehension strategies;</p> <p>C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of text forms, 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	Vérfic.
C.1	Reading Comprehension By the end of this course, students will:			
	C1.1 Using Reading Comprehension Strategies: use a variety of reading comprehension strategies before, during, and after reading to understand short French texts (<i>e.g., use prior knowledge and experiences to make connections to the topic or theme of the text; scan the illustrations and diagrams in a text to support their understanding of it; visualize concepts while reading, and share and compare mental images with a partner afterwards; use punctuation to help them identify main clauses and subordinate clauses in longer sentences</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 short fictional, informational, and graphic French texts, including texts used in real-life situations (<i>e.g., discuss the portrayal of adolescent issues in stories or novels from different cultures; describe an environmental issue featured in an advertisement or on a website; describe how to assemble a small piece of furniture after reading its instruction manual; describe items of interest in a catalogue; explain the pictorial signs in a recycling guide; read a cell-phone bill and discuss how to avoid extra charges; read a subway or bus map to help plan and budget for a field trip for the class; research information from different sources about the celebration of National Aboriginal Day in Ontario and present their findings to the class</i>)	Mod. 3 Mod. 3 Mod. 4 Mod. 4 Mod. 4	126-129 168-173 190-193 194-197 232-239	
	C1.3 Reading with Fluency: read a variety of French texts with proper intonation and at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text (<i>e.g., use punctuation to guide their reading of a complex sentence in order to help them accurately convey its message to the listener; read aloud, adjusting rate and tone for expressive effect to hold the audience's attention; read in a role with suitable emphasis and phrasing to dramatize a text for an audience; record a variety of texts from diverse cultures, reading with clarity and articulation</i>)	Mod. 1	12-17	
	C1.4 Developing Vocabulary: use several different vocabulary acquisition strategies to expand their French vocabulary (<i>e.g., use understanding of word order and parts of speech to help them infer the meaning of a new word; identify words borrowed from other languages; 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	

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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 in French, including fictional, informational, graphic, and media forms, and explain how the characteristics help to communicate the meaning (<i>e.g., a newspaper article communicates essential information by addressing the five Ws; pictures, graphs, and text on plaques in conservation authority sites explain the local ecosystems; speech bubbles and captions convey the dialogue and setting in graphic novels and comic books</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 features and stylistic elements of a variety of text forms in French, including fictional, informational, graphic, and media forms, and explain how they help to convey the meaning (<i>e.g., section titles and headlines in a newspaper help readers locate global, national, and local news as well as stories on specific topics; the separation of ingredients from cooking instructions in recipes helps readers assemble the components they need before they start to cook; a play on words in a song lyric adds an extra level of meaning, such as in the song “La Soirée du Hockey”; a repeated phrase in a poem emphasizes the theme</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., describe an appropriate way to prepare to read an informational text; determine whether skimming or scanning is more useful when reading graphic text; select one strategy that they found helpful when reading challenging texts and describe how they used it; list the clues, words, and features that helped them to understand the text and to identify its main ideas</i>)	Mod. 1 Mod. 1 Mod. 2 Mod. 3	8-11 18-21 70-75 130-133	

Overall Expectations	Specific Expectations	Chap.	Pages	Vérific.
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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 Europe, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (<i>e.g., read a tourism brochure or website on a French-speaking European country and its various communities, and identify differences from Ontario; investigate, using online sources such as UNESCO’s French-language website, some ways in which French-speaking European communities are working to preserve biodiversity; compare summer holiday routines of adolescents in a French-speaking country and in Ontario on the basis of their diaries or blogs</i>)	Mod. 1	60-61	
	C3.2 Awareness of Sociolinguistic Conventions: using information from French texts, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse French-speaking communities* (<i>e.g., identify regional vocabulary in online advertisements and newspapers; read song lyrics by French-speaking artists to identify expressions specific to different regions; identify local colloquialisms found in a blog; identify whether closings for letters and electronic messages are formal, friendly, or intimate</i>)	Mod. 1 Mod. 2 Mod. 3 Mod. 4	44-49 96-97 148-153 198-199 206-207	

OVERALL EXPECTATIONS	
D. WRITING By the end of this course, students will:	
<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 French texts they plan to create (<i>e.g., to demonstrate conflict between a superhero and villain in a dialogue to be presented to the class; to promote awareness of a community environmental issue on the cover of a class magazine; to create helpful and clearly written clues that enable classmates to guess persons, places, or things; to express their opinion on a social issue; to invite people to a community event such as a First Nations, Métis, or Inuit celebration; to promote the value of learning French in a brochure for adolescents; to describe personal dreams and aspirations in a journal entry; to accurately and objectively report an event for the school yearbook</i>)	Mod. 1 Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3	42-43 56-57 63 90-91 118-119 183	
	D1.2 Writing in a Variety of Forms: write a variety of French texts to convey information, ideas, and opinions about everyday matters and familiar topics, applying their knowledge of the fundamental structural and stylistic elements of each form (<i>e.g., instructions for a game for younger students; a humorous review of a music video; an adaptation of a poem or song to express a different perspective from that of the original; a list of strong, logical points that express their viewpoint on safety in schools in preparation for a debate; a budget based on their identified financial goals; a text message to a friend about making plans for the weekend or a tweet giving their response to a movie</i>)	Mod. 1 Mod. 1 Mod. 2 Mod. 2 Mod. 3 Mod. 3 Mod. 4	44-49 63 90-91 118-119 162-163 183 214-215	
	D1.3 Creating Media Texts: create media texts in French on everyday matters and familiar topics, using forms, conventions, and techniques appropriate to the purpose and audience (<i>e.g., create a multimedia storyboard that includes descriptions, reflections, photographs, and music related to a twelve-hour period of their life; write a script for a public service announcement to inform teenagers about a social or health issue or a financial matter; create a brochure for French-speaking tourists about a Canadian national park; write text for a video to persuade peers to participate in a favourite sport or club</i>)	Mod. 1 Mod. 2	62-63 118-119	
	D1.4 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 complete and correct simple, compound, and complex sentences using conjunctions; use final punctuation appropriate to the sentence type; consistently make nouns and</i>	Mod. 1 Mod. 2 Mod. 3 Mod. 4	63 118-119 183 226-227	

	<i>adjectives agree, and use a variety of adjectives to describe familiar activities, people, places, and things; consistently make subjects and verbs agree, and use appropriate verb tenses)</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., use free writing to generate ideas for writing; record ideas in a writer's journal or jot journal; create a "grocery list" of topics for writing and discuss them in small groups; create a glossary of essential vocabulary for their chosen topic; create a storyboard illustrating the plot of a story to help them generate written dialogue and narration; summarize and paraphrase information and ideas in point-form notes</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., check word choice by referring to online or print dictionaries, including a dictionary of synonyms, antonyms, and homonyms; use new words in their writing that they have encountered through reading; review their draft with the teacher or peers and use their feedback when correcting word choice, punctuation, and language conventions; reread early drafts to ensure logical organization with adequate development of information and ideas</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., refer to a checklist based on success criteria to guide their revisions to grammar, spelling, syntax, and punctuation; adopt a layout appropriate to the writing task and the target audience; add visuals to emphasize key ideas; reread the final draft to ensure appropriate use of form, style, and conventions</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 to communicate effectively; (b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills (<i>e.g., explain how following a model can assist in creating a more effective piece of writing; assess their text using success criteria to determine what they did effectively and what could be improved; after a writing activity, complete a self-assessment of their use of a particular text form and plan next steps to improve the effectiveness with which they use that form; consider feedback from the teacher and peers when planning next steps</i>)	Mod. 2 Mod. 3 Mod. 3 Mod. 4 Mod. 4	92-94 148-153 183 216-219 228-231	
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Overall Expectations	Specific Expectations	Chap.	Pages	Vérfic.
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 in Europe, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (<i>e.g., describe, illustrate, and explain the significance of cultural artifacts from a French-speaking European community; write an online encyclopedia article or blog entry summarizing interesting and important facts about a French-speaking European community; write a letter or email to a teenager in a French-speaking European community asking questions to determine how his or her life is similar to and different from their own</i>)	Mod. 1 Mod. 2	62-63 118-119	
	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; email a parent, friend, teacher, or job interviewer, adjusting the level of language formality accordingly; create a brochure with pictures to explain greeting expressions to younger students; use onomatopoeia and regional expressions in a comic strip or abbreviations in a text message</i>)	Mod. 1 Mod. 2 Mod. 3	44-49 119 183	